



## **Erasmus+ project „ Culture knowledge and language competences as a means to develop the 21st century skills”**

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### **B1/B2 English Language Course Curriculum**

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## Introduction

Contemporary world shows changes in employability patterns and skills needed in the future. Globalisation has created new challenges and opportunities for the economies and society in general. People need new skills and competences to survive and prosper in the current context.

Researches conducted worldwide in the field of future skills conclude that alongside with other competences and skills, problem-solving, creativity, communication, collaboration, cultural awareness and an ability to communicate in several languages are crucial for future life. This is also supported by the new “OECD Education 2030” (2018) strategic framework that in the future people will need 3 types of skills: cognitive and meta-cognitive skills (problem solving, creativity, critical thinking, analytical skills, learning strategies, etc.); social and emotional skills (communication, collaboration, initiative taking, etc.); physical and practical skills (kinaesthetic ability and ability to use tools, such as ICT, etc.). Thus, people have to develop learning-to-learn competence and become true lifelong learners as also emphasized by the ‘ET 2020’ (2009), and the ‘Europe 2020’ (2010) Strategy for smart, sustainable and inclusive growth and which acknowledges ‘lifelong learning and skills development as key elements’ in economic welfare in Europe. Lifelong learning and the skills development will also help attaining the UN „Sustainable Development Goals”, especially, Goal 4 on Quality Education, etc. (United Nations, 2015).

„European Agenda for Adult Learning” (The Council of the European Union, 2011) highlights the need to increase participation in adult learning of all kinds (formal, non-formal and informal learning) whether to acquire new work skills, for active citizenship, or for personal development and fulfilment. This will also foster the skills development and ensure people’s wellbeing and secure social cohesion.

Therefore, it is essential to provide high quality learning opportunities for everyone in order to develop relevant and high-quality skills and competences to be competitive in the labour market and contribute to the development of cohesive society. The current project will contribute to

improving and extending the supply of high-quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults by offering adult learners an innovative education programme applying open education resource (OER) to increase their capacity. This will be done by creating innovative learning tools – the OER containing the learning material for the development of relevant 21st century key skills, such as communication, language skills, collaboration, ICT skills, etc. and increasing learners' knowledge on European cultures thus raising people's awareness about European extraordinary common cultural heritage and its values focusing on social and educational value of European cultural heritage.

Any course design starts with needs analysis (Elliott, 1998; Gillet, 1989; More, 2001; Nunan, 1991), which is conducted on several levels: on the level of a students' group, on institutional, educational, administrative, political and cultural level (Kennedy, 1988). Needs analysis is a component of a system approach and it has to be carried out in order to get information about stakeholders' wishes (Richards, 2001).

The given learning programme comprises 6 modules, each having 3 comprehensive sub-modules, created based on prior needs analysis and it brings to a further stage the results of the previous Erasmus+ projects „Key Skills for the EU Hotel Staff” (2014-2016) and „Language skills and intercultural issues in the hospitality industry: unity in diversity in the EU labour market” (2016-2018) worked out by part of the current Consortium. During the needs analysis stage cultural priorities of the countries, languages required, language competence levels and the target groups have been explored as well as the search on official online portals, analysis of statistics, stakeholders' questionnaire and discussions with adult teachers, local governments, etc.

In line with the Year of European Cultural Heritage and based on the feedback received during previous course piloting wherein an intercultural module received learners' genuine interest and high evaluation, the content of the learning program of the current project covers topics revealing the European cultural heritage. Thus, learners will develop their key skills and gain an insight in European rich cultural heritage. The approach selected involves developing key skills through learning about cultures and developing learners' language and intercultural competences.

## 1. Course Methodology

The project addresses the specific objectives of the Erasmus+ programme in the field of education and training: 1) to improve the level of key competences and skills (the 21st century key skills and competences, such as problem solving, collaboration, creativity, critical thinking, learning strategies, collaboration, communication, ICT skills, etc.), with particular regard to their relevance for the labour market (improved skills and competences) and their contribution to cohesive society (alongside with other adult learners we address also the people with geographical, social and economic obstacles, and cultural differences, and special education treatment needed, also low-skilled and low-qualified); 2) promote the emergence and raise

awareness of a European lifelong learning area (through creating OER containing the teaching/learning material related with European cultural heritage and applying innovative methodologies and introducing the wider society with opportunities of using the OER created for lifelong learning purposes, incl. in remote areas); 3) improve the teaching and learning of languages and promote the EU's broad linguistic diversity and intercultural awareness (by incorporating the material suitable for increasing learners' language competence in 10 European languages, the material revealing the rich cultural heritage of the project countries, including minority groups).

The overall aim of the course is to develop adult learners' relevant 21st century skills (communication, language competence, intercultural competence, collaboration, innovation, initiative, ICT skills, etc.) and foster the learners' knowledge of the rich European cultural heritage and its values by applying innovative learning approaches and materials consequently improving people's education level and bringing them closer to cultural heritage, history and the common values of Europe, enhancing their overall development and employability.

To attain these goals, appropriate teaching/learning methodology has to be selected and applied. What is more, it is essential to take into consideration adult learning specifics when selecting teaching/learning methodologies and tools and precise themes. The following sub-chapters will present the course methodology concerning adult learning specifics and language competence.

### **1.1. Adult learner specifics**

The way how adults learn differs from the one used by children. The research conducted on adult learning defines the main features characterising adult learning.

Thus, the father of andragogy – adult learning theory, Malcolm Shepherd Knowles (1984, p.12), introduced 5 assumptions of adult learners:

#### 1) Changes in self-concept

As a person matures his/her self-concept moves from one of being a dependent personality towards self-directedness, thus we are speaking of an adult as a self-directed learner.

#### 2) The role of experience

As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasingly rich resource for learning at the same time ensuring a base to which to relate the new information and knowledge.

#### 3) Readiness to learn

As an individual matures his/her readiness to learn increasingly stems from his/her biological development and academic pressure and it is oriented to the developmental tasks of his/her evolving social roles.

#### 4) Orientation to learning

Children are mostly subject-centred in their learning whereas adults tend to have a problem-centred orientation to learning.

#### 5) Motivation to learn

Children's learning motivation is largely extrinsic, whereas as a person matures the motivation to learn becomes intrinsic.

Adults are characterized by maturity, self-confidence, autonomy, solid decision-making, and are generally more practical, multi-tasking, purposeful, self-directed, experienced, and less open-minded and receptive to change than children. All these traits affect their motivation, as well as their ability to learn (Pappas, 2013).

Pappas (2013) identifies the following 8 important adult learners' traits:

- 1) Self-direction – adults feel the need to take responsibility for their lives and decisions and consequently control their own learning.

Therefore, self-assessment is essential.

- 2) Practical and results-oriented – adults usually information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence.

Therefore, the course has to cover their individual needs and have a more utilitarian content.

