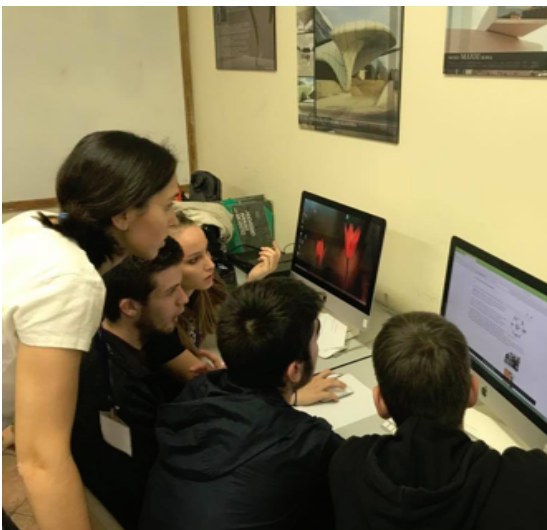




Erasmus+

English for tourism
and gastronomy
industry

Training curriculum



Erasmus+ KA201 -
Strategic Partnerships for
school education
Title: "English for
hospitality"
(EN4HOSTS)

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2019



Coordinators: Sfichi Florentina Elena, Anton Mihaela

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– Training curriculum –

Intellectual output designed throughout the two years of the project Erasmus+

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ARGUMENT

Teaching English in the 21st century poses the challenge of facing and adapting to the new status of the English language as a lingua franca. Accordingly, its teaching methodology and didactics have changed too. We now live in a globalised, postmodern world in which knowledge of English is considered a basic skill and which therefore requires a different model of education. Within this context, CLIL seems to be a new candidate likely to produce a paradigm shift in the world of language teaching. It enables development of an integrated educational approach which actively involves the learner in using and developing the language of learning; the language for learning; and the language through learning. Thus, students are developing their ability to use language as a tool to investigate, analyse and describe the content related to tourism and gastronomy modules, leading to a better preparation for the world of work and / or further education.

Between 2017 – 2019, the Economic College „Dimitrie Cantemir” Suceava coordinated, at European level, the strategic partnerships for school education (key action 201) „English for hospitality” – EN4HOSTS. The partnership involved six schools located in different corners of Europe: Economic College „Dimitrie Cantemir” Suceava – Romania, Turističko Ugostiteljska Skola (Tourism and catering school), Split – Croatia; Halide Nusret Zorlutuna Mesleki ve Teknik Anadolu Lisesi, Kayseri – Turkey; Esprominho – Escola Profissional do Minho, Braga – Portugal; Istituto di Istruzione Superiore “Renato Guttuso” Milazzo – Italy and Epal Nafpaktoy, Nafpaktos – Greece.

The Erasmus + project „English for hospitality” aimed to promote the integrated learning of content in subjects like tourism and gastronomy and the English language, through the exchange of best practices at European level between participating schools. Furthermore, the activities aimed at evaluating the effectiveness of learning a topic of tourism and gastronomy in English. The project addressed topics and activities such as: the 5Cs of CLIL, lesson planning, interactive communication with students, revised Bloom taxonomy, the development of superior thinking skills, critical thinking, integration of culture and community in didactic activities, webquests, IT tools.

During the mobility meetings, throughout five consecutive days, the language and subject teachers from the partner schools involved the students in a series of learning / teaching / training activities performed in English, with the aim to promote content and language integrated learning for tourism and gastronomy subjects.

The results of this project were: promotional videos illustrating CLIL methodology in tourism and gastronomy classes, complete CLIL scenarios, with instructions and worksheets (lesson plans), an online collection of materials with links on the EN4HOSTS project website: <http://english4hospitality.esy.es>, improved teacher skills on CLIL methodology, through participation in topic related discussions and comparative analysis, better instruction techniques

for students’ training needs, through shifting from content based syllabuses to those centered on learning situations, creating an open environment for formal, non-formal and informal learning. Thus, the students learnt to work and communicate in real-life situations, in a multicultural environment, becoming aware of the importance of English language on the European labor market.

There are big differences in the technological high schools in Europe in the way they interpret and implement integrated learning contents from several disciplines and foreign language, the number of hours in the curriculum for this differs radically. The decision to write this project and put experiences and knowledge gained on final outcomes, was motivated mainly by the limited literature available to teachers and programme coordinators which existed at the onset of CLIL. The existing literature has been enriched in the last years, yet is still not sufficient to adequately support the implementation of CLIL in tourism and gastronomy high school classes. Indeed, even within the body of CLIL literature available, there is a great disparity between CLIL literature available for high school educational levels and CLIL literature for vocational education. The project aimed to decrease the gap in the present literature, is hoped to support teachers and programme coordinators endeavoring to create, grow and sustain CLIL programmes in vocational education.

Throughout the project, through the exchange of best practices at international level, the teachers identified CLIL principles, analyzed CLIL learning techniques and how they can be integrated into tourism and gastronomy classes. The participating teachers designed and led activities which engaged students in activating superior thinking processes, organizing and guiding webquest activities, harnessing the cultural, scientific and linguistic diversity during the classes.

The application of the CLIL methodology aimed to integrate the five essential components of the training for the current society: content, knowledge, skills, communication and community / culture, while the application of Bloom's taxonomy involved the creation of learning activities (presentation of tourist sights in English, cooking session, trails, traditional recipes in English, proposals for menus for different moments of the day, results of marketing researches designed to assess the satisfaction of tourists, types of market evaluation questionnaires, dialogues between representatives of the tourist market and clients) which addresses the different processes of thinking, starting from their knowledge and continuing with their thorough understanding, their application in different contexts, analysis by explanation, comparison or classification, evaluation and creation of a new element.

The webquest is an online resource available for building a project-based approach where information and materials are provided by the Internet. Typically, students make webquest projects within groups. Each student in a group can be assigned a „role” or a specific research area.

These CLIL materials need to show curriculum subjects presented in a non-native language very clearly. They are different from materials found in regular English coursebooks, since language courses have materials which are often selected because of a grammar or functional syllabus and also because of a topic. CLIL materials, however, are selected because of the subject content. The language needed to support the subject is then considered. These materials were made by teachers. The decision to write this project and put experiences and knowledge gained on final outcomes, was motivated mainly by the limited literature available to teachers and programme coordinators which existed at the onset of CLIL. EN4HOSTS offers now teachers a series of ready to use lessons, with video support, along with other learning materials.

EN4HOSTS promotes the use of the following web 2.0 tools, open and innovative practices in a digital era:

- webquests, as part of CLIL lessons. When learning experiences are infused into a website students utilize everyday for fun, students realize that learning can and should be a part of everyday life. Webquests promote the development of learner autonomy and enhance team work and communication skills among students;
- video editing and sharing / embedding: for the filmed lessons, the management of the project's YouTube hosted channel, presentations of important landmarks, eTwinning activities, materials for the project dissemination. This is not only engaging and insightful, but also enables students to acquire a range of transferable skills in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology and organisational skills;
- social networking (the project's Facebook group) and the project website allow participants the opportunity for just-in-time learning and higher levels of engagement.

All these tools provide a space that allows engagement, sharing, mentoring, and an opportunity for social interaction. Informal learning, in the forms of participatory and social learning online, is an excellent tool for teachers to sneak in material and ideas that students will identify with and therefore, in a secondary manner, students will learn skills that would normally be taught in a formal setting in the more interesting and engaging environment of social learning.

Students who would not normally participate actively in class are more apt to partake if the teacher uses ICT tools which enhance student involvement and motivation in the learning process.

By participating in this project, students have improved their communication and thinking skills, and teachers have developed the ability to integrate CLIL core principles into didactic design, as well as the ability to use new technologies in educational contexts and for educational purposes (the use of online tools for creating teaching materials in English).

Both teachers and students have acquired the skills to create and use blogs, websites, webquests in the teaching / learning process. Implementation at school level has resulted in the use of CLIL elements in lesson planning at tourism and gastronomy classes, in learning, in various types of assessment. Introducing webquest based lessons for creating work tasks has implied a supportive activity of the teachers, who designed these new teaching assignments. The use of the CLIL method and the alternative tools directly resulted in the promotion of personalized, flexible learning and teaching, the stimulation of enthusiasm for the study of specialized disciplines and of English in an atmosphere of collaboration, and the stimulation of initiative and enthusiasm in the learning process. Students' results, their products and the feedback received validated these didactic approaches.

CHAPTER 1

EDUCATIONAL SYSTEMS IN ROMANIA, CROATIA, TURKEY, PORTUGAL, ITALY, GREECE

THE STRUCTURE OF THE CURRICULUM USED IN VET HIGH SCHOOLS AT TOURISM AND GASTRONOMY PROFILE

Romanian Education System

Romanian educational structure consists of a vertical system of schooling. Five main components represent the fundamental pillars of this system.

Pre-school education (kindergarten) is designed for children 3 to 7 years old. Compulsory education includes primary education (five years) and lower secondary education (four years). Upper secondary education is a noncompulsory education (high school, vocational education and training and apprentice school).

High school education in Romania normally lasts four years from grade IX to grade XII in day classes or five years in evening or extramural classes. The almost 1300 institutions are overwhelmingly public, but an increasing number of private schools have emerged in recent years, predominantly in urban locations. Public upper secondary education is free. Textbooks are offered free of charge to the pupils from economically disadvantaged families.

The structure of the high school is:

A) theoretical orientation:

- Science profile, specialization: math – informatics and natural sciences
- Humanities profile, specializations: philology, humanities and social sciences

B) technological orientation:

- Technical profile
- Services profile
- Exploitation of natural resources and environment protection profile

C) aptitude based orientation:

- Sports profile
- Military profile
- Theological profile
- Arts profile
- Pedagogical profile

Secondary school education is organized as a second cycle of education (grades 9 to 12 or 9 to 13). The system contains the following units of secondary school education:

- high school
- vocational school
- professional education

Schooling is free and compulsory for children aged between 6 and 16 in the state schools. Suitably qualified pupils can progress to upper secondary education in general secondary schools, grammar schools, professional schools or vocational institutes. Graduates from professional education do not have the right to apply for higher education programs.

Age	Group/Grade	Education level		Diploma	
> 22		Post-university		diploma	HIGHER
22.23		University		bachelor, master, Phd diploma	
21.22				graduation certificate	
20.21			Post high-school	graduation certificate	
18.19.20					
17.18	XII	High-school (upper secondary)	Technological or vocational high-school	baccalaureate diploma	SECONDARY
16.17	XI		Professional education	qualification certificate	
15.16	X				
14.15	IX				
13.14	VIII	Gimnasium or Middle-school (lower secondary)		national test exam	
12.13	VII				
11.12	VI				
10.11	V				
9.10	IV	Primary (elementary school)			PRIMARY
8.9	III				
7.8	II				
6.7	I				
5.6.7	Preparatory	Kindergarten preparatory group			PRE
5.6	Upper				
4.5	Middle				
3.4	Lower				
0-3.4		Kindergarten Pre-Kindergarten			

Legend: compulsory education

D. Age	Grade/Group	EDUCATION LEVEL				Qualific. level	Reference level
>19		Higher education long duration		Higher education doctoral studies (PhD)		5	8
				Higher education master			7
		Higher education short duration		Higher education bachelor		4	6
		Post high school education (Tertiary education – non university)				3+	5
18	XIII						
17	XII	General high school (upper secondary - US)	Art, sport and theological High school (US)	Technical high school (US)	Technical high school (US)	3 TVET	4 TVET
16	XI				Professional School	2 TVET	3 TVET
15	X	General high school (lower secondary - LS)	Art, sport and theological High school (LS)	Technical high school (LS)			
14	IX						
13	VIII	GYMNASIUM EDUCATION					1
12	VII						
11	VI						
10	V						
9	IV	Primary Education					
8	III						
7	II						
6	I						
5	High	Pre-school education					
4	Medium						
3	Low						

Higher education offers specialization in a certain field (equivalent of BA). Admission is ensured by a competitive entrance examination and is accessible for baccalaureate diploma holders. Post graduate studies are accessible by entrance examination for master's or doctor's

degree. Higher education is mainly state but also private.

Normally, all Romanian pupils will begin primary education at age 6 but may be admitted at age 5 if they are "at an appropriate stage of mental and physical development" and have completed the final pre-school year. Pupils may leave school at age 16 even if the "compulsory" requirement remains unsatisfied.

Curriculum in vocational and technical education in Romania

The National Center for Development of Vocational and Technical Education is a public institution that is subordinated to the Ministry of National Education in Romania and aims to continue the reform of vocational and technical education which began with the assistance of the EU in 1998 with the aim of continuously improving vocational and technical education. The NCDVTE proposes the principles of the educational policy and the strategies for the development of the initial vocational training, develops the methodologies for designing, elaborating, implementing and revising the curriculum and innovation projects and development of the vocational and technical education.

Restructuring the curriculum at present has as major objectives:

- curriculum coherence, horizontally and vertically, including between school and branch levels
- correlation of learning outcomes with the need for skills on the international labor market
- key competences integration and cross-curricular approach in curriculum
- focusing on the learner the formative approach, starting from their personal development needs
- promoting practical learning experiences to support the development of each pupil's potential
- updating and decongesting content through specific interventions at school curriculum
- match content to specific VET objectives, reflected in school curricula
- the focus of the curricular design on evaluation and the inclusion / development of methodological guidelines on the evaluation processes, ensuring its concentration on competences (Article 72 of the Law on National Education).

In VET, the curriculum is centered on learning outcomes. The curriculum translates into the implementation of the vocational training standard (SPP in Romanian), validated by the social partners, in the specific terms of the education and training process. Learning outcomes are grouped into units of learning outcomes and are expressed through knowledge, skills and attitudes.

The aims and objectives of the VET curriculum

- the acquisition by graduates of the learning outcomes / technical skills (general and specialized) necessary to adapt now and especially in the future to the requirements of a continually and rapidly changing labor market

- the acquisition by graduates of those learning outcomes corresponding to the areas of transferable key competences required for social integration and for the rapid and successful integration into the labor market
- developing the curriculum based on professional training standards
- developing modular curriculum
- development of local curriculum for adaptation to relevant qualifications in the local and regional labor market

Orders that regulate curriculum and its application in VET in Romania:

- OMENCS no. 4121 / 13.06.2016 on the approval of the Professional Qualifications Standards for Level 3 and 4 Professional Qualifications of the National Qualifications Framework, for which training is provided through the professional and technical education

The 9th grade, the lower cycle of the high school, the technological line:

- OMECI no. 3411 / 16.03.2009 – approval of the curriculum frameworks
- OMENCS no. 4457 / 05.07.2016 – Approving Educational Plans and School Programs

This curriculum applies to Qualifications corresponding to the Services profile, Tourism and Food Training: Banqueting Organizer, Gastronomy Technician, Tourism Technician, Hotel Technician. The level of qualification according to the National Qualifications Framework is level 4. The modules included in the curriculum are: Basics of accounting (72 hours theory), Quality in tourism and nutrition (72 hours per year of which 36 hours of practical training), Tourist reception facilities Hours per year, of which 36 hours of practical training), Basic Processes in Food (108 hours per year, of which 36 hours of practical training), Local Development Curriculum (3 weeks practical training course at the partner economic partner) – the name and content of the LDC are established by each school in partnership with the partner economic partner, with the school inspector's opinion.

Tenth grade, lower cycle of high school, technological branch:

- OMECTS no. 3081 / 27.01.2010 regarding the approval of the framework educational plan
- OMEN no. 3915 / 18.05.2017 regarding the approval of the curricula and the curricula

The curriculum for the 10th grade, the field of training Tourism and catering, the general training field Tourism is designed for professional qualifications Tourism technician and hotel technician, level of qualification 4. The modules included in the curriculum are: Ethics and professional communication (105 hours (70 hours per year, of which 35 technological laboratory hours), Tourist Patrimony (175 hours per year, of which 105 hours Technological Laboratory) and Local Development Curriculum (90 hours per year, 35 hours Technological Laboratory) per year practical training at the economic agent).

The curriculum for the 10th grade, the field of training Tourism and nutrition, the general training field Food is designed for professional qualifications: banqueting organizer and

gastronomy technician, level of qualification 4. The modules included in the curriculum are: Ethics and professional communication (70 hours a year theory), General Accounting (70 hours per year of which 35 hours Technological Laboratory), Assortment of Preparations and Drinks (140 hours per year, of which 35 hours Technological Laboratory and 70 hours of practical training), Serving Systems (70 hours per year, of which 35 hours of practical training) and the Local Development Curriculum (90 hours per year practical training at the economic agent).

