Culture and Heritage in Communication – Using Cultural Heritage in Development of Communicative Competence and Interculturality in Foreign Language Learning

(CHIC – In Action!)

2018-1-HR01-KA204-047462

Foreign Language Teaching through European Cultural Heritage Discovery Curriculum for Adult Learners
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PROJECT PRESENTATION

At the end of the second decade of the 21st century, citizens of each country member of the European Union more than ever witness how mobility between European populations has become very common and is the result of a normal way of life. Population mobility doesn’t refer only to migrants and immigration due to poverty and unemployment, ethnic conflicts or (in extreme situations) war. The meaning of mobility is larger and it refers to the necessity and the willingness to move, change, meet new people, share new experiences, and it is not only connected with the labour market and unemployment, but also with education and culture. This is why the relation between language – culture – life – behaviour has become closer and very important.

Education has always had a very important, even strategic role in the development of a country, which hasn’t always been recognised and valued in the way it deserved. The main aim of education is to answer the needs of both teachers and learners, and to provide them with the necessary tools, skills, and competences for living actively. In order to keep up with the times, it is necessary to learn throughout one’s life and to offer adequate learning programmes, which leads to the increased importance of adult education in all types of education (formal, non-formal and informal).

Communication, and therefore language learning and teaching, is essential for the mobility of individuals. Language learning doesn’t only include the acquisition of grammar rules and vocabulary – it is the process of acquiring communicative competence as well as understanding how culture, behaviour and traditions affect a language.

The European Year of Cultural Heritage will put the spotlight on Europe's wealth of cultural heritage, showcasing its role in fostering a shared sense of identity and building the future of Europe.
The main aim of this project is to analyse and compare the state of language teaching in adult education in the six project partners’ countries. The aim is also to define how cultural heritage of the project partners’ countries (Croatia, Greece, Italy, Latvia, Portugal and Spain) can be used as a language teaching tool in project partners’ and other countries.

After valorising cultural heritage of the project partners’ countries, partners will develop innovative approaches in language teaching by providing more attractive education and training programmes, designing a foreign language teaching and cultural heritage discovery curriculum, developing a teacher’s manual as well as a Moodle platform for English and foreign language teaching and cultural heritage discovery.
1) INTRODUCTION TO THE CURRICULUM

The Foreign Language Teaching through European Cultural Heritage Discovery Curriculum for Adult Learners is one of two intellectual outputs of the Erasmus+ project Culture and Heritage in Communication – Using Cultural Heritage in Development of Communicative Competence and Interculturality in Foreign Language Learning (CHIC – In Action!).

The Foreign Language Teaching through European Cultural Heritage Discovery Curriculum (hereinafter Curriculum) is based on the analysis of foreign language teaching that the partners conducted during the project’s preparation phase. It will include the description of the language teaching aims, objectives, outcomes, content, and assessment methods in order to answer the needs of teachers involved in the adult education system and provide them with a set of activities targeted at meeting adult learners’ needs. The Curriculum will be the starting point for drawing up an English language learning course that will comprise 60 – 80 hours of instruction and will be targeted at learners at the A2 – B1 level of foreign language competence according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). Due to differences in course delivery between partners, each partner will be free to define the level and the number of hours for their course.

The main aim of the Curriculum will be to improve and upgrade the skills of adult learners and adult educators in foreign language learning and teaching. The Curriculum will mainly be based on the English language because this foreign language is common to all partners. Each partner will be free to expand the Curriculum to other foreign languages taught in their school/institution. Some of the partners will implement the Curriculum as a separate course, while others will integrate it into existing courses. Therefore, the Curriculum can be realised entirely through classic face to face teaching or combined with e-learning and individual work.

The Curriculum content will be related to the following areas: oral and written foreign language communication, adult learning and teaching strategies, psychology, key competences for lifelong learning (LLL), interculturality, valorisation of national cultural heritage.