- 3) Less open-minded and therefore more resistant to change.

Therefore, the tasks have to be explained rigorously, the new concepts should be linked to already established ones and promote the need to explore.

- 4) Slower learning, yet more integrative knowledge – adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.

Therefore, the tasks have to be meaningful but not very long.

- 5) Use personal experience as a resource – as adults have accumulated rich personal experience, they tend to link their past experiences to anything new and validate new concepts based on prior learning.

Therefore, it is useful to create tasks that would encourage discussion and sharing experience with other adult learners, and generally create a learning community consisting of people who can profoundly interact.

- 6) Motivation – learning in adulthood is usually voluntary, often in order to improve job skills and achieve professional growth.

Therefore, the learning material should be thought-provoking that will question conventional wisdom and stimulate learners' mind.

- 7) Multi-level responsibilities – adult earners have multiple duties – family, friend, work, etc. In this situation they have to prioritize and often the learning outcomes are those that are compromised.

Therefore, the learning programme has to be flexible.

- 8) High expectations – adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money.

Therefore, the course created shall maximize their advantages, meet their individual needs and address all the learning challenges.

## 1.2. Teaching/learning methodology

The course is a **blended-learning** course.

Blended learning refers to a language course which combines face-to-face (F2F) classroom component with an appropriate use of technology. The term technology covers a wide range of recent technologies, such as the Internet, CD-ROMs and interactive whiteboards. It also includes the use of computers as a means of communication, such as chat and email, and a number of environments which enable teachers to enrich their courses, such as VLEs (virtual learning environments), blogs and wikis (Sharma, Barrett, 2007).

We preserve the same definition for blended learning as in the previous project – 'learning facilitated by effectively combining different modes of delivery, models of teaching, and styles of learning (Heinze, Procter, 2004) in the form of a combination of dominant on-line learning with interactive and problem-based face-to-face activities targeted at developing' learners' skills.

The course may be considered as a blended learning course if computer (technology) assisted learning constitutes from 30 to 79 % of the whole course content implementation. Such a course also typically uses online discussions and has some face-to-face meetings (Allen at al., 2007)

Typical blended-learning language tasks for the on-line stages are:

- ✓ grammar exercises on the platform,
- ✓ self-correcting grammar exercises from Internet-based pages,
- ✓ online writing tasks – the students use online resources, online-based dictionaries,
- ✓ reading tasks,

- ✓ vocabulary and reading self-tests,
- ✓ listening activities from multimedia Internet pages for homework,
- ✓ extra reading, vocabulary and listening activities from multimedia Internet pages,
- ✓ written communication via virtual platform e-mail with the teacher and other students,
- ✓ gathering information from Internet for cultural topics. (Bueno-Alastuey, López Pérez, 2014)

Typical face-to-face tasks in the classroom are as follows: traditional speaking tasks, debates and roleplays.

Typical face-to-face setting using on-line resources:

- ✓ grammar explained in presentations and links to online grammar books and grammar-based multimedia pages,
- ✓ vocabulary tasks using online dictionaries and platform-based tests,
- ✓ listening tasks on the platform,
- ✓ the speaking tasks - role-plays using Skype,
- ✓ vocabulary, reading and writing tasks, which are carried out looking up online dictionaries and machine translators to support. Bueno-Alastuey, López Pérez, 2014)

The course applies **CLIL methodology**. CLIL stands for Content and Language Integrated Learning and refers to teaching subjects such as science, history and geography to students through a foreign language. 'The course content is acquired through a foreign language thus having a dual aim of acquiring the content knowledge and developing language competence' (Marsh, 2002).

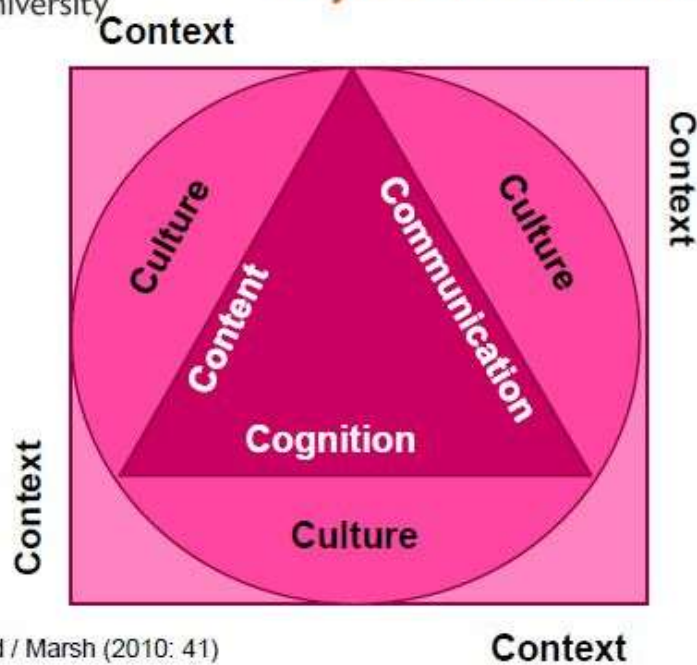
The content refers to the course aims. The course content is created based on the rich European cultural heritage in order to 'raise awareness of the importance and significance of cultural heritage' focussing on 'Engagement' and 'Innovations'. Cultural heritage is a universal value - both for individuals and communities and societies. Its forms may be material, intangible, natural and digital heritage (European Year of Cultural Heritage, 2018). The current course comprises 6 modules in English (one per partner) focussing on intangible heritage: customs, games and oral forms of creativity, knowledge and skills, as well as associated instruments, objects, artefacts and cultural space that people perceived value; language and oral traditions, performing arts, social customs and traditional crafts (UNESCO, 2018) of our countries, because we find that there is less online material available on them and these topics are appropriate for developing collaboration skills, problem-solving, initiative, critical thinking, creativity. Topics are also versatile which enables creating various kinds of tasks – reading, listening, audio, video, speaking, interactive games, face-to-face, etc.

We are applying Coyle's 4Cs Framework (Coyle, Hood, Marsh, 2010) (see *Figure 1*).





## Coyle's 4Cs Framework



Coyle / Hood / Marsh (2010: 41)

Context

Figure 1. Coyle's 4Cs Framework (Coyle, Hood, Marsh, 2010, 41)

Communication is enhanced by learners producing the target language in both oral and written form. CLIL promotes cognitive or thinking skills which challenge the learner. The course is culture-based and culture-specific as understanding our own and other cultures makes the process of communication with foreigners more effective.

