

IDEALS OF THE EU FOUNDING FATHERS

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ABSTRACT:

THE PAPER DEALS WITH THE IDEALS OF THE FOUNDING FATHERS OF EUROPEAN UNITY. IT DESCRIBES THEIR LIVES, EDUCATIONAL AND POLITICAL BACKGROUND AND THE WAY THEY CONTRIBUTED TO THE IDEA OF EUROPEAN UNITY. FROM THE TEACHERS'S PERSPECTIVE IT ALSO BRIEFLY ANALYSES THE APPROACH THE TEACHERS MIGHT EMPLOY WHEN TRYING TO COMMUNICATE THESE IDEALS TO STUDENTS TO MAKE THE EU ISSUES MORE RELEVANT TO THEM.

KEY WORDS: EUROPEAN UNION, PEACE AND PROSPERITY, FOUNDING FATHERS, TRUTH AND JUSTICE.

INTRODUCTION

The European Union and its related issues have been a part of our university ESP course themes for at least 2 decades and the most obvious problem we as ESP teachers are facing is that students do not feel any real affinity to the problem. In other words, despite its indisputable importance for the lives of European people, the Union and its workings are not really a preferred topic to deal with.

To make it more attractive and relevant we have been thinking about some alternative ways how to introduce its basic concepts, history, institutions, treaties and agreements, prominent politicians and other related issues. Eventually, we discovered that the most efficient way how to deal with this problem is to start with the basics and introduce the beginnings of the European ideals.

In this short paper we aim to describe a possible way of capturing the interest of our students when teaching EU-related topics for students of English for Specific Purposes in tertiary education.

1. THE FOUNDING FATHERS

As our empirical experience often indicates, if we want to refresh a relationship, it is useful to go back to its roots where it all started and the relationship was born. It is rather fascinating to notice a great deal of idealism, optimism, hope and zeal behind the primary ideals of European unity. Studying this it is difficult not to be touched by it. To see the start of the European Union as a beginning of an exciting story, it is important to mention the people that can today be called the EU founding fathers.

The EU founding fathers can be defined as a group of people, (the names and number of people vary), with different family, national and professional background who shared the ideal of peaceful, united and prosperous Europe. Some of them, e.g. Robert Schuman, Alcide de Gasperi and Konrad Adenauer were devoted Christians and their desire for truth and justice was remarkable.

The idea of human unity is clearly present in their political views, the Christian democratic parties they were members of or helped to establish were open to all the people, of all denominations as well as secular people (Paparella, 2012, p. 131).

There is also a lot of common sense present in their ideals. They were highly educated but not utopian idealists. They did not aim to include the nation state in a new supranational political unit but to adapt the nation state to new, specific circumstances. As these were completely new challenges, Schuman, Adenauer and de Gasperi agreed to share some degree of sovereignty in specific fields and the launch of European Community and strong nation states were not seen as a problem but “compatible development” (Dinan, 2004, pp. 5-6). In other words, they embraced the differences but agreed to give the individual union members some freedom in issues they found relevant.

Some of them e.g. R. Schuman and A. de Gasperi were Resistance fighters and all of them were against Nazism. The key values in their political efforts, workings and proceedings were cooperation, solidarity and reconciliation. As A. de Gasperi claimed, “the future will not be built through force, nor the desire to conquer, but by the patient application of the democratic method, the constructive spirit of agreement, and by respect for freedom” (The European Union Explained: The founding fathers of the EU, 2012, p.14).

All of them were diligent and tireless, active until very old age and strongly believing in the European ideals. They were people of principles and high moral integrity, proved by the way they acted in the time of danger and crisis. They clearly saw that the politics without soul and idea is just a bureaucratic procedure and most of them were devoted followers of the ideas of Christian democracy.

In the following part, we are going to shortly describe the lives and contributions of four of them: Robert Schuman, Alcide de Gasperi, Jean Monnet and Konrad Adenauer.

Robert Schuman (1886-1963)

His name seems to be the most prominent one among the founding fathers as he was a true father of idea of European unity. He was born on the 29th June 1886 in Luxembourg to a Luxembourgian mother and a father from the region of Lorraine, who settled in Luxembourg to escape the German annexation of Alsace-Lorraine. His mother tongue was Luxembourgian. After Schuman attended universities in Germany and Strasbourg, he set up practice as a lawyer in Metz in June 1912. When the war started he was excused from military service due to his health problems.