Expected outcomes:

- Identify different learning styles and strategies of adult learners
- Recognise specific learning styles and needs of low-skilled or low-qualified learners
- Extend adult teachers’ knowledge of pedagogy, andragogy, psychology, key competences for LLL, marketing and leadership
- Develop new teaching methods with a focus on teaching language to adult learners based on recognising and valorising national and European cultural heritage
- Gain practical ideas on how to apply different communication strategies in different cross-cultural contexts
- Define and identify key elements of interpersonal communication and culture
- Compare and contrast values, beliefs, perceptions and communication styles across cultures
- Identify and manage group dynamics and heterogeneity of adult learners
- Develop learner autonomy – empower learners to exert agency in the learning process
- Develop critical thinking, reflexivity, and self-assessment
- Develop interculturality, intercultural competence and entrepreneurship
- Develop skills of designing, creating, implementing, and evaluating a language curriculum
- Improve teachers' digital skills
- Apply appropriate methods and techniques for teaching adults
- Apply motivational strategies, develop communication and presentation skills
- Evaluate the process of learning and teaching

2) AIMS
- To develop communicative skills through English and other foreign languages for more competitiveness and employability on the common EU labour market
- To exchange experiences and learn about partner countries’ cultural heritage, commonalities, and differences
- Bring a new perspective into language teaching content and methods – place English language teaching within the context of project partners’ countries cultural heritage

3) OBJECTIVES
- Improve learners’ communicative competence in the English language and other foreign languages
- Strengthen learners’ confidence in their foreign language communicative competence,
- Improve learners’ competitiveness on the labour market and other areas of society in an increasingly globalised world
- Contribute to and foster social well-being

4) TEACHING METHODOLOGY APPROACH

The main methodological approach will be the Content and Language Integrated Learning (CLIL) approach or method that integrates the teaching of content from a curriculum subject with the teaching of a non-native language. It’s considered increasingly important in our
global society because knowledge of another language helps learners to develop skills in their first language and also helps them develop skills to communicate ideas about science, arts and technologies to people around the world. In a CLIL classroom, the curricular subject and new language skills are taught together; thinking and learning skills are integrated too. CLIL teachers can be subject teachers, language teachers or classroom assistants. Different teachers have different goals that can be achieved through a high degree of cooperation among them: language teachers need to learn more about subject content and subject teachers need to learn about the language needed for their subjects.

In the context of this Curriculum, the CLIL method will not be applied completely because the content will not be a subject taught in a foreign language, but topics specific for the cultural heritage of each partner country, which will be taught in the English language.

For a better understanding and further implementation of the Curriculum, firstly we need to define the curriculum areas – the domains of teaching and learning activities. An area is a larger topic we want to work on because we consider it important for the development of the aims of the Curriculum. A curriculum area is always related:

- to the subject - teaching content
- to the learners – target group
- to the social environment – social and historical context relative to a particular time period

The three curriculum areas will be defined:

- **Cultural heritage content area**: It encompasses the topics that will be defined by the cultural heritage of each partner country. Each partner has defined at least four specific elements of its country’s cultural heritage. The *Common cultural heritage area* (e.g., natural heritage, cuisine) will also be defined.
- **Communicative language area**: Four modes of communication according to the CEFR-Companion Volume (2018): reception, production, interaction, mediation.
- **Teaching materials area**: In order to have a range of specific teaching materials, each topic will be related to a particular language skill.

The CLIL methodology will be applied in order to:

- create the cognitive and cultural assumptions that would lead to a learning approach in the direction of innovation and flexibility
- encourage teachers and learners to be open to change, creativity and problem solving, which are skills favourable to innovation and applicable to a variety of professional and social contexts
- allow learners to master the disciplines and acquire a good general culture
- develop new learning strategies: mediation skills, “mobility” between one culture and another
- integrate new learning technologies
- develop cultural competence and openness to Europe
- promote communication in foreign languages, especially with regards to mediation and the understanding of other cultures, but also the development of communication skills
- promote digitale skills: the constant use of ITC in different phases of the work of learners and teachers (finding documents, exchanges between partners...)

The following table is based on the development of content through language skills. First, there will be two curriculum areas, as presented in the table. This will be followed by further integration with the third curriculum area:

<table>
<thead>
<tr>
<th>CULTURAL HERITAGE CONTENT AREA</th>
<th>LANGUAGE SKILLS AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CROATIA</td>
<td>reading</td>
</tr>
<tr>
<td>GREECE</td>
<td>listening</td>
</tr>
<tr>
<td>ITALY</td>
<td>spoken production</td>
</tr>
<tr>
<td>LATVIA</td>
<td>spoken interaction</td>
</tr>
<tr>
<td>PORTUGAL</td>
<td>written production</td>
</tr>
<tr>
<td>SPAIN</td>
<td>written and on line production</td>
</tr>
</tbody>
</table>

The idea is to place each country in charge of the development of one language skill and relevant type of teaching material. For example: the learners will learn about the cultural heritage of Croatia while working on and developing their reading skills. In order to do this, the teaching materials that will be related to Croatian cultural heritage will be based on the development of reading and comprehension skills.