CLIL is a multifaceted approach which:

- ✓ Builds intercultural knowledge and understanding,
- ✓ Develops intercultural communication skills,
- ✓ Improves language competence and oral communication skills,
- ✓ Develops multilingual interests and attitudes,
- ✓ Provides opportunities to study content through different perspectives,
- ✓ Allows learners more contact with the target language,
- ✓ Does not require extra teaching hours,
- ✓ Complements other subjects rather than competes with them,
- ✓ Diversifies methods and forms of classroom practice,
- ✓ Increases learners' motivation and confidence in both the language and the subject being taught. (European Commission, 2008)

The following underlying principles shall be mentioned (Darn, 2009; Stevie, 2018):

- ✓ Language is learnt in context

Every vocabulary word, phrase and concept is both immediately relevant and meaningful. There is a direct context in which the word becomes useful, vivid and alive.

- ✓ Language is learnt naturally

There are hardly any grammar lessons. Proper observance of rules comes far second to the comprehension of language.

- ✓ Language is innately tied to motivation

It efficiently uses students' innate motivation for the subject matter (in our case culture, history, traditions) and indirectly channels it to a target language. Because subject matter and medium of instruction are inseparable and intertwined, the target language ultimately benefits from the natural interest a student has for the topic.

- ✓ Fluency is more important than accuracy

Errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes.

- ✓ Reading is an essential skill

To develop the 21st century skills, we are using such methodologies as **webquests** – an inquiry-based approach to learning involving learners in a wide range of activities using Internet-based resource to find definite required information that they later use for solving a problem-task (Bahč, 2016; Aydin, 2015).

The aim of webquests is to motivate and promote learners' critical thinking in order to solve problems or develop projects. When dealing with webquests, learners will be working with real materials mostly distributed through the web. Thus, webquests are intended to simulate real-life situations. (Laborda, 2009). Webquests can be used to promote interaction opportunities. The following *Table 1* shows the proposed process of using a webquest.

*Table 1. Applying Webquest in Teaching/Learning Process* (Laborda, 2009, 262)

Stage	Effects on Learning	Effects on Oral Development
Webquest is presented to the students	Part of the language and structures are learned	Oral and written input is received from the teacher
Students meet and assign roles	Cooperative work, task assignment, social interaction, motivation	If some part of this work is done in class they are likely to do it in L2
Students seek information individually (but in contact)	Passive and active reading, structure and vocabulary learning, negotiation and support (through cooperation),	New vocabulary is apprehended. It will probably be used in oral performance later

	professional development (getting to know the market)	
Students have a meeting to propose the package (better in class in front of the teacher)	Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Previous organization and oral rehearsal
		Presentation in front of the teacher
		Feedback session
The group produces a report / booklet	Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	The written output will be incorporated into the final presentation
A presentation is given to the rest of the class  (Alternatively, students could have a debriefing with a possible customer interested in the product)	Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Previous organization and oral rehearsal
		Presentation in front of the teacher
		Feedback session

We use **case studies** - ‘a learning strategy through which learners are required to consider debate and offer possible solutions to the problem questions stemming from real-life or simulated’ problem situation (Stone, Ineson, 2015).

“Case studies are firmly based on the analysis and comprehension of written, and in some cases oral, material. Learners are confronted with a considerable amount of text, which they have to analyse in order to understand a given problem and to find information about the different aspects of the case. When working on a case study, learners get authentic, or “nearly authentic”, that is, lightly edited material on a given situation and have to solve a problem by completing tasks, researching and investigating. [...] When working on a case study, learners are asked to analyse the material (receptive element) and then develop a solution to the problem, which they will have to present orally and in writing (productive element). Reading is an integral part of the activity and learners are trained in effective reading comprehension, for example, skimming and scanning, or “diagonal reading”, as they have to look for relevant information, using a fairly large amount of text. The learner will not search the text for unknown words as he/she very often does when reading shorter texts in language classes, but will analyse the content of the text in order to be able to discuss the case in the group and to present his/her proposals and recommendations to the whole class” (Fischer, et.al., 2007, 16).

We also use **design thinking tools**, such as visualization, journey mapping, value chain analysis, mind mapping, prototyping, etc. (Liedtka, Ogilvie, 2018). Design thinking may be considered as a great tool to be used in teaching/learning process to develop the twenty-first century skills. It comprises collaboration in order to solve the problems by finding and processing information taking into consideration the real world, people's experience and feedback (Ray, 2012) and applying creativity, critical thinking and communication. Moreover, this approach is characterized as "a powerful methodology for innovation" which "integrates human, business and technical factors in problem forming, solving and design" (Leifer, Steinert, 2011, 151). It is human-centred and simultaneously uses diverse points-of-view in problem-solution. Design thinking is both a process and a mindset. Scholars (Baeck, Gremett, 2012) single out nine attributes or characteristics of design thinking: 1) ambiguity; 2) collaboration; 3) constructiveness; 4) curiosity; 5) empathy; 6) holism; 7) iteration; 8) non-judgmental way; 9) openness. It is a problem-solving approach dealing with the solution of everyday problems.

Learning and knowledge creation in design thinking education are based on highly iterative proceedings which may be associated with Kolb's experiential learning theory (Kolb, 1984; Rauth, et.al, 2010).

The cultural heritage material is used to create alive context, meaningful stories, episodes incorporating the information in them.

### 1.3. B1/B2 language competence

The main document and tool in the EU to create language curricula and syllabi and to measure language competence levels is 'The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)' which enables comparing language competence level internationally. Therefore, in the current project we use the updated version of the Framework (CEFR, 2018a) to create the course curriculum and to measure learners' learning outcomes.

As our target for the course is B1 and B2 English language learners, the level descriptions for B1 and B2 language competences are provided below.

According to CEFR descriptors (CEFR, 2018b), **Level B1** reflects the **Threshold Level** specification for a visitor to a foreign country and is perhaps most categorised by two features.

The first feature is the ability to maintain interaction and get across what the interlocuter wants to, in a range of contexts, for example:

- ✓ generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect;
- ✓ give or seek personal views and opinions in an informal discussion with friends;
- ✓ express the main point he/she wants to make comprehensibly;

- ✓ exploit a wide range of simple language flexibly to express much of what he or she wants to;
- ✓ maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to;
- ✓ keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

The second feature is the ability to cope flexibly with problems in everyday life, for example:

- ✓ cope with less routine situations on public transport;
- ✓ deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling;
- ✓ enter unprepared into conversations on familiar topics;
- ✓ make a complaint;
- ✓ take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction;
- ✓ ask someone to clarify or elaborate what they have just said.

**Level B2** represents the *Vantage Level* specification which is described below (CEFR, 2018b).

At the lower end of the band there is a focus on effective argument:

- ✓ account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments;
- ✓ explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
- ✓ construct a chain of reasoned argument;
- ✓ develop an argument giving reasons in support of or against a particular point of view;
- ✓ explain a problem and make it clear that his counterpart in a negotiation must make a concession;
- ✓ speculate about causes, consequences, hypothetical situations;
- ✓ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

Secondly, running right through the level there are two new focuses. The first is being able to more than hold your own in social discourse, thus it is a bit higher stage of B2, e.g.:

- ✓ converse naturally, fluently and effectively;
- ✓ understand in detail what is said to him/her in the standard spoken language even in a noisy environment;
- ✓ initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly;
- ✓ use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say;

- ✓ interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party;
- ✓ adjust to the changes of direction, style and emphasis normally found in conversation;
- ✓ sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.