Active in the French Resistance, in 1940 he was arrested and interrogated by the Gestapo but managed to be saved from being sent to Dachau. Later he fled to the so called free zone of France where he lived undercover for 3 years. After the war Schuman became a prominent politician. He was Minister of Finance, then briefly Prime Minister, later Foreign Minister.

On May 9, 1950, as he was trying to remove the main causes of post-war Franco-German tension and adopting a scheme of Jean Monnet, Schuman invited the Germans to jointly manage their coal and steel industries. Coal and steel are the most important materials for arms production. The basic idea was countries that did not have control over

coal and steel production would not fight a war. Within this scheme France and Germany established a joint ‘High Authority’ to decide about the production, pricing and selling of coal and steel. This was the start of the European Coal and Steel Community that was signed in 1952. This organization also included Italy, Belgium, Holland and Luxembourg. The new community was intended to be built on co-operation rather than competition or rivalry.

There were applied the basic principles of solidarity and subsidiarity which also are the key concepts in the social teaching of the Catholic Church. This declaration became known as the Schuman Declaration, and to this day May 9 is designated Europe Day.

The following development of the ECSC into the EEC by the time of the Treaty of Rome in 1958 follows the line of the original vision of the founding fathers. This vision was also aimed at political union, there were plans of common defense policy, but at this stage and due to various political reasons that was not possible. We have to realize that there was also common fear of any armed unit or alliance involving Germany.

Later Schuman became Minister of Justice and the first President of the European Parliamentary Assembly.

Jean Monnet (1888-1979)

Jean Monnet was the conceptualizer of the Schuman plan. He was deeply involved in the European financial matters. He was an heir of a brandy business and salesman from Cognac and in his youth he helped his father a lot in his family business.

As a young man he was involved in the First World War and in 1917 he helped set up the Allied Maritime Transport Council (AMTC) to coordinate the military and civilian supplies. As he was really successful, in 1920 he was appointed Deputy Secretary General in the League of Nations. Three years later he returned to work in the family business again. During the Second World War Monnet came back to work in the area of international economic cooperation. He conceived a plan for a union between France and Britain which was signed by De Gaulle and Churchill in 1940.

We can notice here that all his life he has been active as a fixer behind the scenes. After the war, Monnet was named Planning Commissioner, and was responsible for economic reconstruction in France. He prepared a scheme that he proposed to Robert Schuman, the French Foreign Minister then, in 1949. This Monnet Memorandum was the basis for the European Coal and Steel Community (ECSC), and Monnet became the first President of the High Authority, which later evolved into the European Commission. He continued working for European integration until his death in 1979.

To a great extent, the process of European integration has followed the approach made up by Monnet in 1949. To integrate gradually more and more economic areas in order to pave the way to the final objective: political union.

Alcide De Gasperi (1881-1954)

De Gasperi came from a border region of Trento that experienced a lot of suffering during the wars in Europe. Young de Gasperi studied philosophy and literature in Vienna and started to work as a journalist. In 1911 he became an Italian deputy in the Austro-Hungarian Reichsrat. In 1919 he helped establish a party based on the ideas of Christian democracy - the Italian Popular Party (Partito Popolare Italiano) and in 1921 he was an elected MP for that party. As a committed Christian, he was against any forms of a totalitarian regime and as the Chairman of the Italian People’s Party, he opposed the rise

of the fascism in Italy. In 1927 he was imprisoned for his activities in the Aventin movement. After the intervention of the Church, he was released but left political life for fifteen years, and worked in the Vatican library. Active in the resistance during World War II, he reorganized the PPI as the Christian Democratic Party (CDP). Later, he became a secretary of the CDP and since 1945 he served as a minister of foreign affairs for more than seven years and reportedly contributed to the material and moral reconstruction of Italy after World War II.

Concerning his role in the European politics, De Gasperi closely cooperated with Schuman and Adenauer and helped organize the Council of Europe and the European Coal and Steel Community (1951). In foreign affairs he was trying to restore an influential role in international politics for Italy. He also persuaded Italy to join the Marshall Plan. He was really aware of the fact that European unity was necessary to “heal the wounds of two world wars and to help prevent the atrocities of the past from ever happening again” (The European Union Explained: The Founding fathers of the EU, 2012, p.14).