To achieve the Curriculum’s aims and outcomes, teachers will be free to use and experiment with all the teaching methods they consider helpful and useful. Due to the fact that they will be introduced in six EU countries with different foreign language teaching traditions, the methods applied will be the ones the teachers involved usually employ, such as direct instruction, audio-visual/audio-lingual method, the communicative approach, the
intercultural approach, including more innovative methods such as blended learning, flipped classroom, gamification, cooperative learning, etc. The emphasis will be on interactive foreign language learning methods.

Newer methods based on ICT principles will also be incorporated.

When choosing methods, teachers will take learners and their learning styles into consideration and will therefore adapt their teaching to the most represented learning style. It is important to note that the aim of this Curriculum is not to develop new learning styles in learners.

5) PARTNERS’ LOCAL HERITAGE CONTENT

This part will include a list of the main elements of the cultural heritage that in partners’ opinion has to be learned at the European level. Partners agree that the topics will be related to the following content areas:

- Art
- Gastronomy
- History
- Natural heritage
- Popular culture
- Tradition and customs

Each partner is going to describe its country through the above mentioned content areas with the focus on the skills it is in charge of.

EX.: Croatia is in charge for developing reading skill. The Croatian partner will prepare teaching materials in order to develop reading skill on the topic of Croatian art, gastronomy, history, natural heritage, popular culture, tradition and customs.

When the materials will be ready and uploaded on the platform, teachers in the lesson plan will decide which skill to develop and through this skill will know something about the culture heritage of the country.

EX.: if teacher will decide to develop production skills: spoken and written, he/she will use the materials that develop the mentioned skills and develop knowledge about cultural heritage of Italy and Portugal, the country in charge for developing the mentioned skills.
# GENERAL OUTCOMES FOR FOREIGN LANGUAGE COMMUNICATIVE ACTIVITIES

## RECEPTION

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand an introduction</td>
<td>- Understand and analyse a written communication (structure, paragraphs)</td>
</tr>
<tr>
<td>- Understand casual conversations on various topics</td>
<td>- Understand and analyse a short memo/notification or summary</td>
</tr>
<tr>
<td>- Understand key points and details of an audio and video recording of</td>
<td>- Understand and analyse a tourist brochure, guide</td>
</tr>
<tr>
<td>a presentation and a live presentation (globally: what is the product/</td>
<td>- Understand and analyse reading materials related to different cultural heritage topics</td>
</tr>
<tr>
<td>idea presented, in detail: facts and data given, benefits and drawbacks)</td>
<td>- Find specific information in materials covering the topic of culture and cultural heritage</td>
</tr>
<tr>
<td>- Understand oral feedback on a presentation</td>
<td>- Understand the description of events pertaining to a visit to a destination of cultural</td>
</tr>
<tr>
<td>- Analyse and understand a simple discussion, arguments made and</td>
<td>interest</td>
</tr>
<tr>
<td>conclusions reached</td>
<td>- Understand phrases and high-frequency vocabulary related to the topic of culture and</td>
</tr>
<tr>
<td>- Understand spoken texts on the topic of intercultural differences</td>
<td>cultural heritage</td>
</tr>
<tr>
<td>- Understand phrases and high-frequency vocabulary related to the topic</td>
<td></td>
</tr>
<tr>
<td>of culture and cultural heritage</td>
<td></td>
</tr>
</tbody>
</table>