The second new focus is a new degree of language awareness that is typical to the higher end of B2 level:

- ✓ correct mistakes if they have led to misunderstandings;
- ✓ make a note of 'favourite mistakes' and consciously monitor speech for it/them;
- ✓ generally correct slips and errors if he becomes conscious of them;
- ✓ plan what is to be said and the means to say it, considering the effect on the recipient/s.

Table 2 summarizes the main indicators of B1 and B2 levels in a holistic table.

Table 2. **Global scale: Common Reference Framework levels** (Council of Europe, 2018a)

<b>Independent user</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

The next table provides a self-assessment grid for learners to define their language competence level. CEFR includes 34 detailed tables for language assessment. In order to help learners who are not professionals to define their language competence level, Table 3 is drawn which is a self-assessment orientation tool intended to help learners to profile their main language skills and define if their language competence level corresponds to B1 or B2 level.

*Table 3. Self-assessment grid: Common Reference Framework levels* (Council of Europe, 2018b)

		<b>B1</b>	<b>B2</b>
<b>Understanding</b>	<b>Listening</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	<b>Reading</b>	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
<b>Speaking</b>	<b>Spoken Interaction</b>	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	<b>Spoken Production</b>	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>Writing</b>	<b>Writing</b>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of

			view. I can write letters highlighting the personal significance of events and experiences.
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The next table has been designed to assess spoken performances. It focuses on different qualitative aspects of language use. As speaking skills are significant 21<sup>st</sup> century skills, *Table 4* is included in the curriculum providing B1 and B2 level descriptions to help learners define their speaking competence.

**Table 4. Qualitative aspects of spoken language use: Common Reference Framework levels** (Council of Europe, 2018c; CEFR, 2018b)

	<b>B2</b>	<b>B1</b>
<b>RANGE</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum-locutions on topics such as family, hobbies and interests, work, travel, and current events.
<b>ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
<b>FLUENCY</b>	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
<b>INTERACTION</b>	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
<b>COHERENCE</b>	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>PHONOLOGY</b>	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.



Since the given course is a blended-learning course, it is important to assess learners' online interaction as well. *Table 5* summarizes descriptors referring to B1 and B2 level competence.

**Table 5. Examples of use in different domains for descriptors of online interaction and mediation activities (CEFR, 2018b)**

<b>ONLINE INTERACTION</b>	
<b>Online conversation and discussion</b>	
<b>Level</b>	<b>Descriptors</b>
<b>B2</b>	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.
	Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.
	Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.
<b>B1</b>	Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.
	Can post online accounts of social events, experiences and activities, incorporating embedded links and media and sharing personal feelings.
	Can comment on other people's online postings (including embedded links and media) and respond to further comments, provided interlocutors avoid complex language.
	Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.
	Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and difficulty with formulation.
<b>Goal-oriented online transactions and collaboration</b>	
<b>B2</b>	Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.
<b>B1</b>	Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.
	Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.
	Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.

Another important aspect considered in this course syllabus is 21<sup>st</sup> century skills and cultural knowledge, therefore the focus is on content-based syllabus, which, as mentioned above, is expressed in a form of a story revealing our rich intangible cultural heritage.

## 2. Course Syllabus

Output 1 'European Cultural Heritage and skills development course' is a blended-learning course applying CLIL methodology, the content of which is connected with the rich intangible European cultural heritage in our countries presented in a form of a story/script, applying innovative methodologies and tools (webquests, case studies, vialogues, videos, audios, design thinking tools, interactive games, etc.) increasing the learners cultural knowledge and developing their relevant 21st century key skills (collaboration, communication, initiative, creativity, analytical reasoning, problem solving, etc.) and improving learners' English language competence.

The main aim: to create a blended-learning course in English to sustain adult learners' awareness on the rich European cultural heritage and develop learners' relevant 21st century skills, such as communication, collaboration, creativity, initiative, analytical skills simultaneously fostering their English language competence.

### 2.1. The structure of the modules

The course comprises 6 modules (one per country) each containing 3 sub-modules.

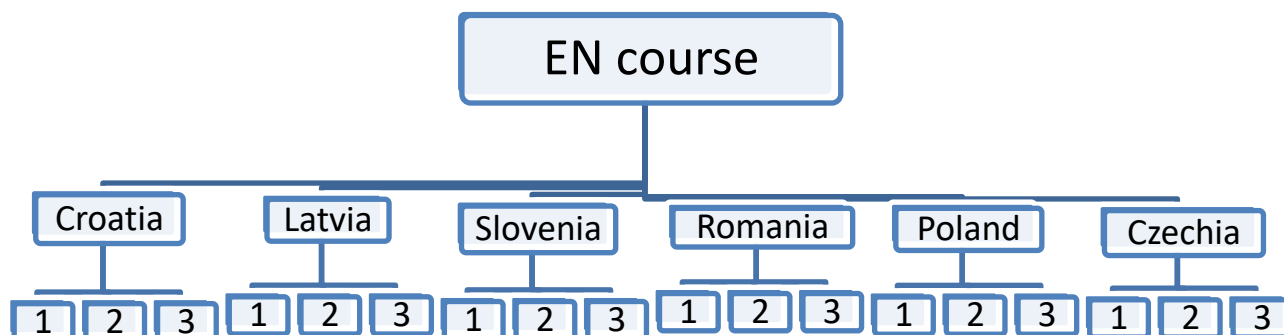


Figure 2. The Course Structure

**The structure** of each sub-module is as follows:

1. Warm-up – introduction into the situation:
  - 1) Explaining the context (situation),
  - 2) Language tasks and tasks on the given cultural topic (~ 3 tasks)

The task type depends on the story/script: matching, gap-fill, video, audio, discussion, project work, interactive game, pairwork, roleplay, etc.

2. The Main part:

## 1) On-line and face-to-face

The order depends on the topic, several combinations possible:

- ✓ online – F2F – online
- ✓ F2F – online – F2F
- ✓ online – F2F
- ✓ F2F – online
- ✓ online – F2F – online – F2F ...
- ✓ F2F – online – F2F – online ...
- ✓ etc.

Ratio: 30-40% F2F and 60-70% online.