Konrad Adenauer (1876-1967)

He studied law in Freiburg, Munich and Bonn, later he worked as a lawyer in Cologne. In 1917 Adenauer became Mayor of Cologne. Later, as a member of the [Catholic Centre Party](#), was elected to the Provincial Diet and in 1920 became President of the Prussian State Council. A strong opponent of [Adolf Hitler](#) and the [Nazi Party](#), Adenauer was imprisoned in 1934.

In 1933 when Hitler was to visit Cologne, Adenauer refused to decorate the city with swastikas that resulted into his dismissal. He also suffered serious financial problems as his accounts were frozen afterwards (The European Union Explained: The founding fathers of the EU, 2012, p.5).

He also went to prison during the [Second World War](#). After the war Adenauer became briefly the Mayor of Cologne again. In 1945 he helped establish the Christian Democratic Union (CDU) (with the aim of uniting Catholic and Protestant Germans into one political party) and in 1949 he became the first Chancellor of the Federal Republic of Germany. He was active as a Chancellor for the next fourteen years and played an important role in restoring good relations with [France](#) and the [United States](#). Actually, one of his most important achievements was the tremendous improvement of the relations with France, confirmed by the friendship agreement between Germany and France in 1963. It was a real cornerstone of further European integration.

Adenauer was a bright thinker and politician and as such he believed that democracy must be based on a worldview – that provides a complete account of the universe, man, and politics. He realized that part of the appeal of totalitarianism was the promise of a complete worldview answering all the potential doubts, in contrast to democracy which was seen as a formal procedure that was rather neutral about outcomes. Politics is then seen as a competition of rivaling worldviews and not only according to Adenauer but also de Gasperi, Schuman and others, Europe has a spiritual worldview that is able to compete with materialistic hedonistic philosophies or xenophobic nationalism and it is Christianity (Paparella, 2012, p.130). In 2003 Adenauer was voted *the Greatest German of all time*.

Unfortunately, it is not possible here to describe the lives and contributions of other founding fathers of the European unity, among them e.g. Paul-Henri Spaak (1899-1972) Richard Coudenhove-Kalergi (1894-1972), Sir Winston Churchill (1874-1965), Johan Willem Beyen (1897- 1976), Altiero Spinelli (1907-1986) and others.

2. METHODOLOGY AND MATERIAL DESIGN

To design the class unit introducing the EU issues, first of all we had to consider available methods and materials that can best meet our needs and also their applicability in an ESP course. The challenge in terms of methodology can be simply worded as follows: to teach language content through communicative methods in a motivating way.

According to the Needs Analysis conducted by M.Bakay-Záhorská and D.Lengyelfalusyová (2011, p.64-68) at the University of Žilina, the primary goal of our students as well as the main expectation of their future employers is the students' ability to communicate in English fluently. Dealing with this topic we thus need to enhance their communication skills and the ability to discuss EU-related problems using specific EU vocabulary. We assume that our students will be aware of basic EU-related facts but would not have any real insight into the EU history, would not be able to name all the important EU institutions and their responsibilities, significant treaties and agreements, EU politicians, Slovak EP representatives, etc. We normally deal with the topic of the European Union in the first semester English course and spend 6-8 lessons dealing with it (a lesson lasts 50 minutes). The best way to start dealing with this issue is to introduce the E.U. unit in an innovative way, involving the students' emotional intelligence, imagination and soft skills.

The Internet is a great source of various EU - related teaching materials, though naturally mostly for ages 6-15. The most topical themes, interesting E.U. quizzes and other valuable material including ready-made lessons plans can be found at the following websites:

http://europa.eu/teachers-corner/index_en.htm

<http://www.activecitizensfe.org.uk/european-union-teaching-resources.html>

<http://www.historiasiglo20.org/pioneers/webquest.htm>

http://europa.eu/about-eu/eu-history/index_en.htm

The innovative methods that have recently become substantially popular in ESP as well as European studies include problem-solving and problem-based learning (Bleiklie & Henkel, 2005 in S.Baroncelli et. al, 2014; Kaunert, 2009), blended-learning (Christova & Mihai, 2011), simulation games, learning through the use of social networks, e-learning. We prepared a simple sample lesson plan that follows an efficient model of ESP material design by Hutchinson and Waters (1987). The model's respective stages are shown by Figure 1.