## PRODUCTION

<table>
<thead>
<tr>
<th>SPOKEN PRODUCTION</th>
<th>WRITTEN PRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduce themselves to a stranger (salutation, name, personal facts, common</td>
<td>- Write a formal e-mail, letter, report, memo related to a tourist visit, trip</td>
</tr>
<tr>
<td>experiences)</td>
<td>- Write an informal letter, e-mail, thank-you card or note related to a tourist</td>
</tr>
<tr>
<td>- Initiate a conversation with a stranger (break the ice)</td>
<td>visit, trip</td>
</tr>
<tr>
<td>- Use a series of typical phrases and sentences to describe in simple terms</td>
<td>- Use typical salutations, linkers, and phrases for closing a letter/e-mail</td>
</tr>
<tr>
<td>issues and events related to the topic of culture and cultural heritage</td>
<td>- Appropriately use linkers (e.g., and, but, because) to connect phrases and</td>
</tr>
<tr>
<td>- Use typical phrases used to</td>
<td>sentences in simple and straightforward connected texts</td>
</tr>
<tr>
<td></td>
<td>- Write a summary of a text/an event</td>
</tr>
</tbody>
</table>
introduce and conclude a short presentation on a culture-related topic
- Give a short presentation on a country's cultural heritage
- Give oral feedback on a presentation
- Orally assess their performance
- Give short and simple feedback on the elements of the analysed cultural heritage (individually or in a team)
- Retell/summarise an event or a text related to the topic of culture and cultural heritage
- Briefly give reasons and explanations for opinions and plans
- Describe experiences and events related to the topic of culture and cultural heritage

related to the topic of culture and cultural heritage
- Formulate or discuss rules related to the country and cultural heritage content area
- Describe an idea pertaining to the topic of culture and cultural heritage
- Take notes during a tourist visit to a country’s cultural heritage
- Use brainwriting to come up with ideas and solutions to problems
- Write straightforward connected texts on topics which are of familiar and personal interest
- Write straightforward connected texts on topics related to culture and cultural heritage

### INTERACTION

<table>
<thead>
<tr>
<th>SPOKEN INTERACTION</th>
<th>WRITTEN AND ONLINE INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduce oneself and greet people from different cultures</td>
<td>- Create a presentation on a topic pertaining to cultural heritage content using various digital tools</td>
</tr>
<tr>
<td>- Participate in and maintain casual conversations</td>
<td>- Write a notification or a short post about an activity or event related to the topic of culture and cultural heritage on a social networking site</td>
</tr>
<tr>
<td>- Check for understanding</td>
<td>- Interact about experiences, events, impressions and feelings</td>
</tr>
<tr>
<td>- Handle short social exchanges related to the topic of culture and cultural heritage</td>
<td>- Respond to comments and questions</td>
</tr>
<tr>
<td>- Come up with and evaluate ideas and possible solutions to issues related to the topic of culture and cultural heritage</td>
<td>- Interact with a group working on a project</td>
</tr>
<tr>
<td>- Participate in a discussion, referring to previous arguments and points made</td>
<td>- Share ideas about a country’ cultural heritage in written and digital form</td>
</tr>
<tr>
<td>- Follow rules of conduct in different cultural and social contexts</td>
<td>- Respond to short straightforward written communications</td>
</tr>
<tr>
<td>- Deal with different situations likely to arise whilst travelling in different linguo-cultural contexts</td>
<td>- Evaluate and review paper and digital culture-related materials, such as tourist guides and brochures</td>
</tr>
</tbody>
</table>
MEDIATION

- Convey the main point(s) involved in short, simple texts on everyday subjects of immediate interest
- Convey the main point(s) involved in short, simple texts on topics related to culture and cultural heritage
- Convey information given in clear, well-structured texts providing information on a country’s cultural heritage
- Make suggestions in a simple way to move the discussion forward and can ask what people think of certain ideas
- Collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses
- Invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made
- Ask appropriate questions to check understanding of concepts and repeat back part of what someone has said to confirm mutual understanding
- Support a shared communication culture by introducing people and exchanging information about intercultural commonalities and differences
- Communicate the main sense of what is said on subjects of personal interest and subjects pertaining to the topic of culture and cultural heritage

6) GENERAL OUTCOMES FOR INTERPERSONAL COMMUNICATION AND CULTURE SKILLS

- Develop an awareness of culture and its impact on behaviour, especially communication
- Gain practical ideas on how to apply different communication strategies in different cross-cultural contexts
- Define and identify key elements of interpersonal communication and culture
- Compare and contrast values, beliefs, perceptions and communication styles across cultures
- Use the acquired knowledge to further develop cultural sensitivity
- Develop fluency and practise expressing oneself more confidently in the English language

ICT

- Observe and use different types of presentation and text software (Office, open source, Prezi, genial.ly)
- Use social networking sites (Facebook, Twitter, Instagram, LinkedIn, YouTube) for
networking or dissemination purposes

- Use various MOOCs (Moodle, Coursera) for learning and training purposes
- Use different Web 2.0 tools for teaching and learning (Emaze, Google Apps, Padlet, ThingLink, EdPuzzle, Sutori, Storybird, Biteable, Smore, Canva)

7) TEACHING MATERIALS PLATFORM

Description of the platform – use – materials – links. Each partner will prepare teaching materials for two lessons for each content area for the skill it is in charge. In total teaching material for 12 hours for the skill.