Graduates of the 10th grade who opt for a Level 3 qualification certificate will undergo a 720-hour practical training course.

Eleventh grade, superior cycle of high school, technological branch:

- OMECI no. 3412 / 16.03.2009 regarding the approval of the framework educational plan
- OMEN no. 3500 / 29.03.2018 regarding the approval of the Educational Plans – applicable from the school year 2018-2019
- OMEN no. 3501 / 29.03.2018 regarding the approval of the School Programs – applicable from the school year 2018 -2019

The training plan for Tourism Technician in the field of general tourism and Technician in gastronomy qualification education includes the following specialized modules and practical training: Company management (66 hours per year out of which 33 technological laboratory hours), Marketing (66 hours per year, of which 33 hours Technological laboratory), Accounting (66 hours per year, of which 33 hours Technological Laboratory), Lodging of tourists (132 hours per year, of which 99 hours Technological Laboratory), Local Development Curriculum (66 hours per year theory) practice on accommodation of tourists (120 hours per year, of which 90 hours of technological laboratory and 30 hours of practical training).

The training plan for organizer banqueting, the field of general nutrition training, includes the following specialized modules and practical training: Management of the company (66 hours per year of which 33 hours technological laboratory), Marketing (66 hours per year, of which 33 hours laboratory (66 hours per year, of which 33 hours Technological Laboratory), Organization of Service Staff (33 hours per year Technological Laboratory), Coordination of serving (99 hours per year, of which 66 hours Technological Laboratory), Curriculum in local development (66 hours a year theoretical) and practical training in service activities (120 hours per year, of which 60 hours laboratory technology and 60 hours practical training).

The name and content of the module / modules are set by the educational unit in partnership with the economic operator / partner public institution, with the approval of the school inspectorate.

The 12th grade, the upper cycle of high school, the technological branch:

- OMECI nr. 3412 / 16.03.2009 regarding the approval of the framework educational plan
- OMECI nr. 3423 / 18.03.2009 - the approval of the educational plans - the classes in liquidation

- OMEN no. 3500 / 29.03.2018 regarding the approval of the Educational Plans - applicable from the school year 2019-2020
- OMEN no. 3501 / 29.03.2018 regarding the approval of the School Programs - applicable from the school year 2019-2020

The curriculum for the qualification of Tourism Technician, the field of general tourism education, includes the following specialized modules and practical training: Marketing Policies (62 hours per year, of which 31 hours LT), Economic and Financial Analysis (62 hours per year, of which 31 hours LT), Negotiation and contracting (62 hours per year, of which 31 hours LT), Tourism agency offer (93 hours per year, of which 62 hours LT), Local development curriculum (62 hours per year) and Practical Training Course (150 hours per year, of which 90 LT, 60 IP).

The training plan for the Hotel Technician in the field of general tourism education includes the following specialized modules and practical training: Marketing policies (62 hours per year, of which 31 LT hours), Economic and financial analysis (62 hours per year, of which 31 hours LT), Negotiation and contracting (62 hours per year, of which 31 hours LT), Settlement of tourist services (93 hours per year, of which 62 hours LT), Local Development Curriculum (62 hours per year) and Practical training course on the settlement of tourist services (150 hours per year, of which 120 LT, 30 IP).

The training plan for the Gastronomy Technician in the food preparation field includes the following specialized modules and practical training: Marketing Policies (62 hours per year, of which 31 hours LT), Economic and Financial Analysis (62 hours per year, from (31 hours LT), Negotiation and contracting (62 hours per year, of which 31 hours LT), Quality in gastronomy (62 hours per year, of which 31 hours LT), Promotion of gastronomic production (31 hours per year LT), Curriculum in local development (62 hours a year theoretical) and practical training on gastronomy planning (150 hours per year, of which 90 LT, 60 IP).

The training plan for Banqueting Organization training plan, the general food education field, includes the following specialized modules and practical training: Marketing Policies (62 hours per year, of which 31 LT hours), Economic and Financial Analysis (62 hours per year, from (62 hours per year, of which 31 LT), Negotiation and contracting (62 hours per year, of which 31 hours LT), Protocol services (93 hours per year, of which 62 hours LT), Local curriculum (62 hours per year) Practical training in protocol activities (150 hours per year, of which 90 LT, 60 IP).

Practical training can be organized both in the educational unit and in the economic operator / partner public institution. The name and content of the module / modules will be determined by the educational unit in partnership with the economic operator / partner public institution, with the school inspectorate's opinion.

Local Development Curriculum (LDC)

This curriculum is designed at the level of each school, in cooperation with the partner

economic agent, taking into account local specifics, aiming at promoting democratic values that will allow prospective graduates to become responsible citizens in the community. Hence, its passage ensures the relevance for the labor market of the skills and aptitudes of graduates of vocational and technical education.

This type of curriculum provides the framework for training to the economic agent in order to train all the technical competences described in the Vocational Training Standards.

The implementation objectives of the Local Development Curriculum are:

- creating opportunities for pupils to acquire the additional professional skills required by the local labor market, which are not offered through the curriculum
- creating the learning situations necessary for the acquisition of transferable key competences adapted to local requirements.

This curriculum is governed by the following ministerial orders:

- OMEN no. 3914 / 18.05.2017 – Methodological landmarks for CDL design, for the 9th and 10th grades, the lower cycle of the high school, the technological branch and the vocational education
- OMEN no. 3502 / 29.03.2018 – General methodological guidelines for the development of CDL for the 11th and 12th grades of the high school cycle, the technological branch and for the 11th grade of vocational education – applicable from the school year 2018-2019 respectively 2019-2020.

Dual Education in Romania

It is regulated by Law no. 82 / 30.03.2018 for the approval of the Government Emergency Ordinance no. 81 / 2016 on the modification and completion of the National Education Law no. 1 / 2011 and of the Government Emergency Ordinance no. 81 / 2016 for the modification and completion of the LEN no. 1 / 2011.

Dual education through IPT is organized at the initiative of interested economic operators as potential employers and practice partners and is carried out on the basis of a partnership contract and individual practical training contracts through the practical training organized under the main responsibility of the economic operators. Economic operators provide students with practical training, scholarship at the level of public funds and other expenses for student quality education. It also facilitates the involvement of economic operators in decision-making mechanisms at the level of partner education.

Croatian Education System

The Croatian Ministry of Science and Education (MZO) is responsible for passing and implementing laws regarding education in the Republic of Croatia. The Croatian education system consists of four successive levels: preschool, primary, secondary and higher education.

Structure of the Croatian Education System

1. Preschool education

Preschool education is the first level of education. It refers to education and care of the children of preschool age. It is not compulsory, but recommended for children from six months to school age. Preschool education includes educational programs, health care, nourishment and social care programmes for children. Preschool institutions comprise public kindergartens and private kindergartens (of natural persons, religious communities and associations) and institutions which implement preschool programmes and shorter programmes such as libraries, various associations and primary schools.

2. Primary education

Primary education is regulated under the Primary and Secondary Education Act (Official Gazette 87 / 2008). Primary education is compulsory and free for all children between age six to fifteen. This applies to all children resident in the Republic of Croatia, regardless of their nationality. Primary education lasts eight years and it is divided into two parts:

a) Lower primary school (from 1st to 4th grade)

b) Upper primary school (from 5th to 8th grade)

There are regular and special education programmes. There are special education schools for students with multiple disabilities, but in general inclusion of children with disabilities is encouraged in regular education. There are primary music or dancing education and there is possibility of parallel primary education. There is also a system of basic primary education for adults who didn't finish primary school.

3. Secondary education

Secondary education is regulated under the Primary and Secondary Education Act (Official Gazette 87 / 2008). It is performed by secondary institutions and other legal persons and it's not compulsory.

Different types and forms of secondary education depending on the type of curriculum they implement are:

- Gymnasiums (general, classical, language, math or specialised) last four years and with their completion the student gets secondary school diploma.
- Vocational schools (technical, industrial, trade, etc., determined by the type of curriculum) lasting from one to five years, at the end of which pupils receive a basic professional degree; after completing the programme lasting from one to two years, the student acquires lower vocational qualifications.
- Art schools (music, dance, art, etc., determined by the type of curriculum) last four years and with their completion the student gets secondary school diploma.

Secondary education for adults includes special programmes for acquiring secondary education or vocational qualifications, semi-skilled training, retraining and training programmes.

There are also secondary special education programmes. There are special education secondary schools for students with multiple disabilities, but in general inclusion of children

with disabilities in regular secondary education is encouraged. There is also possibility of parallel secondary education with secondary music or dancing education.

Secondary education is considered completed by passing the state graduation exam or submitting and passing graduation papers. Students of four-year vocational and art schools can also take the state graduation exam if they want to.

Vocational education and training in the Republic of Croatia

The current system of vocational education and training in the Republic of Croatia covers 70.9% of the total secondary school population that is 135,930 pupils in 290 schools. The system of regular vocational education for the acquisition of lower and secondary school qualifications according to education programmes is comprised of:

- One-year and two-year programmes of lower professional qualifications (0.5% of the total secondary school population)
- Three-year programmes for professions in the industry and trades and crafts in 93 education programmes (25.9% of the total secondary school population)
- Four-year programmes of technical and the like orientation (44.5% of the total secondary school population) (source: *Vocational Education and Training System Development Strategy of the Republic of Croatia 2008-2013*; July 2008)

Higher education

The institutions of higher education are divided into universities, polytechnics, postsecondary vocational colleges and academies of arts. With the final implementation of the Bologna process in 2005, all study programmes are coordinated in order to create higher education based on the European system.

All institutions of higher education in the Republic of Croatia have agreed to accept the results of the state graduation exam as one of the criteria for ranking candidates for the study programmes.

University studies prepare students for working in science and higher education, in business, public sectors and in society. They are organised and conducted at a university consisting of several faculties with undergraduate, graduate and postgraduate courses. Undergraduate study which lasts three to four years ends with a university bachelor's degree (unv. bacc.), and one or two-year graduate study with a master's degree (mag.). Postgraduate university study lasts three years and ends with the public defence of doctoral thesis and with the Doctor of Science or Doctor of Arts degree.

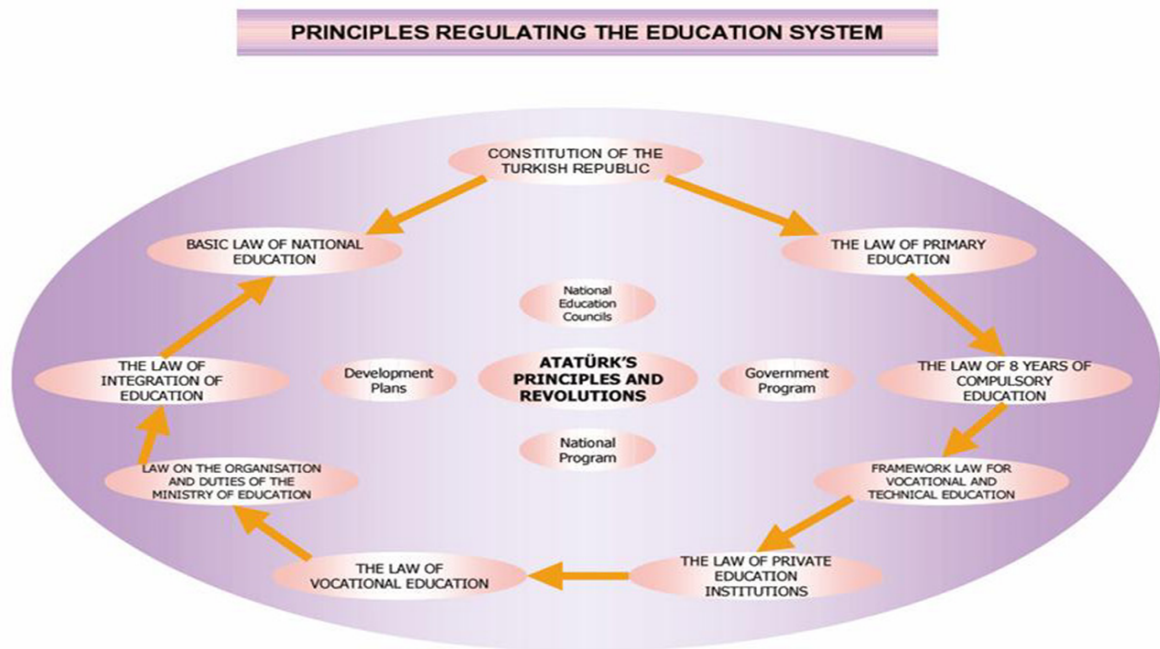
Vocational studies, lasting two to three years, are conducted at a college or polytechnics, and at a university; it ends with a vocational bachelor's degree. Polytechnics and colleges may organise specialist vocational graduate studies lasting one to two years for those who completed a vocational study or undergraduate university study; it ends with a title of

Vocational Specialist. A university may organise postgraduate specialist studies lasting from one to two years and ending with the title of University Specialist.

Turkish education system

It is held on the regulations of Turkish National Education Ministry containing 227 articles. All the schools run under by these official regulations. Education system in Turkey is comprised of levels. The citizens of the Republic of Turkey have to get a twelve-year-long compulsory education (4+4+4). Each student who completes this education receives secondary education diploma. The Turkish education system is divided into three stages as 12-year compulsory graduated education. The first level consists of four years of elementary school (1st, 2nd, 3rd and 4th grade), the second level is four years of middle school (5th, 6th, 7th and 8th grade) and 12th grade)The Turkish education system is organized on the basis of;

- Constitution of the Turkish Republic
- Laws Regulating Education and Instruction
- Government Programs
- Development Plans
- National Education Councils



Kindergarten (optional) 1-3 age , Pre-school 3-5,5 age	
Primary education	4 years Primary education
Secondary (high school)	4 years (+1 year English Preparatory School for some schools)
Vocational School (Associate Degree)	4 years
License	4 years
Graduate	Master: 2 years

	Doctorate Degree: 3-5 years
<i>Number of schools</i>	
Kindergarten	21.521
Primary school	25.300
Secondary School	14.421

General character of the education system

Education system has democratic, modern, scientific secular and coeducational characteristics. The purpose of the Turkish education system is to increase the welfare and happiness of the Turkish citizens and Turkish society, to support and facilitate economic, social and cultural development in national unity and integration and to make the Turkish nation a constructive, creative and distinguished partner in modern civilization.

General structure of the education system

Formal education

Formal education is the regular education of individuals in a certain age group and given in schools at the same level with programs prepared for definite purposes. Formal education includes Pre-Primary education, primary education, secondary education and higher education institutions

Pre-Primary education

Pre-Primary education includes the optional education of children between 36-72 months, who are under the age of compulsory primary education. Pre-Primary education institutions, independent nurseries are opened as nursery classes and practical classes within formal and non-formal education institutions with suitable physical capacity.

The purpose of Pre-Primary education is to ensure physical, mental and sensory development of children and the acquisition of good habits, to prepare children for primary education, to create a common atmosphere of growth for those living in inconvenient circumstances and to ensure that Turkish is spoken correct and well.

Primary education

The purpose of primary education is to ensure that every Turkish child acquires the basic knowledge, skills, behaviors, and habits to become a good citizen, is raised in line with the national moral concepts and is prepared for life and for the next education level parallel to his / her interests and skills. Primary education consists of four-year primary and compulsory education. The pupils are having 30 hours of classes each week. The education system mainly on limited practising and guiding.

Primary education is compulsory for all citizens, boys or girls, and is given free of charge in public schools. Primary education institutions are schools that provide eight years of uninterrupted education, at the end of which graduates receive a primary education diploma

- Primary schools
- Regional Boarding Primary Schools

- Boarding Primary Education School
- Primary schools for the Hearing-Impaired
- Primary schools for the Visually-Impaired
- Primary schools for the Orthopedically Disabled
- Primary schools for the Mentally Retarded
- Private Turkish, Foreign, Minority, International Primary schools

Secondary education

The purpose of secondary education is to give students a minimum common culture, to identify individual and social problems, to search for solutions, to raise awareness in order to contribute to the socio-economic and cultural development of the country and to prepare the students for higher education, for profession, for life and for business in line with their interests and skills.