## 2) The types of the tasks:

- ✓ Interactive tasks – interactive online games – at least 2 tasks.
- ✓ Video / audio + online tasks – at least 1 task from the following:
  - \* video + accompanying tasks,
  - \* audio + accompanying tasks or a vialogue,
  - \* vialogue or audio or another video.
- ✓ Online – at least 5 tasks from the following:
  - \* Lexical,
  - \* Reading,
  - \* Writing,
  - \* Grammar.
- ✓ Design thinking tools (possible online or F2F or mixed mode, implemented as speaking and/or writing tasks) –at least 1 task from the list:
  - \* problem solution,
  - \* collabs,
  - \* visualization,
  - \* journey mapping,
  - \* value chain analysis,
  - \* mind mapping,
  - \* prototyping
- ✓ Other creative tasks – at least 2 tasks from the following:
  - \* webquests – at least 1 or a case study
  - \* case studies – at least 1 or a webquest
  - \* problem-solving discussions
  - \* project work



- \* presentations
- \* other kind of creative tasks.

### 3. Conclusion

Conclusion of the story giving a solution or an open end to stimulate further discussions.

**The Theme:** 2018 - The Year of European Cultural Heritage:

- ✓ Engagement (Shared Heritage)
- ✓ Innovations (Heritage-related skills)

*The aim:* is to encourage more people to discover and engage with Europe's cultural heritage, and to reinforce a sense of belonging to a common European space.

*The slogan:* Our heritage: where the past meets the future.

#### **Cultural Heritage Forms:**

- ✓ Tangible - buildings, monuments, artefacts, clothing, artwork, books, machines, historic towns, archaeological sites,
- ✓ Intangible - practices, representations, expressions, knowledge, skills - and the associated instruments, objects and cultural spaces - that people value. This includes language and oral traditions, performing arts, social practices and traditional craftsmanship.

Our modules are connected with intangible cultural heritage. However, not all the partner countries have intangible cultural heritage inscribed on the UNESCO International Intangible Heritage list. The countries, wherein such intangible cultural heritage exists, created their modules connected with it, whereas other partner countries focussed on intangible cultural heritage included on their national lists or other intangible heritage, mostly traditions and customs preserved.

Below, **intangible cultural heritage of our countries** inscribed on the UNESCO International Intangible Heritage list is provided:

#### 1) Croatia:

- ✓ Mediterranean diet: <https://ich.unesco.org/en/RL/mediterranean-diet-00884>
- ✓ Klapa multipart singing: <https://ich.unesco.org/en/RL/klapa-multipart-singing-of-dalmatia-southern-croatia-00746>
- ✓ Bećarac singing: <https://ich.unesco.org/en/RL/becarac-singing-and-playing-from-eastern-croatia-00358>
- ✓ Nijemo Kolo dance: <https://ich.unesco.org/en/RL/nijemo-kolo-silent-circle-dance-of-the-dalmatian-hinterland-00359>

- ✓ Gingerbread craft from Northern Croatia: <https://ich.unesco.org/en/RL/gingerbread-craft-from-northern-croatia-00356>
  - ✓ The Sinjska Alka is a chivalric tournament: <https://ich.unesco.org/en/RL/sinjska-alka-a-knights-tournament-in-sinj-00357>
  - ✓ Annual carnival bell ringers' pageant from the Kastav area: <https://ich.unesco.org/en/RL/annual-carnival-bell-ringers-pageant-from-the-kastav-area-00243>
  - ✓ Festivity of Saint Blaise, the patron of Dubrovnik: <https://ich.unesco.org/en/RL/festivity-of-saint-blaise-the-patron-of-dubrovnik-00232>
  - ✓ Lacemaking in Croatia: <https://ich.unesco.org/en/RL/lacemaking-in-croatia-00245>
  - ✓ Procession Za Krizen on the island of Hvar: <https://ich.unesco.org/en/RL/procession-za-krizen-following-the-cross-on-the-island-of-hvar-00242>
  - ✓ Spring procession of Ljelje/Kraljice (queens) from Gorjani: <https://ich.unesco.org/en/RL/spring-procession-of-ljelje-kraljice-queens-from-gorjani-00235>
  - ✓ Traditional manufacturing of children's wooden toys in Hrvatsko Zagorje: <https://ich.unesco.org/en/RL/traditional-manufacturing-of-childrens-wooden-toys-in-hrvatsko-zagorje-00233>
  - ✓ Two-part singing and playing in the Istrian scale: <https://ich.unesco.org/en/RL/two-part-singing-and-playing-in-the-istrian-scale-00231>
  - ✓ Art of dry stone walling, knowledge and techniques (2018)
- 2) Czechia:
- ✓ Falconry: <https://ich.unesco.org/en/RL/falconry-a-living-human-heritage-01209>
  - ✓ Puppetry: <https://ich.unesco.org/en/RL/puppetry-in-slovakia-and-czechia-01202>
  - ✓ The Ride of the Kings: <https://ich.unesco.org/en/RL/ride-of-the-kings-in-the-south-east-of-the-czech-republic-00564>
  - ✓ The Shrovetide processions: <https://ich.unesco.org/en/RL/shrovetide-door-to-door-processions-and-masks-in-the-villages-of-the-hlinecko-area-00397>
  - ✓ Slovácko Verbuňk, recruit dances: <https://ich.unesco.org/en/RL/slovacko-verbunk-recruit-dances-00147>
  - ✓ Blaudruck/Modrotisk/Kékfestés/Modrotlač, resist block printing and indigo dyeing in Europe (2018)
  - ✓ Handmade production of Christmas tree decorations from blown glass beads (2018)
- 3) Latvia:
- ✓ Baltic song and dance celebrations: <https://ich.unesco.org/en/RL/baltic-song-and-dance-celebrations-00087>
- 4) Poland:
- ✓ Nativity scene (szopka) tradition in Krakow (2018)
- 5) Romania:

- ✓ Traditional wall-carpet craftsmanship: <https://ich.unesco.org/en/RL/traditional-wall-carpet-craftsmanship-in-romania-and-the-republic-of-moldova-01167>
- ✓ Cultural Practices Associated to the 1st of March: <https://ich.unesco.org/en/RL/cultural-practices-associated-to-the-1st-of-march-01287>
- ✓ Lad's dances: <https://ich.unesco.org/en/RL/lads-dances-in-romania-01092>
- ✓ Colindat: <https://ich.unesco.org/en/RL/mens-group-colindat-christmas-time-ritual-00865>
- ✓ Horezu ceramics: <https://ich.unesco.org/en/RL/craftsmanship-of-horezu-ceramics-00610>
- ✓ Doina: <https://ich.unesco.org/en/RL/doina-00192>
- ✓ Căluș ritual: <https://ich.unesco.org/en/RL/calus-ritual-00090>

6) Slovenia:

- ✓ Door-to-door rounds of Kurenti: <https://ich.unesco.org/en/RL/door-to-door-rounds-of-kurenti-01278>
- ✓ Škofja Loka: <https://ich.unesco.org/en/RL/skofja-loka-passion-play-01203>
- ✓ Art of dry stone walling, knowledge and techniques (2018)