8) ASSESSMENT AND EVALUATION

Evaluation is the procedure of describing, analysing, assessing and grading tasks, processes, knowledge, skills, and outcomes of certain activities. Evaluation is not simply a final assessment of a project or a programme – it can also be used to assess all phases of planning and activities.

Based on that definition, the first assessment will be the initial or entry assessment to determine the existing level of communication competence in the English language. This will provide a starting point for the planning and implementation of activities of the Curriculum. This assessment will be implemented using a placement test (e.g., the Oxford Quick Placement Test\(^1\)), which will be the same for all participants of the programme.

Elements used in the evaluation are communication skills defined by the aims and outcomes of the Curriculum. The functional aspect of language takes precedence over the formal aspect – therefore the criteria of intelligibility of the message and establishing linguistic interaction are taken as primary. During evaluation, it will be taken into account that mastering language structures is not the only purpose of learning, but rather a means for establishing successful communication.

Following the diagnostic assessment upon determining participants’ level of communicative competence, the emphasis will be placed on formative assessment since learners are not expected to pass any final examination to obtain a degree or certificate.

Furthermore, since teachers’ approach will be (at least partly) based on the CLIL methodology, they will be guided in their monitoring of learners’ progress by the following principles (cf. Coyle et al. 2010):

- Each lesson will be based on clear learning objectives, with emphasis on the development of cultural heritage content knowledge and skills.
- Content and language learning will be integrated through the 4Cs framework (Coyle 2005) by focusing on the interrelationship of content, communication, cognition and culture.
- Teachers will use a range of formal and informal assessment tools (e.g., tasks, assignments, class work sampling, project work).
- Learners’ mastery of content will be monitored using analytic rubrics for assessing formative performances along different dimensions (see Table 1 for an example of a content assessment rubric).
- Content language will be assessed for a real purpose in a real context, and focus will be both on accuracy and fluency (see Table 2 for an example of a language assessment rubric).
- Learners will be encouraged to take responsibility for their own assessment through peer assessment activities and various self-assessment tools.
- Learners’ progress will be checked by means of scaffolding, i.e. breaking down a task or activity into manageable steps and demonstrating skills and strategies necessary to complete each step successfully.
- Teachers will plan each lesson by taking into account both linguistic and cognitive demands placed on learners. To do so, they will make use of tools such as Cummins’ Matrix (Cummins 1984, Coyle 2002) (see Figure 1).

9) TABLES AND FIGURES

Table 1. Assessment rubric for experimental studies (AECLIL-EACEA 2012)
<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defining the research problem and providing hypotheses</strong></td>
<td>2 – complete: Formulates a focused problem and provides reasonable hypotheses. 1 – partial: Formulates a focused problem but does not provide reasonable hypotheses. 0 – not at all: Does not formulate a focused problem and does not provide reasonable hypotheses.</td>
</tr>
<tr>
<td><strong>Selecting variables and control factors</strong></td>
<td>2 – complete: Identifies the relevant variables and decides which are to be kept constant and which are varied variables. 1 – partial: Identifies only some variables and has difficulties in deciding which are to be kept constant. 0 – not at all: Does not identify the variables.</td>
</tr>
<tr>
<td><strong>Making observations</strong></td>
<td>2 – complete: Carries out procedures requiring fine manipulative control such as assembling and using a more complex system and reading instruments with complex scales. 1 – partial: Carries out basic laboratory manipulations such as using measuring instruments with unit divisions. 0 – not at all: Does not carry out basic laboratory manipulations such as using measuring instruments.</td>
</tr>
<tr>
<td><strong>Data collecting and processing</strong></td>
<td>2 – complete: Records appropriate data and processes the quantitative data correctly. 1 – partial: Records appropriate data with mistakes or processes the quantitative data incorrectly. 0 – not at all: Does not record any appropriate data or the data is incomprehensible.</td>
</tr>
</tbody>
</table>