Higher education

Among higher education institutions are universities, faculties, institutes, higher education schools, conservatories, vocational higher education schools and application-research centers. The purpose of higher education is to raise the students in line with their interests and skills, in conformance to the science policy of the country and in consideration of qualified manpower needs of society at several levels, to do researches in scientific areas, to arrange for all kinds of publications that show the research and examination results and facilitate advancement of science and technology, to finalize the researches and examinations demanded by the government and to make comments, to make written or oral public announcements explaining the scientific data that shall increase the general level of Turkish society and enlighten the public, and to give non-formal education. There are exactly 175 Universities in our country. 104 are public and 71 are private. You have to pass the exam held after graduating high schools.

- Universities
- Faculties
- Institutes
- Higher education schools
- Higher Vocational education schools
- Conservatories
- Application and research centres

Non-formal education

Services given by non-formal education are to teach reading-writing, to provide continuing education opportunities for students to finish their incomplete education, to provide education opportunities that shall facilitate the students' adaptation to scientific, technologic, economic, social and cultural developments, to give education that protects, improves, introduces and comprises our national cultural values, to help students acquire the concepts and

habits of collective living, supporting, helping, working and organizing collectively , to provide opportunities that shall ensure acquisition of professions in line with the economic development and employment policy, to teach balanced nutrition and a healthy life style, to teach people from various professions the knowledge and skills they need to improve themselves, to provide the habit of using one's free time in a useful way.

Vocational and technical education in Turkey

The vocational schools in Turkey run under the 3308 regulations of Vocational and Technical Education Directorate. All 9 grade students have the same classes then change at 10th grade according to their fields. Students are insured according to the accidents happen at school by the ministry of education until they graduate. At last grade students practise on the market they interest and get Money 1/3 official minimum wages.

Food and beverage service

General disclosures on the teaching program

It is a field that education and training aimed at accelerating the competence of the branches under the scope of catering services. Under the food and beverage services area the kitchen, the pastry and the professional staff working in the service branches are given the training and education to gain competencies. In our department it is given education on 5 different branches:

1. Kitchen

It is a branch that gives education and training to gain the qualifications of producing food suitable for hygiene and sanitation rules by using kitchen equipments.

Purpose: It is aimed to educate professionals who have proficiency in cookery profession

2. Pastry

It is a branch that gives training and education aimed at making pastry products suitable for hygiene and sanitation rules by using pastry kitchen tools and equipments and decorating them and bringing them ready for service.

Purpose: It is aimed to educate professionals who have proficiency in pastry profession

3. Service

Service is a branch given education and training aiming to gain qualifications such as preparation, service, account presentation.

Purpose: It is aimed to train professionals who have proficiency in service element profession.

4. Bar

Bar is a branch of education and training that will provide proficiency in bar preparation and arrangement, beverage preparation and service.

Purpose: It is aimed to educate professionals who have proficiency of bartender / barmaid profession

Acceptance conditions:

1. The health status of the students should be suitable for doing the jobs required by the professions under the catering service area.

2. In the school, a commission is established in line with the relevant legislation and an interview is held and physical appearance of the applicants, interest and tendency to the profession, expression and persuasion skill, special abilities, personal characteristics etc. records of successful ones are made.

Students who graduate from food and beverage services, in line with the competencies they have acquired in their chosen branch / profession:

1. In the food and beverage units of the accommodation enterprises

2. In pastries

3. In institutional kitchens

4. In the cafeteria, bars and restaurants

5. In the food factories

6. In food and beverage units of transport vehicles

7. Fair / congress, bus / train, floor services of airlines and airplanes, etc.

According to the Ministry of National Education Secondary Education Institutions Class Passing and Examination Regulation, it is essential that students are assessed using various measurement tools. According to this:

1. The competencies (knowledge, skills and attitudes) earned during the course of the modules under the course are evaluated according to the measurement evaluation criteria.

2. The success of the students in the school is determined by evaluating all the learning activities that they do in the school, in the business and on their own.

Certification

1. Graduated students are given a diploma in the field / branch.

2. All courses and modules taken by the student about the chosen branch are indicated in the diploma.

3. When the student leaves the program or graduates, he or she is awarded the equivalent of the qualifications earned by the same qualifications as those of a non-formal vocational and technical education program.

4. Occupational competences of the students are assessed by certifications.

The total duration of the field program is planned to be 3 academic years after the 9th grade. The allocation of education time for school, business and individual learning is applied as described in the Food and Beverage Service Area Weekly Course Schedule, courses and modules.

In the areas of education activities, employment opportunities, implementation and planning required by the students, we collaborate with:

1. The relevant faculties and colleges of universities

2. Occupational chambers and organizations
3. With the food and beverage enterprises in the sector business association

Student outcomes

At the end of the program, the students selected for the branch / occupation;

1. Gain knowledge and skills in general culture
2. Gain the core competencies expected from the national and international workforce
3. Will have the basic competencies of the branch below the area
4. Will acquire the skills and knowledge required by the branch / profession
5. The profession will acquire the specific professional qualifications required by the

branch / profession

Portuguese education system

First step: kindergarten

It has a formative role and complements family education with which it a close cooperation relationship is established. It is optional for children under 6 years old, until they enter compulsory education. It is universal for all children at age 4, which means that the State has a duty to ensure that every child is taken into consideration and has a place in a kindergarten.

Step two: basic education

The basic education is organized in 3 cycles:

- Elementary school (4 years)
- Middle School (2 years)
- Junior High School (3 years)

Basic education lasts for 9 years and its aim is learning of the subject areas and essential skills for entering secondary education. The curriculum of basic education is universal and must be followed by all students. However, it is possible for students to choose a path that enables them to get a professional certification, provided that they have not finished basic education at the age 15.

Step three: secondary education

Portuguese students are expected to take great options whilst in secondary education (9th grade). At age 15 students can choose:

- Courses in the field of sciences and humanities, which enable them, fundamentally, to pursue their studies
- Vocational courses, which enable them to pursue either a profession or studies
- Specialized artistic courses, designed for those who want specialized artistic training (music, dance, plastic arts).

Hospitality and tourism courses:

- The Hospitality and Tourism fields appeared in the Portuguese education system in the vocational courses:

- In vocational schools
- In the hospitality and tourism schools
- At the Institute of Employment and Vocational Training
- Level 2
 - Cook
 - Floor Staff
 - Restaurant / Bar Employee
 - Hotel Maintenance Operator
- Level 4
 - Equestrian Tourism
 - Travel and Transport Agencies Technician
 - Tourist Information and Animation Technician
 - Environmental and Rural Tourism Technician
 - Hotel Receptionist
 - Technical / Cook / Pastry Chef
 - Pastry / Bakery Technician
 - Restaurant/Bar Technician

Step four: higher education

In Portugal there are universities and polytechnic institutes. Both offer higher education courses. The main difference between them would be in the type of courses they should offer, the university is more research-oriented whilst polytechnics institutes are more focused on the technological fields. Furthermore, polytechnic institutes cannot confer the highest academic degree: PhD.

The superior courses in the field of hotel and tourism are: Technician / Specialist in Animation in Health and Wellness Tourism, Technician / Specialist in Tourism Management, Technician / Expert in Environmental Tourism, Technician Specialist in Cultural and Heritage Tourism, Technician / Expert in Outdoor Tourism, Technician Specialist in Restoration and Beverage Management, Technician Specialist in Kitchen and Production Management.

Italian educational system

The Italian Educational system is organized as follows:

1. kindergarten, not compulsory, for children aged from 3 to 6 years;
2. first Compulsory Education Cycle, for students aged from 6 to 14, which is divided as follows:

- Primary School, lasting five years, for pupils and pupils aged 6 to 11
- First Level Secondary School called Junior High School lasting three years, for boys and girls aged 11 to 14
- 3. Second Education Cycle, for students aged 14-19, divided into two types of paths:

- Secondary school, lasting five years, for students who have successfully completed the first cycle of education. The schools organize high school courses, technical institutes and professional institutes for students aged 14 to 19
- Three-year and four-year courses of vocational education and training (IEF) of regional competence, always aimed at students and students who have successfully completed the first cycle of education

4. Higher Education offered by Universities, institutions of Higher Artistic, Musical and Choral (AFAM) and Higher Technical Institutes (ITS) with different types of courses:

- a) Tertiary education paths offered by universities
- b) Tertiary education paths offered by the AFAM institutions (Higher Artistic, Musical and Choral Training)
- c) Professionalizing tertiary training courses offered by ITS (Higher Technical Institutes)

The compulsory education lasts 10 years, from 6 to 16 years of age, and includes the eight years of the first cycle of education and the first two years of the second cycle, which can be attended in secondary school second level – state – or in regional vocational education and training.

In addition, for all young people the right / duty of education and training applies for at least 12 years or, in any case, until the achievement of a three-year professional qualification by the age of 18 on the basis of the provisions of Law n. 2003.

Compulsory education can be carried out in state schools and in private schools (Law 62 of 2000), which constitute the public education system, but can also be carried out in non-equal schools (Law 27 of 2006) or through family education. In the latter two cases, however, the fulfillment of the obligation to education must be subject to a number of conditions, such as the performance of examinations of suitability.

At the end of the period of compulsory education, usually scheduled at the end of the second year of secondary school, if the student does not continue his studies, a certificate of acquired competences is issued (Ministerial Decree 139 of 2007).

After passing the final state exam for second-level secondary education, the student can access tertiary education courses (universities, AFAM and ITS). Some university courses are limited and students must pass an access test.

Types of Courses and Diplomas in the Hotel Tourism Sector

Secondary education is the following compulsory education (middle school) and is aimed at young people between the ages of fourteen and nineteen who can enroll in courses that last three or five years, after which they can choose to follow university / higher education or entering the world of work. The school system in Italy, in the context of upper secondary education for the hotel and tourism sector, provides for the following classification of courses and diplomas.

The types of Courses and Diplomas in this sector are:

- Catering Services Operator (Bar Room) : Qualification Course (duration 3 years)
- Catering Services Operator (Kitchen): Qualification Course (duration 3 years)
- Receiver Services Operator: Qualification Course (duration 3 years)
- Tourist Business Operator: Qualification Course (duration 3 years)
- Catering Services Technician: Diploma (duration 5 years)
- Tourist (Tourist Services Technician): Diploma (duration 5 years)
- Tourist Explorer: Diploma (duration 5 years)
- Business Economic Tourism: Diploma (duration 5 years)
- Tourist (experimental – services and advanced tertiary): Diploma (duration 5 years)
- Technical Experts for Tourism: Diploma (duration 5 years)
- Tourism Technician (SIRIO Project): Diploma (duration 5 years)

The courses of study in professional institutes are divided into a common biennium, three years of qualification (operator) and a further two years (post-qualification) course (technical).

The biennium, common to all Hotel, Tourist and Business addresses, has a formative purpose, as it gives students a level of education corresponding to that of school orders of the same rank and of different order, and orientation, as it provides valuable tools for the choice of study addresses to undertake.

The Qualification Diploma, issued after the three-year course of study, allows the access to the world of work, registration in the two years post-qualification courses of the Hotel Institute, passing, with supplementary exams, to the fourth year of secondary schools of the second degree of another type, attend training modules of a higher qualification level in regional vocational training schools.

The State Diploma is valid for enrollment in all university faculties and for the participation in state and interstate competitions according to the art. 3 law number 754 dated 27 October 1969.

It allows you to be enrolled, without the need for exams, for the special register provided for the management of a restaurant-hotel structure, in addition to the access to teaching technical-practical subjects at the Professional Institutes.

A different structure of the curriculum is found in the tourism institutes that are characterized by a two-year period and a three-year period of specialization.

Greek educational system

Education in Greece is public and it consists of formal and non formal education.

A. Formal education comprises:

- Primary Education (Compulsory): Kindergartens (toddlers between 4 and 6 years old) and Elementary schools (pupils from 6 to 12 years old)

- Secondary education: The Gymnasium (compulsory for pupils aged 12 to 15 years old) and the Lyceum: General and vocational (for pupils aged 15-20+ years old)
- Tertiary education: higher education in universities (AEIs) and higher education in Technological institutes (ATEIs) upon completion of national examinations (for students over 18 years old)

B. Non-formal education includes initial vocational training, continuous vocational training and adult education. It comprises vocational training schools (SEK), post-secondary schools (IEK), colleges and lifelong learning centers.

Secondary vocational education (EPAL)

Unfortunately, vocational education in Greece is perceived as inferior, compared to the general lyceum's education as there's the society stereotype that it's for pupils from low-income families having also lower level of academic knowledge although graduates of the EPAL are granted a School Leaving Certificate equal to that of the general lyceums and a EQF level 4 diploma upon completion of exams.

Students of EPAL have the options to sit national entry exams aiming at AEIs but in a lower present (5% of the seats) and at ATEIs; to sign an apprenticeship contract for a year (internship training) which is consisted by 4 days / week practice to an industry or enterprise relevant to their certificate and 1 day / week at school attending laboratory work based lessons and to attend courses while having signed up in an Institute of Vocational Training (IEK). The last two options give the graduates the opportunity to take part in the vocational training certification examinations and to be awarded occupational diplomas at EQF level 5.

Curriculum

The curriculum of the EPALs consists of general education subjects and vocational (theory and laboratory) education subjects for a set of 35 hours per week. It's organized by sector, group and specialty, with most sectors offering two or more specialties. According to the new law, specialties should be tailored to national and regional economic needs but it doesn't really happens as the most EPALs have their sectors to be based to the staff's specialty although these specialties aren't tailored to the needs of local or national labour market.

The sectors currently covered at EPAL are: informatics, mechanical engineering, electrical engineering / electronics / automation, construction, environment and natural resources, economics, agriculture and maritime.

Their studies are for 3 years. There were a lot of changes to the curriculum and the one that is followed the last years is the most complicated. According to this, the first year is the same for all the students, except of 3 subjects that students choose based on their interests in order to decide which sector they will follow during the second year. As most sectors offering two or more specialties in the second year they have to attend one subject from each specialty in order to decide what specialty they will choose in their third year of their studies. This has as result the early school leaving for a lot of students and for those who take the certificate and

diploma to know that reach medium skills and abilities, compared with other European vocational schools, so to feel unable to match the labour market needs.

Curriculum of sectors and specialties related to tourism and gastronomy

If you want to study in a specialty close to tourism in EPALs you have to follow the field of economy where you can train to work as staff in the administrative and financial unit or in Tourism as a Tourism Business Employee. There’s a 3-year training with the following subjects:

1st Year of Studies: Those who want to attend subjects related to „Management and Economy field” attend the course „Principles of Economics”.

2nd Year of Studies: „Sector of Management and Economics”

Lessons	Hours
Principles of Accounting	3 h theory / 3 h lab
Introduction to Marketing	2 h theory
Tourism theory and applications	3 h lab
Logistics	2 h theory
Financial Transactions – Excel spreadsheets	2 h lab
Law (civil, Commercial, Labor, Tourist)	4 h theory
Financial Mathematics and Statistics	2 h theory
Specialized English I	2 h theory
Total:	23 hours

3rd Year of Studies: „Tourism Business Employee”

	Lessons	Hours
1.	Principles of Economics	3 h theory
2.	Principles of Management	3 h theory
3.	Tourism Business Management	2 h theory / 2 h lab
4.	Hotel Management`	2 h theory / 2 h lab
5.	Tourism Geography	2 h theory
6.	(ICTs) Application in tourism	3 h lab
7.	Specialized English	2 h theory
8.	French/German	2 h theory
	Total:	23 hours

Unfortunately there are no gastronomy courses in EPALs. If you want to study in a specialty closed to gastronomy you could follow the sector of agriculture which comprises the specialty of Food and Beverage Technology and then to attend courses to IEKs (2years studies) related to Chefs, Food & Beverage Management, Bar & Restaurant Management, Culinary Arts Management, Food Service Management, Cooking Art Technicians, Bakery – Pastry Chefs.