**Additional sources** on European Cultural Heritage for independent studies are available on:

- ✓ UNESCO portal: <http://www.unesco.org/new/en/brussels/eych-2018/>
- ✓ Europe.eu portal: [https://europa.eu/cultural-heritage/european-year-cultural-heritage\\_en](https://europa.eu/cultural-heritage/european-year-cultural-heritage_en)
- ✓ Culture: <https://ec.europa.eu/culture/>
- ✓ UNESCO list of intangible cultural heritage: <https://ich.unesco.org/en/00011?type=00002#tabs>
- ✓ Study material and information brochures: [http://europa.eu/cultural-heritage/toolkits\\_en](http://europa.eu/cultural-heritage/toolkits_en)
- ✓ Events of European Year of Cultural Heritage in Croatia: [https://europa.eu/cultural-heritage/european-year-cultural-heritage\\_hr](https://europa.eu/cultural-heritage/european-year-cultural-heritage_hr)
- ✓ Events of European Year of Cultural Heritage in Czech Republic: <https://www.mkcr.cz/european-year-cultural-heritage-1722.html?lang=en>
- ✓ Events of European Year of Cultural Heritage in Latvia: <http://mantojums2018.lv/>
- ✓ Events of European Year of Cultural Heritage in Poland: <http://erdk2018.pl/>
- ✓ Events of European Year of Cultural Heritage in Romania: <https://anuleuropean.patrimoni.gov.ro/>
- ✓ Events of European Year of Cultural Heritage in Slovenia: <http://www.zvkds.si/en/elkd/eych-slovenia>

## 2.2. Annotations

### Croatia

*Croatia Module 1 "To be proud of our Dubrovnik's patron saint St. Blaise"*

A family with two teenage children lives in Zagreb. Their father is from Dubrovnik. As many families live in Zagreb, they decided to visit their grandparents and participate in festivity of

Saint Blaise. They got to Dubrovnik by car and stayed there for three days. Parents wanted to show their children their greatest festivity they used to celebrate when their father was young before leaving Dubrovnik. While doing the module learners find out more about Dubrovnik's patron saint and traditional Dalmatian klapa singing. Topics of klapa songs usually deal with love, life situations, and the environment in which they live.

Warm up tasks include a matching task, gap fill and unscrambling the story. Reading tasks include true/ false answers, a picture task and word building. In the project work learners have to do a reading task and answer the questions based on a short story as well as do project work on suggested links. In audio tasks learners can listen to the recording and do true/false answers task. In the grammar task learners practice using prepositions and passive voice. The case study offers more information on traditional manufacturing of children's wooden toys in Hrvatsko Zagorje. In the webquest they learn about dry stone walling. Two interactive games help the user extend their vocabulary on festivities and music playing Hangman and Crossword games. In the role-play learners can role play and investigate more about Sinjska alka.

#### *Croatia Module 2 "Sinjska alka-connection between the past and the presence"*

A young couple with a 6-year-old son decided to visit Croatia. They decided to explore small nearby towns and try to get to know local people and their customs and traditions.

The young family enjoyed watching Sinjska alka, they had never seen anything like that before! So, they decided to find out more about the tournament, its history and rules. Two interactive games help the user extend their vocabulary on tournaments and bakery.

In warm up tasks we used describing the pictures, unscrambling the story and grammar tasks on past tenses. In reading tasks there are true /false answers, gap fill, picture tasks, matching and word building. In listening tasks there are true/false answers. In the speaking task users can discuss about traditions and in the writing task they can write more about traditions. In the video task learners can listen, do a matching task and unscramble the story and learn more about authentic Croatian gingerbread souvenir. In the project work learners can learn and research on Nijemo kolo more. In completing the case study, learners have the chance to improve the skills of reading, spoken production and spoken interaction. They have access to a number of authentic texts to read on annual carnival bell ringers' pageant from the Kastav area. In the webquest learners can learn more about Lacemaking in Croatia. In the section devoted to warm-up activities, learners have the opportunity to do exercises, related to the topic of the case study, with the dual aim of acquiring knowledge about the topic and improving language skills. In the webquest learners can learn more about Pag lacemaking.

#### *Croatia Module 3 "Gingerbread craft from the Northern Croatia"*

Two years ago, a family from Dubrovnik decided to celebrate their daughter's 5th birthday out of the town, and since little Ema was born in December, Zagreb seemed a perfect choice for their short family trip. In this module learners can find out more information on traditional gingerbread craft in Northern Croatia, making phrases, ingredients and secrets of the craft.

In the case study learners can find out more information on Valentines' day. In warm up tasks learners can do true /false tasks. In the reading section learners can do tasks on vocabulary-matching. In the part called 'Secret Craft' learners can improve their reading skills as well and finish the tasks with matching photos and words. In listening tasks learners can do a gap-fill task, unscramble the words. In the video task they can unscramble the story. In the grammar task learners can deal with passive voice. In the role-play they can learn more about tie and how to act in a souvenir shop. In the writing task learners can write more about souvenir shop in Marija Bistrica. While completing the case study, learners have the chance to improve their skills of reading, spoken production and spoken interaction. They have access to a number of authentic texts to read, and as regards writing, they are required to write an essay focusing on the usage of conditional sentences. In the section devoted to warm-up activities, learners have an opportunity to do exercises, related to the topic of the case study 'St. Valentine's day', with the dual aim of acquiring knowledge about the topic and improving language skills. In the webquest they can learn more about Dubrovnik and Stradun. Two interactive games extend learners' vocabulary on bread ingredients.

## **Czechia**

### *Czechia Module 1 „How I met the falcons“*

The module describes a story of holidaymakers who find an injured bird of prey and learn through that coincidence about the ancient hunting practice.

A family with two teenage children is travelling round Czechia. On their way to a castle they find a wounded bird of prey and meet a young falconer. While doing the module users learn about the falconry tradition in Czechia, with the help of highly professional video they visit the annual meeting of Czech Falconry Club at Opočno castle and listen to an authentic radio interview with the vice-president of the Falconry Club. In the webquest they learn about the biological protection of airports and search for a lost eagle. They play the role of reporters writing an article about biological protection of airports and organize search for a lost bird. Users learn lexis related with wild life and with falconry tools, which they can practise on various interactive tasks and two games (millionaire and hangman).

### *Czechia Module 2 „The Hand-puppet's Tale“*

In this module we follow an adventurous story of an old hand-puppet, which leaves Czechoslovakia after the Soviet invasion and is brought back to its homeland by the grandchildren of its owner.

The module opens with a video in which a hand-puppet tells a thrilling story about its escape from Czechoslovakia after the Soviet invasion and return home 30 years later. Users gain lexis on puppet characters and types and can practise it on various online tasks and games (crossword, cryptex). A visit to the Puppetry Museum helps the user gain confidence with a ppt presentation. This enables learners to practise 21st century skills – ITC skills and presentation



skills. The case study should encourage mature learners to use social media and they get hands-on experience on how to create a Facebook profile and discuss its pros and cons. Finally, in the Design Thinking task they'll learn how to create simple puppets and perform a fairy tale for small children.