Fig.1. Material design model (Hutchinson and Waters, 1987)

As a starter (warm-up) we use the visuals- pictures depicting the themes of end of war and music- the anthem of the European Union to employ the students' emotional intelligence and imagination and to capture their attention.

As M.Early and G.Tang (1991) list them, the common pre- reading tasks in ESP usually include advanced organizers (Ausubell, 1960); purpose-setting questions (Rothkop,1976; Royer, Bates & Konold 1984); structured-over-view (Barron, 1979); text structure (Herber, 1970); surveying (Meyer & Freedle, 1979); mapping (Armbruster &

Anderson, 1984); concept-mapping (Novak & Gowin, 1984); semantic mapping (Johnson, Pittelman & Heimlich, 1986); and pre-teaching vocabulary (Guthrie & Tyler, 1978; Wittrock, Marks & Doctorow, 1975; Anderson & Freebody 1981; Hudson, 1982), key visuals (Early & Tang, 1991).

Various studies have indicated that “the readers’s prior knowledge of the content domain significantly affects the comprehension of text” (Early & Tang, 1991, p.2).

We decided to pre-teach vocabulary as the anthem includes some expressions unknown to them.

The content to be taught includes an explanation of European ideals using two original texts: the European anthem (the recording was previously played in the class) and an authentic text by Hugo Young about Jean Monnet. The latter one should serve as an introduction to the discussion about the role and importance of E.U. founding fathers. If the students are not aware of the names and other information, the teacher is supposed to provide them (not included in the lesson plan). The text excerpt highlights the fact they came from border regions and that cooperation was crucial in rebuilding post-war Europe. We expect that the questions following the text will be used to discuss these matters thoroughly. The language focus stage deals with difficult vocabulary practice. The expressions are to be practiced in the project stage.

In the project stage of the class, we decided to include another efficient method - role playing. It has several advantages. Firstly it raises the interest in the topic on the side of a student as well as the involvement of students. Moreover, the use of role-playing emphasizes personal concerns, problems, behavior, and active participation (Silver & Silver, 1989), considerably improves interpersonal skills (Teahan, 1975), general communication skills (Huyack, 1975; cited by Jarvis, Odell&Troiano, 2002). Students tend to react better when the increase in emotional arousal heightens. Applying this method, the English class can also become a place where the students learn about peacekeeping and conflict management, they can practice their negotiation and decision making skills. The ability to consider a different point of view cannot be appreciated enough.

2.1. Ideals of E.U. founding fathers: Sample lesson plan

In this part we provide a sample lesson plan, focused on the ideals of E.U. founding fathers. This might serve as an introduction to the problem of the E.U. The aim is to raise the students’ motivation, give them some information background about the problem. Moreover, they will learn some useful vocabulary and phrases and in the final part of the class they will be given opportunity to communicate on formal matters. We assume that after the class our students will have a clearer idea about the idea of the European unity and after the role play they will be able to consider how important the ideals and workings of the E.U. fathers were.

LESSON PLAN

1. Look at these pictures. Do you recognize them? Do they have anything in common?

What emotions do they communicate? What labels would you give them?



A.



B.



C.

2. Check the meaning of the following word in your dictionary:
spark of divinity, to tread, sway, starry canopy, to dwell, conquest, abiding friendship
3. Listen to the European anthem. Do you know the authors of its music and lyrics?
4. Read the text of the European anthem and answer the questions below:

Ode to Joy (Translation in English)

*Joy, bright spark of divinity,
Daughter of Elysium,
Fire-inspired we tread
Thy sanctuary.
Thy magic power re-unites
All that custom has divided,
All men become brothers
Under the sway of thy gentle wings.*

*Whoever has created
An abiding friendship,
Or has won a true and loving wife,
Join in our song of praise,
Yes, all who can call at least one soul
Theirs upon this earth;
But any who cannot must creep tearfully
Away from our circle.*

*All creatures drink of joy
At nature's breast.
Just and unjust
Alike taste of her gift;
She gave us kisses and the fruit of the vine,
A tried friend to the end.
Even the worm can feel contentment,
And the cherub stands before God!*

*Gladly,
As His heavenly bodies fly
On their courses through the heavens,
Thus, brothers, you should run your race,
As a hero going to conquest.*

*You millions, I embrace you.
This kiss is for all the world!
Brothers, above the starry canopy
There must dwell a loving Father.
Do you fall in worship, you millions?
World, do you know your creator?
Seek him in the heavens;
Above the stars must He dwell.*