In this 3-year course of EPAL you can attend the following subjects:

- 1st Year of Studies: Those who want to attend subjects related to agriculture attend the course of „Agriculture and Sustainable Development”.
- 2nd Year of Studies : „Sector of Agriculture, Food and Environment”

Lessons	Hours
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Principles of Rural Development	2 h theory
Environment and Agriculture	1 h theory / 2 h lab
Plant Production	2 h theory / 3 h lab
Animal production	2 h theory / 1 h lab
Food Technology	2 h theory / 2 h lab
Principles of Landscape Architecture	2 h theory / 1 h lab
Elements of Agricultural Installations & Agricultural Machinery	2 h theory / 1 h lab
Specialised English	1 h theory
Total:	23 hours

- 3rd Year of Studies: „Technician of Food and Beverages Technology”

	Lessons	Hours
1.	Modern Agricultural Enterprises	3 h theory
2.	Organic Agriculture Principles	3 h theory
3.	Principles of Food Processing	2 h theory / 2 h lab
4.	Processing of Plant Products	2 h theory / 3 h lab
5.	Processing of Animal Products	2 h theory / 3 h lab
6.	Food safety	2 h theory / 1 h lab
	TOTAL:	23 hours

CHAPTER 2

GUIDELINES FOR THE BEGINNING STAGES OF CLIL IN TOURISM AND GASTRONOMY CLASSES

Aims of CLIL and rationale for CLIL

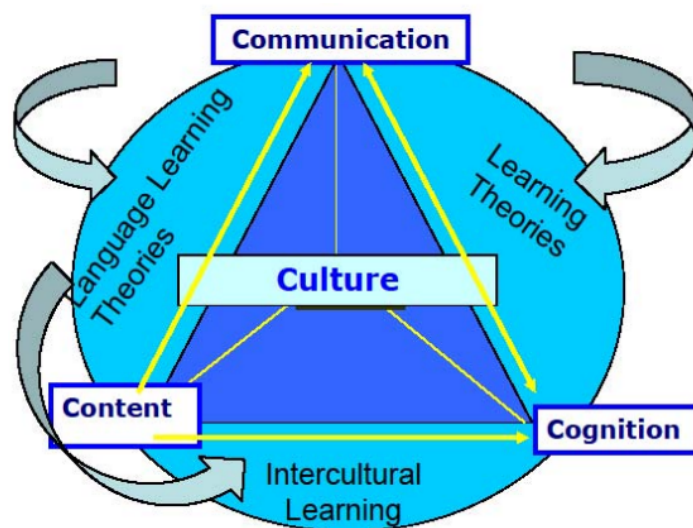
What is CLIL?

CLIL or Content and Language Integrated Learning, has had many definitions, such as:

- „An approach ... that may concern languages; intercultural knowledge, understanding and skills; preparation for internationalisation and improvement of education itself” (Marsh, 2002)
- „A meaning focused learning method ... The aim is learning subject matter together with learning a language.” (Van de Craen, 2006)
- „An ‘umbrella’ term used to talk about bilingual education situations.” (Gajo, 2007)
- „An evolving educational approach to teaching and learning where subjects are taught through the medium of a non-native language.” (TKT: CLIL Handbook)

CLIL is an approach or method which integrates the teaching of content from the curriculum with the teaching of a non-native language. It is becoming more and more important in our global, technological society, where knowledge of another language helps learners to develop skills in their native language and also helps them develop skills to communicate ideas about a particular subject to people around the world.

Do Coyle (2010) presented the conceptual framework of CLIL based on the 4 Cs: content, communication, cognition and culture.



Meeting mind: toward the holistic views of the curriculum

„Content” means „subject matter”, what to teach and learn. „Communication” means „language learning and using”. „Cognition” concerns „learning and thinking processes”. „Culture” aims at „developing intercultural understanding and global citizenship”.

The 4C model is a holistic approach, where content, communication, cognition and culture are integrated. Effective CLIL takes place through 5 dimensions: progression in knowledge, skills and understanding of content, engagement in higher order cognitive processing, interaction in the communicative context, development of appropriate communication skills, and acquisition of a deepening intercultural awareness.

Each of these 4 Cs is a basic component in every CLIL lesson.

Content refers to the basic topical knowledge being taught to and learned by the students in any given lesson. Teachers must carefully define content for their students: What will be taught? What will the students learn? What are the teaching and learning objectives?

Communication means that the students will need to produce both written and oral subject-related language by the end of each particular lesson. In order for them to do this, teachers must carefully consider what language and grammar they will need to work successfully with the content, including any specialized words or phrases.

Cognition signifies that in any particular lesson, the students should develop critical thinking skills and use the content knowledge by being challenged both linguistically and by the subject matter at hand. This often entails coming up with questions beyond traditional content questions. It is important for teachers to consider what they want their students to ponder and query, and how they are going to be able to get to that point.

Culture is what unites the four C’s together. It means that the students are learning both about themselves and their culture, broadly defined, while studying another culture, equally broadly defined. In this way, they discover that communicating with „the other” is easier and more effective than if they were to just learn the language alone.

CLIL lessons give learners a different learning experience compared with most foreign language teaching because in a CLIL classroom, the curricular subject and new language are taught together. Thinking and learning skills are integrated too. CLIL can involve many methodologies from both subject and language teaching, so it presents new challenges for teachers and learners. CLIL teachers can be subject teachers, language teachers, and different teachers have different challenges: language teachers need to learn more about subject content; subject teachers need to learn about the language needed for their subjects. In some programmes, there is cooperation between subject and language teachers.

The European Commission has identified CLIL as very important because: „It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language

instruction in general education” (*Action Plan for Language Learning and Linguistic Diversity*, 2003, p.8).

CLIL is one of the most dynamic pedagogic trends in language teaching in Europe and yet, the enthusiasm with which this innovation is implemented by stakeholders and „made a success” is not fully understood.

When the fate of pedagogic innovations in mainstream teaching is considered, a complex situation can be observed with some changes being accepted quickly and enthusiastically by the stakeholders involved, without the apparent need or desire for scientific evidence supporting the benefits claimed, while other changes meet with reluctance or even open opposition, possibly despite good research evidence in their favour.

The implementation of CLIL in Europe has been fuelled from two ends: high-level policy-making and grass-roots actions. What can be noticed above all is individuals reacting to what they rightly perceive as major shifts in society and economic life, so that many parents believe that CLIL promises their children an edge in the competition for employment; on the same account, teachers often take the initiative to teach through the medium of English. On the other end of the spectrum, high-level political agents at EU-level have also started to steer language management activities in the direction of CLIL.

Despite this ostentatious importance of CLIL, few of the 28 national education systems in the European Union have actually responded with substantial management investments into CLIL implementation, teacher education and research, so that explicit goals and precise curricular objectives are largely missing and CLIL continues to be carried forward in most cases by grass-roots stakeholders’ practices.

CLIL is not related to one specific methodology. However, CLIL requires active methods, co-operative classroom management, and emphasis on all types of communication (linguistic, visual and kinaesthetic). Taking into account the experiences of CLIL in different countries, some common methodological features can be found that appear to be linked to learning achievements.

Input on subjects becomes more concrete and visual in CLIL. In many experiences teachers and students alike emphasise the importance of visual and multimedia support to overcome problems caused by special languages. Moreover, new meanings and notions are built through interaction and dialogic structures which help conceptual entrenchment.

a) Students appreciate the chance to use the foreign language for authentic communication and to be allowed to focus on meaning and interaction rather than on structures and mistakes.

b) Code switching is a natural communication strategy, and teachers should allow it, particularly in the first stages of CLIL. That does not mean that teachers should use translation to solve every difficulty and misunderstanding. Other communication strategies should be used,

such as reformulation, simplification and exemplification, leading to translation only as a last resort.

c) Structural and lexical features of special languages should be analyzed by subject teachers, in cooperation with language teachers. This way, difficulties related to technical aspects of the foreign language can be anticipated and dealt with.

d) In any school where CLIL is implemented, even for short units, formal language teaching should be planned, taking into account the type of competence students have already acquired or are acquiring in CLIL. It should be stressed that the language teacher is mainly responsible for grammatical and lexical accuracy.

CHAPTER 3

GUIDELINES FOR CLIL IMPLEMENTATION IN VET HIGH SCHOOLS AT TOURISM AND GASTRONOMY PROFILE

The essential features of a CLIL curriculum

The first issue to be considered when implementing CLIL in VET high schools is the methodological approach of CLIL. Teachers have to reflect on the types of materials they need to gather and use, and on the strategies that would create a learning environment where the CLIL approach can thrive.

First, teachers should strive for **authenticity** in the materials they use. Since commercially produced CLIL course books are scarce, teachers often have to prepare their own materials. The choices would be: creating original material from scratch, using unadapted authentic materials or adapting these authentic materials according to their teaching needs. There are, of course, advantages and disadvantages to each of these options. Authentic materials provide genuine input in the target language in use, but it can be a challenge for the teacher to make sure that these materials are both linguistically accessible for the level the students and cognitively accessible for the age of the learners. Finding the balance between content and linguistic topics may also prove to be effortful. Consequently, out of the options mentioned above, the third – adapting authentic materials – may seem more promising. There will always be those times when the teacher needs to create some material on his / her own, but for most topics, there are plenty of authentic texts available – written, audio and visual. CLIL teachers’ task is to make those authentic materials appropriate for the level that they are teaching. All input must be comprehensible input, otherwise the students will not be able to learn from that material.

Second, teachers should engage students in **active learning**. The core elements of active learning are student activity and engagement in the learning process. Collaborative learning, class discussions, projects, webquests and class games examples of activities which allow students to take ownership for their learning, which then increases their self-confidence and self-reliance. The process of active learning also allows learners to receive more frequent and more immediate feedback from their colleagues and the teacher, improving their progress. Again, there are situations when the teacher may have to stop and explain a grammatical topic, but the bulk of a CLIL lessons should be designed so that students can work in pairs or small groups in order to work through the material themselves. Finally, it is the students who should be doing most of the communication in a CLIL classroom.

Third, the CLIL classroom should be built around the principles of **scaffolding**. Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk. New knowledge should be supported by pre-existing and previously learned knowledge, for both content and language. This means that language and content should build

upon each other and upon what was previously taught and learned. This often means finding ways to repackage old information to meet the needs of learners with different learning styles, so that everyone is able to learn to the best of their abilities. Demonstrating to students exactly what they are expected to do, showing students a model of the outcome or the product before they do it, tapping into prior knowledge, offering hints and suggestions, giving learners time to process new ideas and information, using visual aids, these are all scaffolding strategies that work well for students. Scaffolding also means supporting the students during their learning process and gradually removing that support as the students become more independent. Here are some examples of scaffolding techniques:

Focus on language:

- a) when a student is asked to explain something, the teacher provide him/her with sentences to be used in the explanation. This will help students who are not sure about their language to focus on the content explained instead of worrying about the words to be used;
- b) providing example questions for students to ask in case they don't understand something. This can also be combined with tasks that require students to come up with questions on their own.

Focus on content:

- a) creating a framework students can fill out to structure the content. This might be a gapped text during a listening exercise or a partially filled in worksheet the students need to complete;
- b) explaining to students how to approach a task, not by doing it with them (which would be helping, not supporting), but by providing them with the steps to follow. If at any point students have difficulties in solving the task, the teacher can point to the steps and ask if these have been followed.

Finally, CLIL teaching, unlike traditional language teaching, is rarely done alone. Because so much is required in a high-quality CLIL classroom, teachers should work together in a cooperative way to gather and create materials, and to decide how best to use them effectively in the classroom. Moreover, not every teacher will be an expert in every content and language topic, so receiving help from colleagues is a must.

The role of the teacher in a CLIL classroom

Developing and teaching in a CLIL classroom is challenging for teachers, since not everyone will be readily familiar with both the target language and the content subject matter to a high degree of proficiency. Teachers tend to either be content experts or language experts, but this does not mean that they cannot prepare for a CLIL approach.

Cooperation was one of the key C’s in the CLIL approach. This means that teachers should always be willing to reach out to their colleagues, to learn from them, to teach them or, more than likely, do both.

In some cases, *team-teaching* might be the best approach in a CLIL classroom. CLIL as an interdisciplinary approach naturally entails teacher collaboration in preparation and teaching of the lesson, although only some of CLIL contexts are characterised by consistent team teaching practices. One teacher would be primarily responsible for content, while the other would be primarily responsible for language, thus creating an effective team. While both teachers should be comfortable with both (for example, being able to communicate in English to some level), neither teacher needs to be fully proficient in and able to explain both content and language.

Different models of collaboration between teachers in class might be used in different lessons, so that the most suitable models can be found for each specific teaching and learning context. According to Sandholtz, there are three main configurations:

- 1) two teachers loosely sharing responsibilities;
- 2) team planning, but individual instruction;
- 3) joint planning, instruction, and evaluation of learning experiences.

These models refer to team teaching in general and are not directly applicable to CLIL contexts in which the language and content teachers should additionally negotiate their roles and plan their participation in the lesson. In doing so they should rely mainly on their experience and intuition, as there are no clear guidelines or models to follow. These are the paths usually followed:

- lessons taught in the target language by the language teacher alone without any involvement of the subject teacher, with occasional translation of terms into students’ mother tongue provided by the language teacher;
- lessons taught mainly by the language teacher with subject teacher assisting groups of students during the activities and providing guidance to groups and individual students in English or in their mother tongue;
- lessons taught mainly by the language teacher in target language with the subject teacher intervening at times to provide input or explanation in English;
- lessons taught by both teachers speaking target language and mother tongue in turns or simultaneously;
- lessons taught by the subject teacher alone mainly in the target language with terminology given in English in worksheets;
- lessons taught by the subject teacher alone in the target language with occasional translation of terminology, with the language teacher present but not intervening.

Language teachers might need to learn to talk in an especially comprehensible way, to teach a lot of academic vocabulary, to help students speak the target language when working in

groups or pairs, read more complex subject texts. Subject teachers who use English for teaching can get advice on how to do these things from the language teachers while thinking about and planning the lesson together. Language teachers can advise subject teachers on their own language use, on the language demands of their subjects and on the kinds of language support and practice which the subject teachers can incorporate into their lessons. Subject teachers do not simply need to improve the level of their language – they need to be familiar with and use foreign language teaching methodology, especially the principles and practice of communicative language teaching and task-based learning.

Another important aspect worth discussing is the overlaps in subject and language curricula. Teachers should explore and find out where the points of contact are. Different curriculum subjects can share common areas for teaching and learning in any of three clear areas: concepts (for example checking in / out at a hotel, holiday packages, topics related to food / eating out), language (e.g. vocabulary used in marketing, the language of „cause – effect”) or skills (agreeing / disagreeing for example). Language and skill are both clear points of contact for exploring collaboration between language and subject teachers. The dimension of ‘concepts’ from the subject curriculum could prove more challenging for many language teachers to bring into their language classroom.

The key elements of a CLIL lesson plan

In order to have an effective CLIL classroom, effective planning for each lesson is a key element. One of the most common approaches to finding appropriate content-based materials and preparing them for classroom use is “the three A’s approach”: analyze, add and apply. After defining what content you to teach, the teacher has to *analyze* the content to determine what language will be needed for learning to take place; this is the language *of* learning.

The next step is finding a way to *add* to content language the appropriate language *for* learning. At this stage, learner strategies, classroom talk and task demands should be taken into consideration.

Finally, the students should be offered the opportunity to *apply* what they have learned in order to assure that learning has taken place; this is language *through* learning.

Experienced language teachers and subject teachers are both familiar with the essential elements of quality lesson design and how a class unfolds. However, with CLIL, content knowledge should go hand in hand with language practice. Here is an example of how a lesson plan could be structured:

- checking previous knowledge, through a brief quiz or oral questions;
- practicing the content knowledge, by asking the students to explaining what they have read at home to each other;

- expanding students’ vocabulary, either by directly presenting new words (with visual aids, matching exercises etc.) or giving them the opportunity to discover meanings within the context of the content reading / listening materials;
- consolidating the new knowledge, by combining the old vocabulary or grammatical constructions with the new ones;
- summarizing students’ skills, by giving them an opportunity to deduce meaning, not of words and phrases, but of ideas, in context;
- applying this new knowledge, by asking open-ended questions, asking for students’ opinion, starting a discussion or debate.
- checking or correcting errors.

Since the teaching has been mainly concentrated on content over correct language, except when needed for clarity, an opportunity should be created to present, discuss and fix any errors and focus on accuracy, thus helping students to achieve higher levels of proficiency.

Although students have to engage in the lower-order thinking skills (remembering, understanding) sometimes as part of the learning process, the goal of the CLIL lessons should always be to get them to reach the higher order thinking skills (creating, evaluating and analyzing).

While planning lessons, it is extremely useful for subject teachers to collaborate with language teachers. The more they can get at this initial stage, the easier it is, with time, to incorporate simple lesson-planning routines into normal CLIL practice and fairly quickly to work independently with confidence.

