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E-LIVE tasks for virtual exchange consist of a sequence of subtasks organised in three phases: preparatory (pre-task), task performance (interaction) and post- task.

National Festivities (King's Day versus Fallas)

TASK SUMMARY	
Topic	Comparing National Festivities
Target group CEFR level	ELF B1-B2, Synchronous communication (BBB, video communication environment)
Summary of activities	Students in class will form groups to prepare the task. Each group will then research and prepare a multimodal document about their chosen national festivity: King's Day for Dutch students or Fallas for Spanish students. The document (a poster or PPT) should include detailed information, relevant images, and links to multimedia resources that effectively convey the cultural significance and celebration details. Once the documents are completed, students will join a virtual exchange session using BigBlueButton. During this session, each group will share the key information of the festivity and will discuss similarities, differences, likes, and dislikes between the two festivities. This latter phase is key to prepare for the next virtual exchange session, where they will create an intercultural festivity together.
Learning objectives (intercultural, linguistic, technological and pedagogical)	**Intercultural Objectives** • Awareness and understanding of cultural diversity: Students will develop a deeper understanding of how festivities are celebrated in different communities, recognising both similarities and differences. • Respect for cultural differences: Students will learn to appreciate and respect the cultural values and traditions associated with each festivity. • Intercultural communication skills: Students will practise effective communication with peers from different cultural backgrounds, adapting their language and behaviour to suit the context **Communicative Objectives** Students will improve their oral communication skills by: • Describing the key features and traditions of their national festivities. • Explaining the cultural significance and meaning behind the festivities. • Comparing and contrasting similarities and differences between the two festivities. • Participating in discussions by asking and answering

TASK SUMMARY

	questions about the festivities. **Digital Objectives** • Digital literacy: Students will become more proficient in using digital tools for research, communication, and collaboration to create and share multimedia presentations. • Online communication etiquette: Students will learn appropriate online communication behaviours, including respectful and inclusive language.
Final product (expected outcome)	Students will complete a document outlining the differences, similarities, likes, and dislikes between the two festivities. This information will be used as a starting point for the next virtual exchange session.
Tool suggestion	Video communication room (BigBlueButton)
Has the task been tested?	Yes
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TASK PREPARATION

Task elements	Description of pre-task activities
Preparing for the meeting with VE partner	The teachers prepare students for communicating with peers abroad. Linguistic and intercultural input is provided and awareness raising activities organised about approaching the international peer/s with respect, supporting each other, showing interest, providing positive feedback.
Familiarisation with task topic	Introduce the task of exploring King's Day in the Netherlands and Fallas in Valencia.
Group Formation, Research & Compilation	Divide students into groups and guide them in researching their assigned festival. Make clear that their international peers won't know much about this specific festivity. They must decide what information they want to share with their peers. Encourage them to focus on: • Key traditions and celebrations • Relevant images, videos, or multimedia resources • It is important to highlight their personal experience: whether they celebrate it, what they do, what they like/dislike, etc.
Shared Document	Provide students with a shared document (e.g., Google Doc, PPT, Padlet) where they can share their findings. Offer guidance on

	how to organise and structure their contributions.
Differentiation	If learners do not celebrate King's Day or Fallas they may choose a celebration meaningful to them.
Familiarisation with tools	The teachers organise a tutorial about: - Working with a shared document - Learning how to access BBB via Moodle, check sound and record the sessions.

TASK PERFORMANCE (INTERACTION)

Task elements (steps of the interaction)	Description of activities
Interaction in video communication space (BBB)	Students will take turns presenting their information. After each presentation, the group will engage in a discussion to compare and contrast the two festivities. Consider discussing: ● Similarities and differences in traditions, customs, and significance ● Cultural values reflected in the festivities ● Personal connections and experiences shared by the students
Differentiation	If learners do not celebrate King's Day or Fallas they may choose a celebration meaningful to them.

POST-TASK

Task elements	Description of post-task activities
In-class discussion	Ask your students to share in class their impressions on the VE activity: 1. To explain what they learned about their peers festivity, 2. To describe what were the major differences and similarities. 3. To report what they liked or disliked about the festivity.

Festive Exchange: Learner Handout (Worksheet)

Objective:

Develop your communication skills in English as a Lingua Franca (ELF), explore cultural festivities (King's Day and Fallas), collaborate on a joint project, and enhance intercultural understanding.

Language Focus:

Expand your vocabulary related to specific festivals, practise descriptive language, express opinions, and provide/receive instructions.

Materials:

- ★ Virtual meeting platform (BBB)
- ★ Shared online document (Google Slides, Padlet)

Activities:

1. **Introduction** (15 minutes):

★ Your teacher will introduce the task.
★ Quick insights into King's Day (Netherlands) and Fallas (Valencia).
★ Emphasis on effective and respectful communication and collaboration

2. **Preparation in class** (30 minutes):

★ Form groups with your classmates.
★ Research and compile information about your assigned festival (Dutch students *King's Day* & Spanish students from Valencia *Fallas*).
★ Share your findings on the shared document:
  - Option 1: Post asynchronously in Padlet.
  - Option 2: Present synchronously via a PDF converted from a PPT in BBB

3. **Virtual Exchange Session** (30 minutes):

★ Meet virtually to discuss and share information about King's Day and Fallas.
★ Actively listen and ask questions for a richer understanding.
★ Discuss similarities, differences, likes, and dislikes and write them down in the following table.

Remember: you'll need the information on the similarities, differences, likes and dislikes during your next session. You'll use this to create an intercultural celebration together

E-LIVE task: National festivities: King's Day v. Fallas

	Fallas	King's Day
Similarities (What are similarities about both festivities?)		
Differences (What are the differences between both festivities?)	1. 2. 3.	1. 2. 3.
Preferences 1. What do you like about each festivity?) 2. Is there anything you dislike about these festivities?	1. 2.	1. 2.

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