### Czechia Module 3 „An Unforgettable Weekend in Studnice“

The learner follows a group of Erasmus students to a small village with a long carnival tradition. Users will practise phrases for travelling by train and learn new vocabulary connected with traditional Czech pig-slaughtering. That is also a perfect occasion for a discussion about cultural traditions or barbarian anachronisms. They will also take part in a Shrovetide parade (video and listening activities) and in the Design Thinking task learners will learn how to create a simple mask. In the webquest they can compare carnival traditions in other countries. Additionally, in the Millionaire game they can test and extend their knowledge about carnival habits around the globe.

## **Latvia**

### *Latvia Module 1 “Autumn and Winter Traditions and Festivals in Latvia“*

Two young men – one from Latvia and the other one from the USA are sitting in a café at Frankfurt International airport and are having a lively conversation about different autumn and winter season celebrations and traditions in both countries.

While doing the Module, learners will learn about Lāčplēsis Day when Latvians commemorate those who fought for independence of the country, how Christmas time has been celebrated over the centuries in Latvia and how it is celebrated now. The case study will introduce Latvian bathhouse traditions and rituals and learners will have to deal with cultural misunderstandings in the case. Design thinking task will enable learners demonstrate their creativity and imagination in decorating a Christmas tree. The webquest provides lots of useful information on six other national festivals and celebrations in Latvia. The module ends with interactive games that will help strengthening the vocabulary acquired in the Module.

The module comprises on-line tasks – vocabulary, reading, grammar, writing; a video shot during Lāčplēsis day parade; creative face-to-face tasks.

### *Latvia Module 2 “Authentic Suiti and Līvi Cultural Spaces in Latvia”*

Four young international students meet at the University library and discuss a task they have to do – create a presentation on intangible cultural heritage of Latvia.

The Module starts with Warm-up tasks in which learners will find out the information on UNESCO activities in the field. In the Warm-up task “Interactive map” learners have the possibility to create various interactive images concerning intangible cultural heritage in all the

countries and read the main facts about them. This is a very useful tool for the students of Humanities and Social Sciences specifically interested in culture, art, music, local crafts.

As our main heroes split up into pairs and each pair is researching one of the unique cultural spaces of Latvia, the main part consists of two big chapters – Cultural space of Suiti (a small Catholic community in Western part of the Lutheran region Kurzeme) and the Livi (Livonian) cultural space (the earliest inhabitants of Latvia). The tasks will ensure that students learn lots of interesting facts and do additional research in webquest and project work. Both parts contain links to various videos and audios thus enabling learners to experience the rich cultural heritage of both communities. The end product of the Module is students' presentations on one of the cultural spaces of Latvia.

The module comprises traditional online tasks – vocabulary, reading, grammar, video and audio, writing; also design thinking tasks – visualization, webquest, case study, questions for discussion.

### *Latvia Module 3 “Latvian Signs and Ornaments”*

Due to the events in the history of Latvia in the 20<sup>th</sup> century, many Latvian families have relatives residing abroad. In most cases the families have not met for more than fifty years. In this story two relatives – Inga from Latvia and Helen from Australia spend some time together in Latvia when Helen arrives to visit her family.

In the centre of the Module are Latvian signs and ornaments and their meaning. The Module starts with visiting Sigulda – a touristic town famous for its beautiful nature and the tradition of crafting walking sticks. Learners will have the possibility to see the process of crafting them in a video as well as do several vocabulary and creativity tasks. In the next part ‘Latvian Signs’ learners will discover the specific meanings of the most typical Latvian ornaments. The Module concludes with a webquest in which learners have to create a program for two elderly ladies during the traditional Latvian Song and Dance festival – the Latvian Cultural treasure inscribed on the UNESCO World Cultural Heritage List.

The module includes two videos shot in Sigulda on making the walking sticks, reading, writing, matching vocabulary tasks, interactive games, project work, webquest.

## **Poland**

### *Poland Module 1 “Christmas in Poland”*

In this submodule, learners accompany Jan, an elderly man from Wrocław, on his trip to England in order to spend Christmas with his daughter and his two little granddaughters, who all moved abroad. During Christmas time, he tries to convince his growing up abroad granddaughters that Polish Christmas traditions are full of magic and charm and they are worth celebrating. The module is built with the use of own materials – own photos made in Wrocław,

own clip and own listening with an Indian English native speaker. There are also some historical photographs included. The main issue of the story is the emphasis placed on the generation gap and cultural tensions that may arise upon moving to a different country. The significance of own culture is emphasised.

In the module, there are vocabulary tasks (matching definitions, drag and drop), games (hangman, millionaire in the form of a webquest, sudoku), listening, grammar task for practising the imperative, writing task (looking for mistakes in an essay), video task, and face-to-face tasks, such as classroom discussion, case study or project work.

### *Poland Module 2 „Post-War and Post-Communist Heritage in Poland“*

The story is based on the adventures of John and Marek who simultaneously discover today's and post war Wrocław, learning about the post-war and post-communist heritage that is still active and present in today's Polish culture. The module is based on the learner's engagement in a well-developed storyline as well as on the learner's creativity.

The story follows John and Marek who discover a historical treasure at the attic of their grandfather's house. The story is closely connected to the task and while doing the tasks, learners unravel the mysterious history of Wrocław. The module is supplemented with numerous historical photographs.

Among the tasks, there are matching words with their definitions, face-to-face tasks (for instance, webquest in the form of group work, discussion), writing exercises (comparison paragraph, diary entrance, collaborative writing task), practising collocations, listening and video exercise or filling in the gaps in the text.

### *Poland Module 3 „Local Craft and Handwork“*

In this submodule, the learner follows the adventures of Piotr, a young entrepreneur who starts a new business in Wrocław. In his new shop, he wants to sell traditional craft and manufactures from all over Poland. The learner accompanies Piotr as he travels around Poland and meets various people producing traditional Polish products, trying to collect merchandise for the shop. Among the discussed traditional crafts, there is wild beehives keeping, embroidery and crocheting or traditional porcelain manufacturing (all of them on the national list of potential candidates for UNESCO intangible heritage). The module is designed in such a way as to make a learner think about his or her country's traditional manufacturing and imagine which of those are important for him or her.

The module comprises numerous pictures shot by the module's authors and pictures of local craft available thanks to the University of Third Age at the University of Wrocław. In the module, there are tasks such as gap-filling in the text, group work and case study, two listening tasks and a reading exercise with illustrations as well as traditional reading and grammar exercises, classroom discussion and the game of hangman with vocabulary from the submodule.