CHAPTER 4

PRACTICAL ISSUES PERTAINING TO CLIL IMPLEMENTATION AT TOURISM AND GASTRONOMY PROFILE

The development of the activities carried out within the units of the specialized disciplines, tourism and gastronomy, requires both the subject teacher and the English teacher to know and use the didactic methods and strategies.

In teacher work, the choice of methods and teaching techniques appropriate to the scientific content of the subject, the individual peculiarities of the students and the technical and material basis existing in the educational unit in which the teacher is active, is of particular importance. The success of the didactic approach depends on the activity planning, the derivation of the derived competences, the development and evaluation of the educational process in a new, modern vision. In order to obtain a new quality in the teaching activity, the teacher must familiarize himself with the new curriculum design method, apply new methods of education and evaluation, and present topics with modern means of education. All this leads to the continuous improvement of the instructive-educational process, with direct implications on the students' level of education.

The design of the didactic activity, based on the information obtained through the study of the curriculum, is concretized in the following planning documents: annual calendar planning, semestrial calendar planning, thematic project of the unit of learning and the lesson projects.

Starting from the calendar planning, the teacher draws up the thematic project of the unit with two options available: tabular or based on a procedural algorithm. For this latter variant, the procedural algorithm involves answers to the following questions: *why do I teach?, what do I teach?, how do I teach?, how is it assimilated?*

These questions take the form of the didactic project of the theme. After the succession of lessons in the learning unit is presented, the teacher draws up the lesson projects, specifying the alternatives for each of them.

Thus, the didactic activity can be organized and developed differently depending on the thematic content of the lesson, the psycho-intellectual peculiarities of the students, their level of training, the existing material resources.

The means of education represent all the materials used in the educational process and by which the transmission and assimilation of didactic information is carried out, the evaluation of the obtained results. These do not substitute for the teaching activity, but only amplify and diversify its functions, by better ordering and capitalizing on the transmitted information. By capitalizing on their pedagogical potential, it supports the effective achievement of the objectives of education. The use of teaching methods cannot be separated from the use of educational means.

The pedagogical value of the educational means is conditioned by: the content of the training; the didactic objectives, the level of knowledge of those who are trained, the particularities of the teacher's personality, which circulate under different names: material, teaching material, educational means.

- Intuitive material means those materials that produce natural reality.
- The didactic material is a more comprehensive notion that includes the intentionally made, substitute materials of reality.
- The middle of education is a more comprehensive concept, built from all the material resources of the educational process invested with pedagogical functions.

For the lessons of the specialized disciplines, tourism and catering specialization, the following categories of educational means can be used:

- demonstrative materials: textbooks, curricular aids, bibliographic materials (books, magazines), leaflets, bids, laws, governmental decisions, instructions, synthesis formulation sets, case studies, etc.;
- graphic and figurative materials: drawings, graphics, photographs, leaflets, sheets, slides, etc.;
- symbolic representations: sketches, calculation formulas, cumulative tables, graphical schemes, etc.;
- assessment means: docimological questionnaires, evaluation tests, various types of application problems, etc.;
- audiovisual means: static projection means, dynamic projection and sound recording and playback devices, video tapes, CDs, etc.;
- office equipment: electromechanical calculating machines, electronic minicomputers, computers.

The labor market requires graduates knowledge of computer science. It becomes imperative to introduce a sufficient number of computers into the material base of the school and to use them to support lessons. In this computerized format, the teacher will present the new material of the lesson, the computer being used only for the operationalization of knowledge and the formation of independent or team work skills.

The internet can also be used successfully in designing a modern, useful and enjoyable lesson. Modern webquest technology responds fully to the expectations of students who have become addicted to computer and internet.

WebQuests are designed as an interactive and fun filled series of activities for language learning for working in a group context. It is designed using modern pedagogical considerations and it can be adapted easily for tourism and gastronomy classes. „WebQuests are designed to use learners' time well, to focus on using information rather than on looking for it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation” (Dr. Bernie

Dodge, Professor of Learning Design and Technology at San Diego State University, who developed the first webquest model).

Given the fact that the teacher has to create a WebQuest to coordinate the time factor as much as possible, it is necessary to organize the work tasks carefully, the steps to be taken, the choice and recommendation of English sites from which students can take the best information. The more numerous sites are and the wider range of information they give, the more information the learner has the opportunity to acquire, to enrich their vocabulary and create an interesting final product. This is one of the important benefits of WebQuest, knowing that surfing the Internet without a particular theme or purpose is not always so useful, and the student can waste a lot of time.

Furthermore, in order to increase professional insertion and improve students' career prospects, it is necessary to understand other cultures correctly and to develop communication skills in English. As such, promoting the integrated content learning of specialized disciplines in the fields of tourism and gastronomy and English leads to the improvement of students' communication and thinking abilities and to the acquisition of new economic knowledge in English presented in a European context and transposed into practice (culinary exhibitions, presentation of tourist attractions etc.).

The modernization of education requires the diversification of students' learning experiences, the proximity of school to real life, and practical activity. Therefore, outside the traditional class, lessons organized outside the school allow students to have direct contact with the issues of tourism. A training environment provided by a travel agency is a resource that allows various pedagogical objectives to be achieved, thus increasing the efficiency of lessons. The significant change to one of the lesson variables - the venue, brings about changes to all the other variables (content, strategies, evaluation modalities).

Thus, the lesson at a travel agency benefits from the availability of specific means, such as office equipment, real-world advertising materials, books and specialist journals, which promote discovery learning. Active methods based on direct exploration of reality (systematic observation, experiment) or action (role play, project) can be used as a priority, and students can carry out independent activities (filling in observation sheets, drawing up a log of practical activities).

EXAMPLES OF GOOD PRACTICE ACQUIRED DURING THE ERASMUS+ KA201 “ENGLISH FOR HOSPITALITY” ACTIVITIES

1. PROJECT OF VISIT LESSON

LEARNING UNIT: „Promotion of tourism products and services”

SUBJECT: Identification of advertising materials in a travel agency

PLACE OF DEVELOPMENT: Tourism Agency

DURATION: 2 hours

TIP OF LESSON: Visit lesson

PURPOSE OF LESSON:

a) informative

- Deepen knowledge of advertising materials used by travel agencies;
- Synthesis of the knowledge about the means of promotion used by the travel agency: advertising, sales promotion, etc.;
- Developing the knowledge horizon by combining the theoretical knowledge with the practical ones in the development of advertising materials.

b) educational

- Development of behavioral abilities, group integration, cooperation and respect among individuals;
- Obtaining observation skills on the categories of advertising materials encountered in the travel agency;
- Formation of fair behavior towards business activity.

UNIT OF COMPETENCE: U20 - Marketing policies and strategies in the travel agency

SPECIFIC COMPETENCES COVERED: C3 - Coordinates the distribution and promotion policy for tourism products

LESSON AIMS:

At the end of the activity, students will be able to:

- O1: identify categories of advertising material used by the visited travel agency;
- O2: communicate with representatives of the agency visited;
- O3: correlate the theoretical knowledge with the practical ones;
- O4: recognize the means of promotion used by the travel agency;
- O5: leverage the content of the acquired information in and intradisciplinary.

TEACHING STRATEGIES:

- METHODS AND PROCEDURES: conversation, observation, explanation, independent work, case study, role play;
- MEANS AND MATERIALS: observation sheets, practice log, document sheets, camera.

THE FORM OF ORGANIZATION OF ACTIVITY: individually and by groups

I. ORGANIZATIONAL PART

- announcement of the visit (done two weeks before it is planned)
- obtaining the agreement of the management of the institution that we will visit and the agreement of the management of the school unit, in order to carry out the teaching visit;

- the implementation of the labor protection instructions regarding the movement and behavior of students during the lesson;
- signing the nominal table with the pupils who participated in the training;

II. DEVELOPMENT OF ACTIVITY

1. Group students at the scheduled time;
2. Travel to the travel agency;
3. The actual development of the lesson,
 - presentation of the group of students and the representative of the agency;
 - listening to explanations provided by the travel agency representative;
 - observation of the advertising materials used by the travel agency;
 - taking photos;
 - highlighting the means of promotion used by the agency;
 - free student conversation – agency representative, in order to obtain useful information for the production of advertising materials.

4. Ending the visit and going back to school.

- ✓ Preliminary Instruction for Students
- ✓ Preparing the students for this visit is done during a special training session, when the teacher presents the purpose of the visit and the route to the travel agency.
- ✓ The materials necessary for each activity for the activity (observation and documentation, note books, pens, cameras), as well as the appropriate activity (school uniform) are specified.
- ✓ Determine how to travel to the agency (no means of transport, the agency being near school)
- ✓ Pupils are divided, according to their inclinations, but also according to their preferences, in pairs, each team distributing it to observe and record, the information related to:
 - Location of the agency;
 - Categories of advertising means used by the travel agency;
 - Advertising materials used in the visited travel agency;
 - Modalities and conditions for developing advertising materials;
 - Activities specific to the travel agency;
 - Taking photos;

It is recalled that the information obtained during the teaching visit will be used in an evaluation lesson – revision by the realization of the project „Advertising materials elaboration”.

Evaluation:

Drawing up a project that includes a collection of advertising materials from a travel agency: brochure, catalog, flyer, advertisement, web page. For each ad asset:

- Specify advantages and disadvantages;
- The conditions for the elaboration of the advertising materials are highlighted;
- By consulting leaflets, magazines, web pages, pupils will elaborate or attach materials in accordance with the project theme;
- Completion of portfolios;
- Making a photomontage and an exhibition with materials from the visiting lesson in the school's tourism cabinet.

Reflection theme – view websites, catalogs, brochures, leaflets and other advertising materials of travel agents in Suceava.

III. THE FUTURE EVALUATION OF THE VISIT LESSON

The purpose of the lesson was to prepare pupils for the revising-evaluation lesson through projects, documenting and obtaining documentary material to prepare the project at the end of the Learning Unit „Promotion of tourism products and services”.

2. DIDACTIC PROJECT

Learning unit: Marketing mix – a tool to promote marketing policy for the travel product

Lesson title: Tourism Product Policy

Lesson type: review and systematization

Lesson aims:

At the end of the activity, students will be able to:

1. describe the tourist product as a mix of independent products, starting from the product components and the perceived perception of the tourists in the consumption process
2. compare strategies for existing tourism products on the local market with those on new tourism products
3. associate product policy strategies for each stage in the life cycle of tourism products
4. analyze the knowledge of the life cycle of tourism products in a co-
5. apply the knowledge of the components of the tourism product by making a short essay on their importance in the development of packages of quality tourism services
6. to argue the importance of applying correct strategies in product policy

Mijloace didactice: flipchart, markere, coli de hârtie, fișe de lucru

Methods and procedures: conversation, mind map, activity on groups, cube.

Venue: tourism cabinet

Form of organizing the activity: working in teams

Time	Purpose of teaching	Teaching Strategies	Learning Strategies	Resources
5 min	1. Generate enthusiasm and interest	<p>Class organization:</p> <p>The teacher organizes the class for the lesson.</p> <p>The teacher presents students with the way the recapitulative lesson is based on the scheme that they received in the previous hour using the cube method.</p>	Students prepare the materials for the lesson and announce the absentees.	Plan for revision
		<p>Ice Breaking Exercise:</p> <p>Students will have schematic representations on the components of the tourism product, the life cycle stages of tourism products, and product policy strategies.</p>	The teacher draws out the work patterns, and the students complete them	Blackboard
15 min	2. Development of teamwork	<p>The teacher divides the class into six teams that will have precise tasks to solve:</p> <ul style="list-style-type: none"> * Describe the global tourism product as a mix of independent products, starting from the product components and perceived consumer satisfaction of the tourists * to compare the tourism products existing on the local tourist market with the new tourist products * Associate product policy strategies for each stage in the life cycle of tourism products * Analyze the knowledge of the life cycle of tourism products in a concrete case * to apply the knowledge regarding the components of the tourism product by making a short essay on their 	Students will have to solve the papers proposed by the teacher	<p>Work sheets</p> <p>Markers</p> <p>Flipchart sheets</p>

		importance in the development of packages of quality tourism services * to argue the importance of applying correct tourism product policy.		
20 min	3. Developing communication skills	The teacher will discuss with each team the six themes chosen from the perspective of the six dimensions of the cube. The teacher asks students questions.	Each group will share with other colleagues the content of the resolved work.	Flipchart
10 min	4. Analysis and evaluation of learning	Assessment of learning is done through questions and answers teacher-student verbal answers.	Students answer questions from the teacher.	

METHODOLOGICAL CONSIDERATIONS

The lesson was conceived as a systematization recapitulation lesson, since this is the final lesson in the chapter, and the notional volume acquired will be the starting point for understanding the other lessons. This type of lesson requires a bigger contribution from the student, in this variant the requirements of the principles of the theory link with the practice, the conscious and active acquirement of accessibility are fulfilled.

ANNEX TO THE TEACHING PROJECT NO 2

Worksheet no. 1

Describe the global tourism product as a mix of independent products, starting from the product components and the perceived consumer satisfaction of the tourists.

Worksheet no. 2

Compare existing tourism product strategies with new tourism products.

Worksheet no. 3

Associate product policy strategies for each stage in the lifecycle of tourism products.

Worksheet no. 4

Analyze the next case study and meet the requirements:

Lifecycle study involves determining the factors of influence over the duration and structure of the lifecycle of a tourism product, setting the stage in its vital cycle at one time, and estimating its future evolution as well as capitalizing on the information obtained from studying the age of the components offer in the marketing policy of the travel company. All these aspects can be analyzed according to the general factors (the evolution of the technologies used by the tourists, the economic and financial situation) and the specific ones (the consumer segment, the degree of complexity of the service packages, etc.) that influence the life cycle of the the tourist product and the position it occupies within the market.

For example, products centered on a particular event are quickly adopted, for example, shortly afterwards, and are followed by a sudden decline. Their life cycle is very short and is adopted by a limited number of consumers.

Requirements:

- Represent the life cycle of a tourist product offered in Bucovina focused on an event.
- Identify the life cycle influence factors for the event type product.

Worksheet no. 5

Apply the knowledge about the components of the tourism product by making a short essay on their importance in delivering quality tourism packages.

Worksheet no. 6

Explain the importance of applying fair strategies in product policy at the level of local tourism enterprises.

DIDACTIC PROJECT NO. 3

LEARNING UNIT: Marketing mix - tool for promoting marketing policy for the tourism product

TITLE OF LESSON: Distribution mix

TYPE OF LESSON: Lesson of assimilation of new knowledge, mixed variant

THE PURPOSE OF LESSON: verification and systematization of the product mix knowledge and assimilation of the distribution mix concepts

LESSON AIMS:

O1: Define tourist distribution correctly;

O2: List the elements of the marketing mix;

O3: to argue the role of 4p of marketing in the marketing policy of local tourism agencies;

O4: Identify tourist distribution channels on the local market;

O5: to exemplify the categories of tourism intermediaries and existing tourist services providers in the place of residence.

TEACHING STRATEGIES:

- METHODS AND PROCEDURES: exposure, mosaic, conversation, activity on groups, problem solving
- MEANS AND MATERIALS: Work sheets, flipchart, documentation sheets

FORMA DE ORGANIZARE A ACTIVITĂȚII: frontal, individual and teamwork

STRATEGY:

TIME	TEACHING PURPOSE	TEACHING STRATEGIES	LEARNING STRATEGIES	RESOURCES
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3 min	1. Generate enthusiasm and interest	The teacher organizes the lesson class. Makes the presence.	Students prepare the materials for the lesson and announce the absentees.	Flipchart
15 min	2. Updating previously acquired knowledge	The teacher introduces students to the lesson's lesson, the objectives of the lesson, and then performs an icebreaking exercise by presenting a documentation sheet on the "Marketing mix in the field of tourism".	Listen with interest the information presented by the professor	Fact Sheet
15 min	3. Introduce new content	The teacher will ask a series of questions for updating the knowledge of tourism product policy: the components of tourism products, strategies for local tourism products.	Students answer the teacher's questions, and they will read homework on the mix of the Bucovina tourism product.	Documentation
15 min	4. Feed-back	In order to check how the students have basically exemplified the mix of the product, the teacher will ask the students to submit the homework.	Students will actively participate in the discovery of concepts about the distribution mix.	
2 min	5. Home assignment	Topic announcement: Distribution mix		Homework

METHODOLOGICAL CONSIDERATIONS

The lesson of assimilation of new knowledge, the mixed lesson, offers the advantage of transmitting a volume of notional information under the conditions of good use of available time, for explanations and arguments. There is, in turn, the possibility that the instructive aspect may be affected. Part of this risk can be countered by the theme of operationalization.