(http://en.wikipedia.org/wiki/Anthem_of_Europe)

- a. What images does this anthem create in your mind?
 - b. What is the message of these lyrics?
5. Can you explain these quotes? What do you think about them? Could they still be applied in today's E.U.?
- If Europe were once united in the sharing of its common inheritance there were be no limit to the happiness, to the prosperity and the glory which its three or four hundred million people would enjoy. Sir Winston Churchill*
- We united people, not states. Jean Monnet*

6. What do you know about the founding fathers of the European Union? What did they have in common?
7. Read the text about Jean Monnet and answer the questions below.

There is a lot more one could say about Monnet's life, but what is important is this: his experience of trying to solve enormous problems in enabling his country to fight a modern war showed him that what was necessary above all was the closest co-operation and integration of decision-making between allies. The failure to do so almost cost the allies the Great War, and certainly contributed towards France being knocked out in the second war. When the time came to rebuild Europe, co-operation and integration were necessary. The two remaining men I want to look at were from the areas I spoke of earlier- the Rhineland and Lorraine

– Robert Schuman and Konrad Adenauer. Schuman was from Lorraine, the province constantly passed back and forth between France and Germany from 1870 to 1945. French by descent, he did not become a Frenchman until the end of the Great War, at the age of 32 – he had been a conscript in the German army. This man was on to become Foreign Minister and Prime Minister of France, and he understood the coal and steel which were produced in Lorraine and which had made it so desirable to both nations. Adenauer, the post-war first leader of the CDU and of the new Federal Republic, was from the Rhineland – like Schuman, he had lived all his life in the shadow of Franco-German conflict. These two men, from neighboring areas which produced the same raw materials, were crucial in the rebuilding of post war Europe.

(By H. Young, 1949)

- a. According to Monnet, what was 'necessary above all' in helping his country to win a modern war?
- b. Why was the region of Lorraine desirable to both France and Germany?

8. Match the words with their definitions:

- | | |
|--------------|--|
| 1. allies | a. important, essential |
| 2. failure | b. nonsuccess, vain attempt |
| 3. descent | c. recruit, person required to join military service |
| 4. conscript | d. supporter, symphatizer, coalitionist |
| 5. crucial | e. origin, blood line |

Can you rephrase the following sentences?

- a. He has lived all his life in the shadow of the conflict.
- b. These two men were crucial in the rebuilding of Europe.
- c. He was French by descent.
- d. What was necessary above all was the closest cooperation and integration of decision making between allies.

Complete the expressions:

- | | |
|----------------------------------|----------------------|
| decision m_____g | common i_____e |
| rebuilding of p____-w____ Europe | peace and p_____y |
| national i_____y | to face civil w_____ |
| peace a_____t | peace n_____s |

9. Role-play

Introduction: Sometimes there is a long way from the start of the conflict to its end, the subsequent act of forgiveness and final reconciliation. We will try to solve a rising conflict in a fictitious European country called Equestria. Equestria is in conflict over the region Eastern Equestria rich in mineral and coal mines with its neighboring country Dalvania. You will be given specific roles and information about the countries and the nature of the conflict itself. Provided this, you will have to try to solve the conflict in a non-violent way, applying the values of cooperation, reconciliation and peace. Our inspiration may be the founding fathers of the

European Union and their ideals. The game is for 6 players, but each of them can have assistants and advisers, the teacher acts as a chair person.