## **Romania**

### *Romania Module 1 „The Whitsunday Pilgrimage of Şumuleu Ciuc”*

Young Europe Society Romania organizes a youth camp for teenagers in Şumuleu Ciuc (Csíksomlyó) to find out information about the area, the famous church and the world-famous pilgrimage at Whitsunday. Young people, aged between 14 and 17, from all around the country have one week to explore the area, get to know each other.

Warm-up tasks include picture matching and two gap-fill tasks. The reading task presents the world-famous Franciscan church and its vocabulary is also practiced through games (crosswords, hangman). Learners are asked to present a church close to their place of living, while the video presents the ancient tradition of Whitsunday pilgrimage to Şumuleu Ciuc (Csíksomlyó), the event nominated for the list of intangible cultural heritage of Romania. These are followed by two games, a Hangman, a Crosswords to help learners practice the vocabulary acquired previously. A writing task follows which asks learners to use the Internet to find out more information about the famous church. The project work requires students to prepare a presentation about the church based on the notes from the previous task. The video task on the Whitsunday pilgrimage includes a multiple choice and a gap-filling exercise, then a re-ordering exercise and Q/A task. These are followed by face-to-face tasks: project work (a package holiday to Şumuleu Ciuc), role-play (interview with people hosting the pilgrims), design thinking (journey mapping) and discussion.

### *Romania Module 2 “Christmas Carols and New Year Wishes in Transylvania”*

On a building site in the heart of Transylvania a team of builders find a time capsule containing a collection of Romanian and Hungarian Christmas carols, as well as a fairly detailed description of the habits and customs related to the period between Advent and Epiphany. These customs and traditions are explained in texts and pictures (stamps), with the help of vocabulary exercises and games.

Warm-up tasks include event ordering task, True/False and sentence completion with tag-questions. The reading text is on Romanian traditions connected to Christmas and New Year, followed by a matching and a gap-fill task. This is followed by a crossword game and a writing task about childhood Christmases. The listening is a radio interview about Hungarian traditions. The tasks related to it include three exercises – a multiple choice related to the audio content, a combination of a reading text and the audio and word order task. This is followed by a cryptex game related to winter traditions. In the mind mapping task students look for local and European desserts and discuss the special items prepared at Christmas. The webquest aims at learning more about different cultures, focusing on similarities and differences among European countries with respect to Christmas desserts. Learners do research on the Internet on one particular dessert served for Christmas in a European country and prepare a presentation on it. In the roleplay students play the role of a grandmother and granddaughter preparing a poppy seed roll, a special Transylvanian delicacy often served at Christmas.

### *Romania Module 3 “Lad’s Dances from Romania”*

The story is about a young American boy, Mike, who travels to Transylvania and takes part in the International Kalotaszeg (Sâncraiu) Folk Music and Dance Festival where he learns about a traditional young men's dance, called lad's dance. This festival is presented through several vocabulary exercises.

Warm-up tasks include reversed Q/A task, picture description and matching. The reading includes a True/False and a matching exercise. This is followed by a gap-fill (with prepositions). The video introduces the learners with a special Sapientia University project that combined lad's dance with IT and programming algorithms. The video is followed by a multiple-choice task. The writing task is for students to write a blog post imagining they are Mike, the young American. The face-to-face tasks include a webquest, where students have to help Mike to find the best international folk dance and music festivals in Romania, looking for Internet sources. This is followed by project work, where students have to speak about their own culture and traditions. Design thinking refers to drawing a map of Romania and, using google maps, students mark regions, localities with typical traditional dances. Two interactive games – Cryptex and Hangman – help the students repeat and improve the new vocabulary on traditional dances.

## **Slovenia**

### *Slovenia Module 1 “Martin Krpan, a Hero and a Smuggler”*

The topic is introduced by the national literature hero Martin Krpan. Martin Krpan, a literary hero, is a salt smuggler. The story talks about the salt pans in Piran, where he gets the salt from, and the old traditional way of salt-producing.

Warm-up tasks include matching, gap-fill and discussion. Reading tasks include true/false answers and correcting mistakes. Grammar task is about writing the verb in the right form – active or passive. Gap-fill task on vocabulary. The video provides a realistic presentation of the work so that it is easier to imagine what the tradition is about. The video task includes two exercises – true/false answers and putting sentences in the right order. The video is also helpful and supportive for the design thinking task. Grammar tasks include one task on prepositions and one on word-formation. Vocabulary task is filling in gaps under photos. In problem-solving discussion students discuss the future of work in traditional salt pans. In the project work students prepare a programme for a thalassotherapy workshop. In the webquest students check on the offer of becoming a saltpan worker for a day. Two interactive games – Crossword and Hangman – help learners revise and improve the new vocabulary on salt producing and salt pans.

### *Slovenia Module 2 “Martin Krpan, a Hero and a Horse Owner”*

The topic is again introduced by the national literature hero Martin Krpan. Martin Krpan, a literary hero, owns a Lipizzaner horse, although they were bred only for the royal family. The story talks about the history of this royal breed and the activities at the Lipica stud farm.

While doing the Module, learners will learn about the traditional breeding of Lipizzan horses and about horses in general.

Warm-up tasks include matching, gap-fill and discussion. The two videos will provide an idea about Lipizzan horses and the stud farm and they will offer the opportunity for discussions, therefore fostering speaking skills. The video task includes two exercises – watching and describing the video content and completing sentences according to the video content. Grammar task is about writing the verb in the right form – active or passive. Reading tasks includes true/false answers. Then follow a matching task based on a text, a matching task based on a photo (dragging words to the right place), sentence completion based on a text and another matching task based on a photo (dragging words to the right place). Then follow gap-fill exercises based on a text, sentence completion based on a text, a video task with two exercises: true/false answers and describing activities at the stud farm. In the mind mapping task students look for equestrian sports or activities. In the webquest students check on the activity ‘Become a horse whisperer’. Two interactive games – Cryptex and Hangman – help the learners revise and improve the new vocabulary on horse breeding and equestrian activities.

### *Slovenia Module 3 “Door-to-door Rounds of Kurenti”*

Mary and John, a British couple, are spending a few days in Ljubljana, when they hear about the Kurenti with the carnival approaching. They want to know more and drive to Ptuj where the carnival takes place. While doing the Module, learners will learn about the customs and traditions of Kurenti, typical for the carnival period.

Warm-up tasks include matching, sentence completion and video task with discussion. Two vocabulary tasks include choosing the right word and gap-fill. Grammar task is about writing the verb in the right form – active or passive. Then follow grammar task on prepositions, reading task with word correction, matching task based on a photo (dragging words to the right place), reading task with sentence completion. The two videos will give an insight about the customs and habits and they will offer the opportunity for discussions, therefore encouraging speaking skills. The video task has two exercises: true/false answers and gap-fill, discussion exercise. In the webquest learners prepare a presentation of Ptuj carnival activities. Two interactive games – Crossword and Hangman – help the learners repeat and improve the new vocabulary on carnival activities and traditions.

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