The basic principles were achieved, namely: conscious and active acquiring of knowledge, accessibility, linking theory to practice, reverse connection.

The lesson can also be presented taking into account students' learning styles.

The annexes to the didactic project no 3

WORKING DOCUMENT no. 1

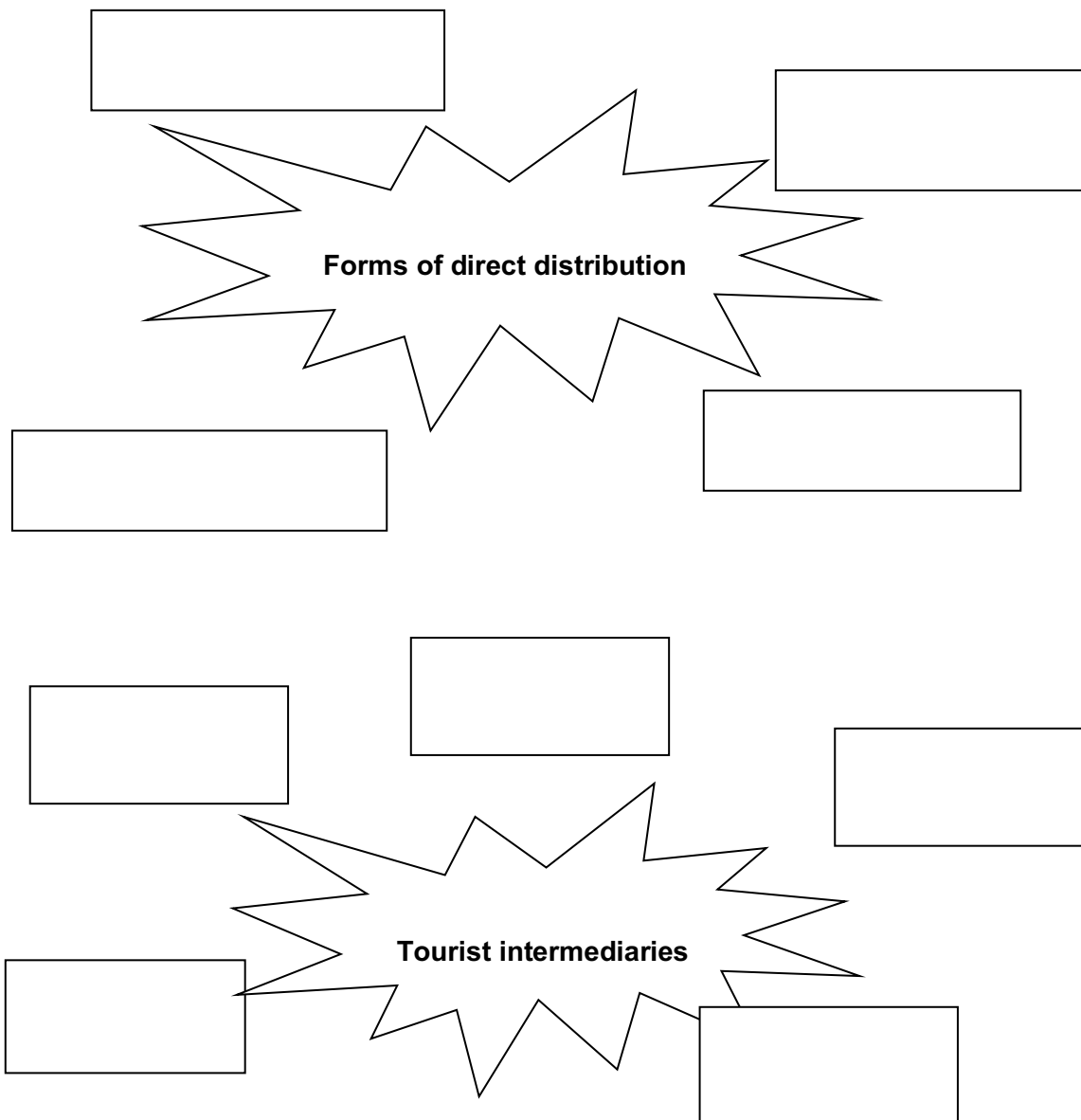
Type of distribution Advantages Disadvantages

Direct distribution

Distribution through intermediaries

Workbook 2

1. Fill in the empty boxes with examples of direct distribution forms and categories of tour intermediaries on the local market.



LESSON PLAN NO 4

Module: *Marketing of the tourist product*

Learning unit: *Marketing mix - a tool to promote marketing policy for the travel product*

Subject of the lesson: *Identifying the main means of promoting the tourism product – advertising, public relations, fairs and exhibitions, sales promotion*

Type of lesson: gaining new knowledge and skills

Skills:

1. Cognitive:

At the end of the lesson, students will be able to

- analyze the main means of promoting the tourism product
- differentiate between the main promotion means used in the tourist product
- identify the role of promotional means in the marketing policy of tourism agencies in the local market
- analyze the advantages and disadvantages of each form of promotion for which travel agencies can opt

2. Psychomotor:

- use teaching materials: flyers, portfolios, magazines;
- use specialized terms.

3. Affective:

Attitudinal:

- to participate actively in the lesson;
- to cultivate the satisfaction of responding correctly.

Teaching methods: „I know / I want to know / I have learnt”, role play, independent observation, debate, conversation, problem, front, teamwork

Teaching tools: flipchart, video projector, laptop, power point presentations, documentation sheets, evaluation sheets, worksheet, sheet, leaflets, portfolios

Room: tourism cabinet

Teaching process:

1. Announcement of the subject

The teacher presents the way the lesson unfolds and asks the students to prepare the workspaces for the practical activities

2. Announcement of the lesson objectives:

- list the main categories of means of promoting the tourist product
- identify the role of promotional means in the marketing policy of tourism agencies in the local market
- illustrate through practical activities the main forms of realization of the promotional activity regarding the tourism product
- easily approach discussions on professional topics
- analyze the advantages and disadvantages of each form of promotion for which travel agencies can opt

3. The professor asks the pupils to briefly present the theoretical information necessary for practical activities and conducts discussions with students based on the following questionnaire:

- *What do you mean by promotion policy?*
- *List the main forms of promotional activity in the activity of tourism enterprises.*

- *Specify the most used means of promotion at the level of local tourism agencies.*

4. Students' activities:

Students are grouped from the beginning of the lesson to work groups, each group presenting the task they had to prepare.

Group 1 – Tourism Fair – means of promoting the tourist product

Group 2 – Promoting through the public relations department of Instant Travel Suceava

Group 3 – Product advertising – made through the WEB website of the Instant Travel Suceava travel agency

Group 4 – Institutional publicity through prints: brochures, catalogs, magazines, leaflets, etc.

Group 5 – Travel Info TV show – interview with members of travel agencies on sales promotion

The teacher assigns to each group an evaluation sheet which will analyze the performance of each group during the presentation

5. After the end of the practical activities, group discussions take place on the basis of the evaluation sheets. It determines what was good and what was not in the course of the activities.

6. To draw up a table with the advantages and disadvantages of the four types of promotion means exemplified by practical activities: tourism fair, public relations, advertising, sales promotion.

7. Analyze the results

Conclusions are made and assessments are made about how the students who worked best are recorded and recorded.

8. Homework

Make two documentation sheets using various bibliographic materials on identifying the means of promoting the Bucovina tourism product - personal sales, sponsorships.

METHODOLOGICAL CONSIDERATIONS

There is a variety of educational subjects that aim to train and practice intellectual skills, motor skills, or creative abilities. Many times, the skills cannot be formed in one lesson, their practice being carried out over several classes, which can take place even successively, during the same day.

The lesson can also be presented taking into account the students' learning styles.

Annex to the lesson plan

Worksheet

Fill in the following table with two advantages or major disadvantages of the above mentioned promotional forms used for the tourist product.

Means for promoting tourism products and services	Advantages	Disadvantages
Publicity		
Public Relations		
Fairs and exhibitions		
Sales promotion		

LESSON PLAN NO 5

Module: *Touristic product marketing*

Topic: *Elaborating the market strategy for the tourism product*

Type of lesson: evaluation through project work

Learning unit: Marketing mix - a tool to promote marketing policy for the tourism product

Aims:

By the end of the activity, the students will be able to:

- O1: to identify the elements which determine the competitiveness of the tourism companies on the market;
- O2: to analyze the ways of differentiating the offer of a tourist company on the local market;
- O3: to identify the product and price strategies used by local economic agents in tourism;
- O4: to analyze the strategies applied by the tourism companies on the local market under conditions of competition;
- O5: to analyze the role of the objectives pursued during the strategic planning period.

Teaching methods: conversation, observation, debate, problem-solving, group work

Teaching aids: video projector, laptop, power point presentations, evaluation sheets, whiteboard, curricular auxiliary.

STRATEGY:

Lesson stage	Duration	Scientific content	Teacher's activity	Students' activity	Evaluation	Method	Obs
1. Generating enthusiasm and interest	5'		<p>Addresses greetings, checks presence, prepares teaching material.</p> <p>The teacher communicates the theme of the lesson and presents on the flipchart the elements of the project that was proposed to the students the previous class.</p> <p>Verification of the knowledge necessary for the elaboration of the project:</p> <p>The teacher asks the students to briefly present the theoretical information necessary for the project preparation:</p> <p><i>What does a travel company have to do to be successful on the market?</i></p> <p><i>What are the ways to differentiate the offer of a tourism company on the market?</i></p> <p><i>What are the elements of the product strategy?</i></p> <p><i>What are the components of the marketing mix?</i></p>	Students answer questions addressed by the teacher and check their answers with the Power Point presentation		Conversation	
2. Developing teamwork and communication skills	40'	Typology of market strategies. Combining marketing mix elements	<p>The teacher asks for division of the class into the five groups created one hour ahead, depending on the chosen travel agency.</p> <p>The teacher warns each team about the time allocated for the presentation and shares evaluation sheets for each group.</p>	Students are divided into groups and, by drawing lots, will set the order of presentation of the elaborated projects. Next, each group presents the project they had elaborated within a week. Each group evaluates the performance of the other groups, based on the criteria received from the teacher.	Lockstep / formative	Conversation / Observation / Debate	
3. Analysis and evaluation of learning	5'		<p>Feedback:</p> <p>Assessment of learning will be achieved by presenting the evaluation sheets completed by each group during the activity.</p> <p>The teacher draws conclusions on the projects presented and gives marks to the students.</p> <p>Homework:</p> <p>The teacher asks students to work on an application.</p>	Students exemplify each element in the assessment sheet and comment on the performance of their colleagues.	Systematic observation Assessment sheets	Conversation / Explanation	

Methodological remarks:

This type of lesson offers multiple possibilities for active participation of students in assimilation of concepts, either by exposing detailed answers or through analyzes, comparisons, interpretations of problem situations. The students’ personal experience is used and the conditions for formulating some problematic questions addressed by some students to others - are given. The teacher's purpose is to guide learning, to coordinate ideas, so as to define a clear content, well structured, and essentialized.

ANNEXES TO THE LESSON PLAN

PROJECT TASK

Design a strategic plan for a local travel agency of your choice, respecting the following structure:

1. Identification data: name, object of activity, company identity (logo, slogan, mission).
2. Analysis of the internal and external environment. SWOT analysis (tourism product, market, competition)
3. Formulate the company's objectives.
4. Marketing strategy:
 - a. Product strategy – which are the strengths of the offered tourism products (qualitative performance, diversity, ways of presentation and information).
 - b. Price strategy – what rates does the company practice compared to competitors?
 - c. Placement strategy – what route does the tourist product have to the consumer?
 - d. Promotion strategy – what promotion tools are used by the firm (advertising, sales promotion, public relations, sales force).

Working time: 1 week

EVALUATION SHEET of each team’s performance

Element s/ tasks	Team I	Team II	Team III	Team IV	Team V
Catching attention (engaging the audience) during the presentation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Careful preparation of the presentation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Using an appropriate tone of voice	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Appropriate physical and clothing appearance	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Complete and accurate information	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Argumentation of ideas presented	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Team work	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

LESSON PLAN NO 6

TOPIC: *Components and forms of product labeling*

Type of lesson: gaining new skills

Aims:

- O1 – Define the label and product labeling
- O2 – Identify the components of food labels
- O3 – Describe the forms of product labeling
- O4 – Explain the importance of food labeling
- O5 – Show an attitude of active involvement in the lesson

Methods used: conversation, explication, questioning, teamwork, “Tour of the galleries” method, “The tree of ideas” method, self-evaluation

Initial assessment:

- Updating knowledge through the “tree of ideas” method

Formative evaluation:

- the current observation of the students’ school behaviour, the current observation of the work of the teams, worksheets, graphic organizer, learning by discovery

Summative assessment:

- worksheets, self-evaluation, flipchart sheets

Teacher aids:

- worksheets, flipchart sheets, PowerPoint presentation, label types, workbook

Lesson strategy:

1. Getting the students’ attention and announcing the theme

The teacher explains to students how the lesson is going to be carried out.

The teacher announces the topic – „Components and Forms of Product Labeling ", type (development of new skills), Specific Competence (Unit of learning outcomes), along with their knowledge, skills and attitudes and operational objectives.

The teacher challenges students to an icebreaking exercise: "The poster that represents me". Students will have to build on the worksheets using the "Tree of Ideas" method a schematic representation of the elements on the components and forms of product labeling.

2. Individual work

The teacher offers students a worksheet with the task of identifying the elements of a real label for a food product – 10 minutes.

3. Teamwork: After the end of the individual activities and the presentation of the results, the team activities take place.

Students receive worksheets with the following tasks:

- choosing the food for which the label is made;
- making the label complying with its obligatory elements;
- exhibiting the final result to the "Tour of the Galleries".

The entire activity will be monitored by the teacher who will provide suggestions and recommendations during the work assignment.

4. Getting feed-back: The teacher asks students to present the final results and give suggestions on the importance of a food label.

5. Evaluation: Conclusions and appraisals are made on how the activity has been carried out and students are graded.

LESSON PLAN NO 7

Topic: „The anthropologic tourism potential of Suceava County”

Type of lesson: Lesson of verification, systematization and consolidation of knowledge

Aims:

O1 – to identify the elements of anthropologic tourism potential according to the ethnographic areas of Suceava County

O2 – to describe the ethnographic areas of Suceava County

O3 – to specify aspects of architecture and folk technique specific to the ethnographic areas of Suceava County

O4 – to highlight culinary preparations specific to the ethnographic areas of Suceava County

O5 – to present elements specific to cultural events in Bucovina ethnographic areas

Initial assessment:

- Updating knowledge through a "didactic film"

Formative assessment:

- the current observation of the pupil's school behaviour, the current observation of the work of the teams, worksheets, learning by discovery, evaluation sheets, puzzle

Summative assessment:

- worksheets, flipchart sheets, PPT presentation

TEACHING AIDS:

- Worksheets, flipchart sheets, PowerPoint presentation, Workbook, collaGE.

Catching students' attention and announcing the theme.

The teacher explains to students how the lesson is going to be carried out. She announces the topic – "The Anthropologic Tourism Potential of Suceava County", the type (verification lesson, systematization and consolidation of knowledge), the specific competence (unit of learning outcomes), along with the related knowledge, skills and attitudes and operational objectives.

The teacher challenges the pupils to an adaptation exercise using the didactic film.

Team work: The teams set up will present the projects as follows:

Team no. 1 – "Cultural itinerary – cultural institution Bucovina Museum Suceava"

Team no. 2 – "The Land of the Monasteries – Voroneț Monastery"

Team no. 3 - "Bucovina of the past-the ethnographic areas of Bucovina"

Team no. 4 - "Bucovina is not Moldova - architecture and popular technique"

Team no. 5 - "Culinary Bucovina - recipes from local gastronomy"

Team no. 6 - "Fairytale and legend have their place only in Bucovina - cultural events specific to the area"

The presentations will be done with the help of the multimedia means, respecting the previous plan and the time limit - 6 minutes.

The entire activity will be monitored by the teacher who will provide suggestions and recommendations during the course of the activities.

Feedback

The teacher asks the students to present the final results obtained after the evaluation process and to offer suggestions regarding the valorisation of the anthropologic tourism patrimony of Suceava County.