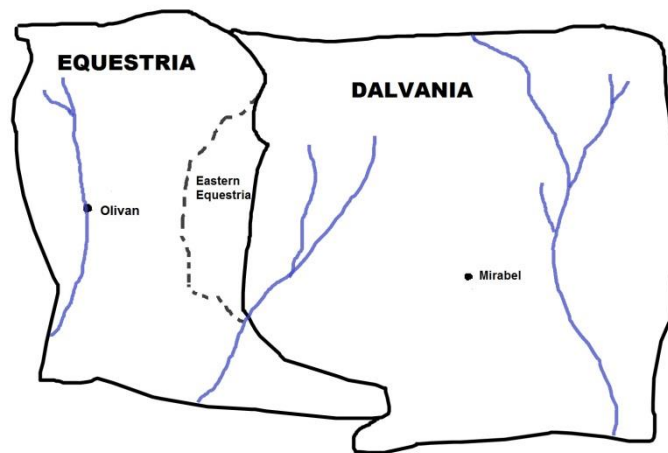


Fig.2. Role play map

Country	Federal republic of Equestria	Dalvania
Capital	Olivan	Mirabel
Area	123,000 km ²	389,000 km ²
Political system	republic	republic
Official language	Equestrian	Dalvanian
Ethnic minorities	Dalvanians (21%, mostly in the region of Eastern Equestria)	Equestrians (5 %), Lithali (7.5%)
Population	12 million	25.3 million
Religions	Christianity 75%, Islam 2.5%, other 22.5%	Christianity 60%, Islam 18%, other 22%
Main occupations	agriculture 45%, mining industry 25%, heavy industry 10%, services 11% and others 6%	agriculture 34%, mining industry 12%, heavy industry 25%, services 12% and others 17%
Principal natural resources	minerals, coal, natural gas, iron ore	coal, iron ore, minerals
National anthem	Oh, Heroes	Beautiful land
International cooperation	Member of the UN	Member of the UN

Tab.1. Basic information

Background information

Equestria is a state struggling with political problems, unrest and violence. The conflict can be associated with Equestria's recent history. The reasons behind the conflict include violence between ethnic groups- Equestrian majority and Dalvanians, social inequality, and uneven distribution of precious natural resources especially in the region of Eastern Equestria. Equestria still has a rather short tradition of democratic rule. The country adopted democracy in 1985 after a short and relatively non-violent coup d'état. Before that, the country had been ruled by a succession of dictators.

Thus Equestria’s situation has continued to be unstable for decades and gave rise to separatism, especially in the border region of Eastern Equestria with a large Dalvanian minority. Equestria is a federation so Eastern Equestrians have certain degree of autonomy, regional representatives in the federal parliament, right to use the Dalvanian language at schools and state institutions and other privileges, but they aim to gain the total rule of the region. They especially oppose the way the resources of the region are distributed in the country. They think they do not benefit enough from it. The sense of national identity is weak, the economy is not doing well, so people are mostly concerned about their well-being. There is general distrust in democracy, high corruption rate. The main opponents in this conflict are the Government of Equestria and the separatist movement of Eastern Equestria. There are frequent rumours that the separatists are secretly supplied and armed by the Dalvanian Government. There have been many bomb attacks, armed attacks on the seat of the regional government and other state insitutions in Eastern Equestria. About 750 people were killed in these attacks and the country is facing civil war. Therefore an outside mediator has been called and the peace negotiations are going to take place in the capital city of Olivan.

The plan is rather brave, they want to stop the coming civil war and public disturbances and form an organization that would pool the production of coal, steel and natural gas in Eastern Equestria and Western Dalvania in order the countries can cooperate more efficiently. Moreover, the countries should prepare an important step towards lasting peace in the region: a common peace agreement that will declare the will to forgive historical injustice caused by the other country from both sides and stabilize the region so that both countries may cooperate and prosper.

Equestria’s Prime Minister	Dalvania’s Prime Minister
NGO representative NO VIOLENCE! Organization (Dalvanian and Equestrian members)	mediator
representative of a separatist movement	independent journalist covering the conflict
Chairman (teacher)	assistant

Tab.2. Role play roles

Answer the questions:

1. Why should the conflict be stopped and solved?
2. What should the parties do to solve the situation?
3. How can both parties do practical steps to deepen their cooperation as a guarantee of lasting peace in both countries?
4. Draw up a peace agreement/ declaration.

The role play should be followed by a short discussion where the students can share how they felt during the game and how they can apply what they learnt in the class in everyday life.

CONCLUSION

The ideals of peace and international cooperation, prosperity and harmony among nations may sometimes seem too idealistic considered from today’s perspective. However, they still form a base international peace and cooperation have to rest on.

The way we teach about EU related matters can substantially contribute to the European identity enhancement of our students. We deeply believe that the information about the E.U. beginnings, its forefathers and their ideals and workings should be presented to students when dealing with EU related topics. Using music, poetry, excerpts from the original speeches, photos and other visual aids, films and documentaries as well as modern student-oriented teaching methodology can help our students get personally involved and naturally interested in this topic.

The ideals of the founding fathers, i.e. peace, prosperity, cooperation and solidarity in Europe are values we all desire to be revived and implemented in the Union.

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