Table 2. Assessment rubric for communicative language skills (AECLIL-EACEA 2012)
<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Consistent grammatical control and appropriate use of vocabulary.</th>
<th>Good grammatical control and generally appropriate use of vocabulary.</th>
<th>A few mistakes in grammar and vocabulary use do not lead to misunderstanding.</th>
<th>Systematically makes mistakes in grammar and vocabulary use but the message is generally clear.</th>
<th>The systematic grammar mistakes and the narrow range of vocabulary makes the message meaningless.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency and Interaction</td>
<td>Can express him/herself with a natural flow and interact with ease.</td>
<td>Can express him/herself and interact with a good degree of fluency.</td>
<td>Can express him/herself and interact with a reasonable degree of fluency.</td>
<td>Can manage the discourse and the interaction with effort and must be helped.</td>
<td>The communication is totally dependent on repetition, rephrasing and repair.</td>
</tr>
</tbody>
</table>

![Figure 1. Cummins’ Matrix](image)
10) REFERENCES

APPENDIX

1. PROJECT SUMMARY

The European Year of Cultural Heritage has decided to put the spotlight on Europe's wealth of cultural heritage, showcasing its role in fostering a shared sense of identity and building the future of Europe. According to a new Eurobarometer survey, most Europeans think cultural heritage is not only important to them personally, but also to their community, region, country and the European Union as a whole. All the participating countries – Croatia, Greece, Italy, Latvia, Portugal and Spain – are coastal European countries. The sea and the coast present natural borders that can divide or unite, depending on the approach. This is why project partners decided to plan a project with the purpose to use culture as a tool for foreign language teaching, choosing English language as the common language taught in all the partners' organisations. Communication in English will be developed not by talking only about English culture (as we are used to), but talking about and discovering the cultural heritage of all project partners' countries. This aim is in line with the general project aim of improving the adult education offer and adult teachers’ competences. The aim will be achieved through two IOs that will involve two target groups: adult learners and adult teachers/educators:

- Foreign Language Teaching through European Cultural Heritage Discovery Curriculum for Adult Learners
- Learnpress Learners Management System – a digital platform for learning materials

Both IOs will be used in the delivery of a 60–80 hour English language course targeted at improving communicative competences in the English language and intercultural understanding and communication based on discovering the local cultural heritage of the partners' countries.

At the very beginning of the project, partners will establish a Project Management Team (four persons) to ensure efficient project management. Three transnational meetings and one Skype meeting will ensure continuous monitoring of the work in progress and achievement of the results. The Participatory Approach and the P.C.M. Methodology will be used for communication and cooperation between partners. 60 adult learners and 12 teachers will be involved in piloting the English language course level A2 – B1 based on the Foreign Language Teaching through European Cultural Heritage Discovery Curriculum for Adult Learners and will use the learning materials uploaded on the Learnpress Learning Management System – digital platform.

18 teachers and staff members will be involved in the short-term joint staff training event in the 1st year of the project. 79 participants (around 61 learners and 18 teachers) will take part in the blended mobility of learners in the 2nd year of the project. Around 215 participants will take part in the multiplier events planned in the middle of the project in order to promote the English language course and project results. Around 50 participants will take part in the final project conference.

The target groups of the dissemination activities will be (indicatively):
- adult learners
- training Providers
- foreign Language Providers
- teachers
- local community Leaders
- cultural Organisations at regional/national level
- linguistic experts
- NGOs
- public authorities

The dissemination activity will ensure sustainability of project results, by analysing the evidence of the past and developing strategies for the future.

The main expected impacts will be to have:
- improved communication and presentation skills for teachers and learners in their home language and in the English language
- developed critical thinking, reflexivity and self-assessment
- identified different learning styles and strategies of adult learners and applied appropriate methods and techniques for teaching adults
- applied motivational strategies, developed communication and presentation skills,
- evaluated the process of learning and teaching, developed consultation skills with the aim of helping adult learners select a learning programme
- improved the capacity of piloting, monitoring and evaluating a new curriculum for language competence development
- improved the use of a digital platform for learning materials
- developed the capacity of intercultural communication and cooperation
- developed the self-assessment skills and planning of one’s own lifelong learning process

2. PROJECT PARTNERS

Croatia

Greece

Italy

Portugal

Spain