Evaluation

Conclusions and appraisals are made on how the activity has been carried out and students are graded.

Reflection topic:

"Strategies for capitalizing the anthropologic tourist heritage of Suceava county".

EVALUATION GRID

What is evaluated?	Maximum points	No of points awarded					
		Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
<p><i>Structure of the scientific content of the presentation:</i></p> <ul style="list-style-type: none"> - clarity of content presentation, - personal contribution; - originality. 	20p						
<p><i>Structure of presentation performed in front of the colleagues:</i></p> <ul style="list-style-type: none"> - making a logical presentation, well structured; - the clarity and fluency of the expression of ideas; - emphasis on the important aspects specific to the subject matter. 	20p						
<p><i>"Stage performance":</i></p> <ul style="list-style-type: none"> - capturing the attention of the participants; - using a proper tonality and volume of voice; - overcoming emotions; - appropriate outfit. 	25p						
<p><i>Imagination:</i></p> <ul style="list-style-type: none"> - capacity to transpose into the assumed role; - inventiveness; - creativity. 	15p						
<p><i>Accuracy of the scientific content presented in English</i></p>	20p						
Total	100p						

LESSON PLAN NO 8

Topic: “*Decoration and preparation techniques for culinary products, setting the table*”

Lesson type: mixed

Duration: 2 hours

Lesson type: revision and systematization

Aim: Following the recipe in order to obtain the appetizers; projecting, preparing and assessing some products specific to international cuisine; knowing the hygiene rules

Specific skills:

- S.1 – Presenting the content of a menu (for lunch – half-complete menu or ordered)
- S.2 – Doing the mise-en-place preparation
- S.3 – Obtaining the semi-processed and easily made processed food, according to specific technological methods
- S.4 – Arranging the prepared food for serving; serving according to the guidelines
 - D.S.1 – prepare various appetizers in a team;
 - D.S.2 – decorate and ornate the products;
 - D.S.3 – use the cutlery and dishes correctly;
 - D.S.4 – follow the protection and hygiene rules in the workplace.
 - ✓ methods and procedures: conversation, presentation, explanation, independent work, team work;
 - ✓ organization of activity: lockstep, individual, group work.

LESSON STRATEGY

The teacher announces and presents the title of the lesson, its objectives and its approach.

The students are divided in three groups, as follows:

GROUP 1

- do the mise-en-place for the semi – complete lunch for two tables, following the setting stages and explaining the role of each table utensil

GROUP 2

- prepare, decorate and arrange on serving dishes some of the cold appetizers specific to international cuisine

GROUP 3

- serve the prepared products, following the serving rules.

- ✓ The students observe the materials and work utensils.
- ✓ The students enumerate the culinary products they see on the table.
- ✓ The work technique is explained and demonstrated.

- ✓ The hygiene rules are insisted upon; the same for paying special attention when using the knife.
 - I. Presenting the work materials:
 - a) Ingredients: bread, cheese, ham, salami, tomatoes, cucumbers, hard cheese, fruits, vegetables, herbs
 - b) Utensils for arranging and decorating the plates: knives, chopping board, platters, bowl, plates, glasses, forks, table cloth, napkins, decorations.
 - c) Inventory objects for the mise-en-place: table pads, table linen and coverings, cloth napkins, support plates and serving plates, cutlery for main dishes and appetizers, rocks glasses, wine glasses, water glasses, bread baskets, cruet sets, napkin stand etc.
 - II. Enumerating the work techniques:
 - ✓ Setting the table:
 - laying the tablecloth;
 - arranging the plates, glasses, napkins, forks, spoons, flower vase and candle stand.
 - ✓ Preparing the cold appetizers using the utensils and ingredients prepared in advance, following the work rules;
 - ✓ Serving the appetizers by the students of the third group, following the guidelines, and clearing the used inventory utensils, following the guidelines.
 - III. Establishing the rules for team work
 - IV. Instructions on work protection
 - V. Preparation of the appetizers, by the students
 - ▶ While working, I will offer the students the help, suggestions and guidance they need;
 - ▶ As they are cooked, the products will be arranged on the decorated table;
 - ▶ Once I make sure all the students understand the tasks, I allow them to start;
 - ▶ I will supervise and guide the students when needed;
 - ▶ International traditional music will be played.
- The students repeat the ingredients to be used and the work stages, then prepare the product.

LESSON PLAN NO 9

Topic: THE DIVERSITY OF DESSERTS

Lesson type: checking and conveying new information

Duration: 50 minutes

Specific skills (reference objectives):

- S.1: Presenting various desserts from the European cuisine and their importance in alimentation

➤ S.2: Identifying desserts belonging to the European cuisine

Derivated skills (operational objectives):

- D.S.1: to describe the desserts classification criteria
- D.S.2: to bring arguments for the necessity of an accurate classification of desserts
- D.S.3: to use appropriate sources in order to identify desserts from the European cuisine

Teaching approach:

Educational methods and procedures: conversation, debate, presentation, explanation, guided discovery, “The Mosaic”, brainstorming;

LESSON STRATEGY

The teacher presents the new information using the “Mosaic” method – one of the active teaching methods.

Stage I:

FORMING THE 4 GROUPS BY CASTING LOTS

Each group will have 4 members numbered from 1 to 4.

Stage II:

FORMING THE STUDY GROUPS

From each group the students with the same number will form 4 other groups. They will be given a worksheet with a group of desserts they are supposed to study together and they will choose a writing pad with the corresponding images.

Stage III:

THE STUDENT – „TEACHER”

When the time for study is finished, each student will be sent back to his place and asked to explain to his colleagues what he had learned from the worksheet.

Stage IV:

CONSOLIDATING THE INFORMATION:

The 4 groups of desserts will be written on the flip-chart and the students will bring examples for each group.

Then, the teacher asks the students to write questions about what they would like to know related to the topic. She helps the students to write questions regarding things they are not sure of. The teacher goes back to the questions the students have written during the previous stage on the flip-chart and on their notebooks. She repeats the answers to each question with the students for a thorough consolidation.

The teacher asks the students to say what they already knew, wanted to learn during the lesson and what they have just learnt. Each student is required to write a comparative analysis of the raw materials frequently used in Romania, Turkey and Poland in dessert production.

ANNEXES TO THE LESSON PLAN NO 9

WORKSHEET NO. 1

DESSERTS – Croatian CUISINE

- Describing the desserts – Croatian cuisine
- Thermal treatment:
- Raw materials used to prepare the products:
- Examples:

WORKSHEET NO. 2

DESSERTS – TURKISH CUISINE

- Describing the desserts – Turkish cuisine
- Thermal treatment:
- Raw materials used to prepare the products:
- Examples:

WORKSHEET NO. 3

DESSERTS – ROMANIAN CUISINE

- Describing the desserts – Romanian cuisine
- Thermal treatment
- Raw materials used to prepare the products:
- Examples:

WORKSHEET NO. 4

FRUIT BASED DESSERTS – EUROPEAN CUISINE

- Describing the fruit based desserts
- Thermal treatment:
- Raw materials used to prepare the products:
- Examples:

CHAPTER 5

MATERIALS FOR IMPLEMENTING CLIL AT TOURISM AND GASTRONOMY CLASSES

Exemplifying active educational methods in the specialized disciplines, tourism and gastronomy, using CLIL

Teaching methods	Consolidating knowledge methods	Problem-solving methods by stimulating creativity
The teaching-learning method	The cognitive map	Brainstorming
Student teams achievement division	The conceptual matrix	Starburst explosion
The Jigsaw method	Cognitive chains	Thinking hats method
The Waterfall method	Diagram of causes and effects	The Carousel approach
Share pair circles	Spider map – webs	Case study
The Pyramid method	RAI Method	
The Snowball method	Lotus Blossom Technique	Phillips 6/6

1. Brainstorming

Nothing is criticized, nothing is erased, without attitudes or prejudices, as many ideas as possible!

Brainstorming or “postponed evaluation” or “storm of brains” is an interactive activity of developing new ideas which results from the discussions between many participants, during which everyone comes with plenty of suggestions. The result of these discussions concludes with choosing the best solution of the debated situation.

This method allows the stimulation of some imaginative qualities, spontaneity, tolerance, it unblocks the creativity by postponing the objective examination of the created ideas and it develops the oral communication skills in English.

The method of “assaulting ideas” or the “waterfall of ideas” has the purpose of creating as many solutions and ideas as possible on the way of solving a problem, with the hope that, by combining them it will get the best solution. The way of getting these ideas is by stimulating creativity within the group, in a non-inhibiting atmosphere. The goal of brainstorming is to direct people to new ways of thinking and break from the usual way of reasoning. The participants are released from any constraints, they communicate without any fear of saying something wrong or inappropriate, which will be appreciated by the other participants. The

main purpose of the method is that the students can use imagination, think freely and they suggest many spontaneous ideas.

Brainstorming is being held at a meeting of a not very large group (30 person maximum), preferably heterogeneous in terms of training and occupations, under the coordination of a moderator who fulfills both the role of animator and mediator. The optimal duration is 20-45 minutes.

This method is the fact that it includes two moments:

- one of producing ideas
- the moment of evaluating them (the critical appreciation phase)

Topic of the lesson: *Making a competitive offer at the company level*

Lesson type: *review and systematization*

The moment of the lesson in which the brainstorming method will be applied:
Developing teamwork and communication skills

The topic for brainstorming: Launching a new tourism product on the market.

Starting from the premise: "*the key to successful business is to offer for sale the advantages that are of the utmost importance to consumers*", to identify the tourist product that will be launched on the market (stay, circuit, city break, cruise etc.). A product strategy will be developed to look at: the price, quality, size and structure of the offer, the quality level and the image that is to be created among consumers.

The Preparatory stage will include:

- a) the stage of investigation and selection of the members of the creative group;
- b) the creative training phase;
- c) the training phase of the working session - the teacher chooses the working group consisting of 20 students.

2. *The Productive stage* of creative alternatives, comprising:

- a) the stage of setting the working topic, the issues to be debated: the teacher will present the existing situation in the local tourist market, the typology of the tourist products offered on the local market and the need identified on the market as a result of a marketing research.

- b) problem solving phase - the teacher answers students' questions to clarify some problems

- c) the stage of collecting the additional ideas needed to continue the creative approach - each student will give an idea of a tourist product. All ideas will be written on the flipchart.

3. *The stage of selection ideas*, which favours critical thinking:

- a) Analysing the list of ideas issued up to that moment - the teacher reviews together with the group of students the given ideas

b) Critical evaluation phase and opting for the final solution - Based on the above mentioned criteria, the best option (the tourist product that meets the requirements of the consumers) will be chosen.

Topic of the lesson: Raw materials needed to obtain traditional Portuguese dishes

Aims:

- Identify the characteristics of traditional Portuguese cuisine
- Establish the raw materials needed to obtain traditional Portuguese dishes
- to argue the particularities of traditional Portuguese dishes

The method aims at issuing as many as possible raw material suggestions for traditional dishes, ideas on how to make traditional Portuguese dishes. By combining ideas, it will be possible to propose the ideal solution to achieve a traditional Portuguese preparation that is nutritional, digestible and quality-oriented. The goal is to take into account any unusual ideas using imagination as much as possible.

2. Mosaic

The “mosaic” method is a collaborative learning method and is based on dividing the large group of trainees into several workgroups, coordinated by the trainer.

The method calls for students to help each other learn. It can be used when students read a text, listen to a presentation or perform a group study in any field in the curriculum and with any age group. Like other cooperative learning activities, the Mosaic method uses beginner groups and expert groups, helping all students to study and learn the entire material.

They become "experts" as they "teach" one another to the material to be taught. In this way, each student has an active role in the teaching and learning process and experiences understanding and thinking at a high level.

Topic of the lesson: Marketing distribution for a tourist product

Lesson type: Assimilation of new knowledge, mixed

Steps:

a) Stage I: The teacher divides the students into four heterogeneous groups. After that, it counts up to four, so that each member of the group has a number from 1 to 4. Each member of the group is given a paragraph from a handout.

The teacher briefly discusses the subject he will be dealing with. Then he explains that, the task of students is to understand the notion of distribution in tourism. At the end of the class, each student will have to understand the notion of tourism distribution. This will be taught by group colleagues on paragraphs. The teacher points out that the handout is divided into four parts. Everyone with the number 1 will receive the first one, the number two will receive the second part and so on.

b) Stage II: Students with number 1 are gathered in a group and those with number 2 in another group. The teacher explains that groups of numbers 1, 2, 3 and 4 will be called "expert" groups. Their task is to learn the material presented in the section of their documentation. They have to read it and talk to each other to understand it well. Then they have to decide how they can teach it, because they are going to return to their original group to teach this part to others. It is important that each member of the expert group understands that he is responsible for teaching that section of the text of the other members of the original group. The expert groups can decide which teaching strategies and content can use. Students will have 15 minutes to go through their section in order to discuss and develop teaching strategies.

c) Stage III: Once the expert groups have completed their work, each individual returns to his original group and teaches the prepared content to others.

At the end, the teacher reminds the subject and the learning units, then asks the pupils to present orally, in the initial order, each part of the article, as they have learned in the group of "experts."

3. I know / I want to know / I have learned

This active method reviews what students already know about a particular topic and questions are expected to be answered in the lesson. The method can be used for any type of lesson, and the 3 columns of the chart can be completed in different teaching sequences. In the end, the students answer the questions which are left unanswered and students exchange information, ideas, impressions and opinions, facilitating intercommunication and acceptance of different points of view.

Topic of the lesson: Identifying the main means of promoting the tourism product - advertising, public relations, fairs and exhibitions, sales promotion

Lesson type: teaching skills

In the 10th grade, the updating of the knowledge about promotion in tourism can be organized by the method I know / I want to know / I have learned.

The teacher asks the students to divide a page from the practice book into three sections: I know, I want to know, I have learned, announcing the theme and completing the headings together (the teacher exemplifies on the blackboard or the flipchart and the students on the notebooks).

<i>I know</i>	<i>I want to know</i>	<i>I have learned</i>
<p>What is promotion on the tourism market? To recognize the forms of market promotion.</p>	<p>What forms of promotion can companies adopt in a situation of high</p>	<p>The promotion strategies adopted in the season differ from those in the off-season. Among the most popular forms of promotion on the local market are:</p>

How is the creation and execution, acquisition and distribution of promotional materials and tourist information available on the market?	competition on the market? How is the promotional policy implemented in the Bucovina market during season and off season?	specific public relations activities, organization of documentary visits for media representatives, agents, tour operators, organization of events for the promotion of Bucovina tourism offer, organizing on-the-road promotional actions (road-shows) abroad, other specific promotional actions.
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By applying this method of learning, it is intended to update the knowledge acquired in the previous hours, to link the theory and practice and to develop the oral and written communication skills in English.

4. The cube method

This method involves exploring a situation from several perspectives, allowing for a complex and integrative approach to a theme. In order to apply the cube method, it is necessary to go through several stages: making a cube on whose faces the following words are written: describe, compare, analyze, associate, apply, argues; Announcement of the topic under discussion dividing the class into 6 groups, each of which analyzing the theme from the perspective of the requirement on one side of the cube.

This method calls for student thinking and covers the shortcomings of individualized learning, enabling students to develop the skills needed for complex approaches.

Topic of the lesson: Tourism Product Policy

Type of lesson: revision

For revising knowledge about the product policy adopted at the level of a company in terms of the tourist products offered, the cube method can be used successfully. It is necessary to divide pupils into heterogeneous groups, each receiving a precise task to solve:

- describe the global tourism product as a mix of independent products, starting from the product components and the perceived consumer satisfaction of the tourists
- to compare the strategies used for tourism products existing on the tourist market with those on new tourism products
- associate product policy strategies for each stage in the life cycle of tourism products
- analyze information on the life cycle of tourism products in a specific case
- to argue the importance of applying correct tourism product policy.

Students, under the guidance of the group leader, present the theoretical knowledge about the topic - Description of the global touristic product. Those who are experiencing difficulties are helped by the other members of the group and can use the revision diagrams previously drawn up to the lessons.

After the first activity is over, the group leader raises his hand and the teacher presents the second face of the cube: compare. Students find more similarities and differences between the different aspects of the topic discussed - *Compare the strategies used in the tourism products existing on the Bucovina tourism market with the new tourist products.*

The teacher continues to present his third task - *Associate product policy strategies for each stage in the lifecycle of tourism products offered on the tourism market.*

Once this activity has ended, the teacher shows the 4th face of the cube - *Analyze the information of some tourism products using real examples.*

The 5th cube face presented by the teacher - *Argument the importance of applying correct strategies in tourism product policy.*

At this stage the theoretical knowledge is put into practice by developing an essay – Using knowledge related to the components of the tourism product the students have to make a short essay on their importance in the development of packages of quality tourism services.

5. Role Playing

It is an active teaching-learning method based on simulation activities of relationships, activities, functions, professions, social status, phenomena, state of things. It provides opportunities for developing new insights and sensitivity by looking into oneself as well as others points of view, feelings, behaviours and experiences. Students can become actors in social and professional life, for whom they are preparing, forming skills, abilities, attitudes, behaviors and beliefs.

Topic of the lesson: Identifying the main means of promoting the tourism product – advertising, public relations, fairs and exhibitions, sales promotion

Type of lesson: training skills

For using this method on this topic, the teacher has to go through the following steps:

- identifying the human situation that is suitable for role-playing simulation and which corresponds to the required objectives
- effective communication with customers, starting from the rule: "Our client is our master!"
- dividing customers according to temperaments and characters.
- creating the situation and designing the training scenario - At the reception of a 3 star hotel, the receptionist will inform a calm client and a hurried client about the tourist products corresponding to the needs expressed by them.
- organizing the group, selecting actors, training them about the specifics and requirements of role play;
- preparing the role play by the actors, studying the instructions - students are ready to reply giving lines related to the presented situation.

Describing a role play

Effective communication between the receptionist and a hurried customer and effective communication between the receptionist and a calm client. The teacher will share with students who do not participate in the role play evaluation sheet that will analyze the performance of each student during the role play.

- reflection and collective discussion of interpretations, content analysis and analysis of identified behaviours - *Assessment of learning will be achieved by presenting the evaluation sheets completed by each group during the activity. The teacher draws conclusions about the pupils' performance and notes them.*

Students exemplify each element in the assessment sheet and comment on the performance of their colleagues.

Topic of the lesson: Booking airplane tickets and offering a guarantee

Aims:

- To follow the steps in order to book the flight tickets
- Use the sources of information correctly
- Communicate the tourist information correctly and completely
- Simulate the behaviour of the potential tourist / travel agent, depending on the assigned role

1. The teacher names the topic and the conditions of the activity:

Mr. George Marin presents himself at the travel agency "Juventus Travel" SRL and requests the reservation of two return flights on the route Suceava - Rome, leaving on 1st May 2019. Mr. Marin wants to spend a 7 day stay at Rome.

2. The teacher assigns the roles that can be exchanged between students after one step.

3. They simulate the dialogue for booking airplane tickets. Students are well documented using flight booking sites, selecting the information and documents required.

4. Students who play roles are asked to say what they learned from what they experienced.

5. Activity will be evaluated on the basis of an evaluation sheet (presented in Chapter 6).

Topic of the lesson: Making and guaranteeing hotel bookings

Aims:

- Identify how hotel reservations are made
- Explain the advantages and disadvantages of each way in terms of booking reservations
- Simulate the behaviour of potential receptionist / tourists

1. The teacher presents the topic and describes the procedure

2. The teacher describes the roles and identifies the students who will participate in the role play

You are a receptionist at a 4 star hotel. A customer is calling at the hotel's reception to make a reservation but he has a concern about booking.

Explain how the customer can guarantee a night's accommodation and identify the customer's final response (whether or not he or she wants a guaranteed booking, and if so, what would be the way of guarantee).

Students can volunteer their roles or be elected by the teacher.

6. Tour of the gallery

The tour of the gallery is a method of cooperative learning that encourages students to express their own opinions. This discussion technique allows students to be actively engaged. Student products are displayed in a gallery, presented and supported by the group secretary. Then they are evaluated and discussed by all students, regardless of the group they belong to. "Tour of the Gallery" aims to express personal views on the subject. Students should be taught to listen, to understand and to accept or reject the ideas of others by demonstrating the validity of the expressed ideas.

The steps of the method:

1. The teacher communicates the topic and the task;
2. The pupils work in groups of 4-5 pupils;
3. Each group will make a product (the product can be a drawing, a scheme, an organigram etc.);
4. Students present the product in front of the class, explaining the meanings of the ideas represented and answer the questions
5. Displaying the posters in a mini-exhibition
6. Next to each poster an empty sheet of paper is being displayed
7. The groups are required to take a tour, stopping in front of each poster, and note the comments, suggestions, questions they write on the attached white sheet;
8. Each group will read the comments made by the other groups and will answer the questions noted on the sheets.

Topic of the lesson: Labeling of food

Type of lesson: training lesson,

Aims:

- Identify food labeling elements
- Make the label of a food product
- Analyze the food label

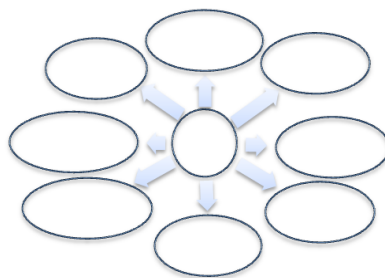
Describing the activity:

1. Organizing pupils in groups of 4-5;
2. The teacher presents the topic of the lesson "*Food Labeling*", each group having the task of making a label for a food of their choice, taking into account all the elements to ensure that the consumer is completely informed. Graphics, aesthetics of the label will be taken into consideration
3. Labels made on flipcharts are exposed on the walls of the classroom, in an exhibition.
4. A representative from each group presents the product in front of all students.
5. Next to each flipchart there is an empty white sheet. The groups walk and analyse each sheet examining the label, writing notes, comments and suggestions.
6. Finally, each group returns to their own poster, analyses the comments and answers the questions noted on the sheet of paper.

7. Lotus blossom technique

The technique of lily flower involves the deduction of connections between ideas, concepts, starting from a central topic. This technique helps students to create ideas for products and services. The lotus blossom technique uses the power of brainstorming and visual representation of ideas being similar to a mind map. The central topic/blossom determines the 8 secondary ideas that are built around the main one, like the petals of the lily flower. The 8 secondary ideas are arranged around the central theme, and then they will become the main themes for another 8 water lily flowers. For each of these new central themes, another 8 new ideas will be built. Thus, starting from a central theme, new topics of study are generated for which new connections and new concepts need to be developed.

Lotus Technique is a group work activity. It stimulates and develops the capabilities of linguistic intelligence, interpersonal intelligence, intrapersonal intelligence, and social intelligence.



Describing the activity

1. The teacher announces the task and the steps of the method;
2. Identifies the 8 groups that will work with the identified themes
3. After the solving of the topic, a representative of the group completes the chart prepared on the flipchart or smartbord

4. The result is obtained with all students of the class;

The teacher establishes the final form of the information included in the chart that will be distributed to each student.

Topic of the lesson: Identify the types of equipment in the different categories of food units.

Aims:

- to establish the most important categories of food units;
- to identify the main types of equipment in the specified categories;
- to argue the choices made;
- to contribute to the final result of the class.

Students are organized into 8 groups according to the criteria chosen by the teacher. The working task is communicated by the teacher: The students need to identify the types of equipment in different categories of the food units;

The main categories of elements of the technical-material base in the food units are established:

A. Furniture; B. Appliances; C. Machinery; D. Cutlery; E. Specific tools; F. Textile inventory items; G. Porcelain / ceramic inventory items; H. Glass inventory objects.

The teacher describes how to work. The work groups are formed and the topic is assigned to each team. The groups work to complete the necessary information in the diagram: Types of equipment from the different categories of the technical material base of the food units;

Each representative of each group will include the information identified by colleagues in the final chart. The teacher analyzes the chart completed by all groups.

Topic of the lesson: Acquiring skills necessary for serving staff in catering establishments

Objectives:

- Establish behavioural norms and skills necessary for serving staff
- Identify the role of each element

Students are organized in 8 groups and the teacher communicates their task.

The main 4 components of the behavior standard and 4 skills required in serving are established:

- a. Human quality and attitude
- b. Attitude towards work
- c. Attitude towards colleagues
- d. Attitude towards consumers
- e. Professional craftsmanship
- f. Teamwork

- g. Initiative
- h. Desire of affirmation and professional development

The working groups are formed and the drawings are assigned by each team.

The groups are working to complete the necessary information in the chart: the roles of the behavioural standard / professional competence in serving.

8. Change the pair method

The teacher divides the class / group of students into two teams, forming the pairs. Two circles are formed, the students face up to the pairs. The teacher asks a question or gives a task. Each pair discusses and then communicates ideas. The circle from the outside rotates clockwise, thus changing the partners in pair. Students have the opportunity to work with each member of the class. Everyone engages in activity and contributes to solving the task.

Steps:

1. To announce the theme;
2. Communicating the task and the principles of the method;
3. Establishing the two concentric circles so that the pupils organize themselves in pairs. They will solve task and write notes on their worksheets;

When the tasks are finished, the results of the activity are analyzed together;

4. After solving the task, students in the outer circle move clockwise to pair with the next colleague to solve a new task;

All students draw the main conclusions of the activity.

Topic of lesson: Thermal processing of vegetables

Aims:

- Describe how to perform different thermal operations;
- Identify the equipment, vessels and utensils needed to carry out the operation;
- Practically perform thermal processing operations;
- Analyze the effects of thermal operations on vegetables.

Students are organized in pairs, placed in the two concentric circles. Students with number 1 will form the central circle and those with number 2 will form the outer circle.

Description:

- The first task is: each pair performs the fungus steaming operation (trimmed in quarters);

After completing the first task, each pair makes some observations on the work sheet provided;

- The pairs are changed and the following tasks are performed: performing the potato crushing operation (cube cuts); carrying out the boiling process of sliced carrots;

- carrying out the slicing of carrots; performing potato roasting; making the grilling of mushrooms; carrying out potato baking operations;
- After each activity, the students note down the main observations in the pair card (kept by students in the inner circle, No. 1);
 - Based on the observations written on the worksheet, the students point out the main characteristics of each activity.

Pairwork handout

The task	Machinery, vessels and necessary utensils	Description	Observations
Steaming the mushrooms			
Steaming the potatoes			
Boiling the sliced carrots			
Squash the peeled carrots			
Frying the potatoes			
Grilling the mushrooms			
Baking the potatoes			

9. Starbursting

Starbursting is a method of stimulating creativity, creating questions, facilitating the participation of the whole class in lesson. The purpose of the method is to get as many questions and connections as possible, to explore new ideas and make decisions based on team discussions. Starbursting gives the students the opportunity to think before coming up with a solution.

How to do it: Write the idea or the problem on a sheet of paper and ask as many questions as possible about it. A good starting point are open-ended questions: *What? Who? Where? Why? When?* The list of initial questions may generate other, unexpected, which require more concentration.

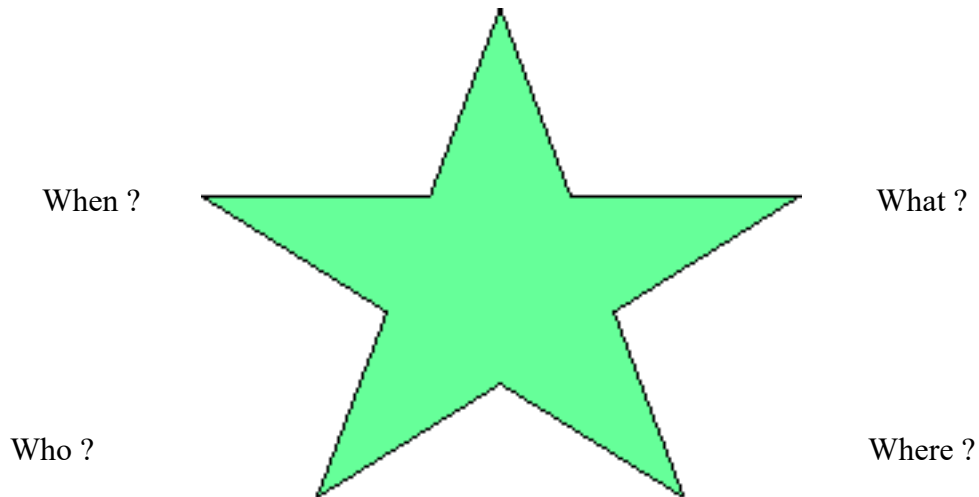
Topic of the lesson: Description of the main sections of the travel agency

Aims:

- Identify the main criteria of tourist market and types of customers
- Describe the main touristic areas from the tourism market
- To argue the particularities of the demand for different areas by the tourists

The students write on the flipchart or blackboard “Major Clients Sections” issue and ask as many questions as possible about it.

How ?



- a. *What does dividing of the tourist market require?*
- b. *What are the main categories of tourists identified?*
- c. *What are the features of the high income tourists?*

The list of initial questions may generate others that require greater concentration. Each group works to produce a list of questions. One representative from each team scores the most relevant questions and most relevant answers on the flip chart.

The work groups are formed and the sub-team is assigned to each team;

The groups work to complete the necessary information in the diagram: Types of equipment from the different categories of the technical material base of the food units;

Each representative of each group will include the information identified by colleagues in the final chart. Analyze the chart completed by all groups.

Subject of the lesson: Standards of behaviour and skills necessary for serving staff in food units

Aims:

- Establish behavioral norms and skills necessary for serving staff
- Identify the role of each element

Topic of the lesson: Making a touristic route

Aims:

- Identify elements of natural and anthropologic tourism potential in a touristic area
- Locate the potential tourism items on the map
- Make a touristic route using the tourist attractions in the given tourist area.

1. The teacher explains the task: each team will have a touristic route based on the landmarks identified in the tourist areas indicated

2. Students are required to complete one star for each landmark:

- What type of landmark it is?
- Where is the landmark located?
- Why is it worth visiting it?
- When do we visit the landmark?
- How long we stay at the tourist destination?

10. The graphic organizer

It is an active learning method that is based on schematic information, being used to make students correlate what they know and what they want to learn. The method facilitates the processing of students' thinking about the information they are experiencing in the lesson. There are several graphics organization techniques: charts of consequences, comparative charts, Venn diagram, fishbone diagram, Spider Map diagram, hexagon, etc.

The advantages of this method that lead to the development of specialized skills and understanding of a text read in English are:

- Students extract essential information from content
- Students identify existing connections between different aspects of reality
- Students practice the process of thinking
- Students learn more easily by structuring information that later becomes knowledge.

Topic of the lesson: Forms of tourism - classification

Aims:

- to exemplify forms of tourism according to the specified criteria
- to establish links between forms of tourism,
- to show an attitude of active involvement in the lesson

The teacher asks students to show the forms of tourism they have met during their classwork and to group them according to certain classification criteria:

- motivation
- origin of the tourists
- socio-economic characteristics of the area
- means of transport used
- age category and occupation of tourists
- the characteristics of the tourist's preferred tourist accommodation during the stay.

11. WEBQUESTS

A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The model was developed by Bernie Dodge at San Diego State University in February, in 1995, with early input from SDSU/Pacific Bell Fellow Tom March, the Educational Technology staff at San Diego Unified School District, and waves of participants each summer at the Teach the Teachers Consortium at The Thacher School in Ojai, California.

Since those beginning days, tens of thousands of teachers have embraced WebQuests as a way to make good use of the internet while engaging their students in the kinds of thinking that the 21st century requires.

Whether long term or short term, quality WebQuests have certain critical attributes. These attributes include an introduction, a task, information sources, process, guidance, and conclusion:

- the introduction provides background information on the topic and sets the stage for the investigation or activity;
- the task includes an activity that is “doable” and is of interest to the students and often identifies roles for cooperative group members;
- the process provides a step-by-step guide for completion of the activity and a clear description of exactly what students should do to complete the task. It also provides links to high-quality Internet-based resources that students will use to complete the activity;
- the evaluation should illustrate exactly what students should do to be successful, usually in the form of a rubric or checklist;
- the conclusion brings closure to the activity and summarizes what the teacher hopes the students have learned as a result of completing the activity.

WebQuests increase student motivation by providing an essential question, real-life resources with which to work, and opportunities to work in cooperative groups. WebQuests, by their very nature, encourage the development of thinking skills. The assigned task requires students to “transform information into something else: a cluster that maps out the major issues, a comparison, a hypothesis, a solution, etc.” (March, 1998).

In addition, WebQuests encourage cooperative learning among students. Because WebQuest tasks are often complex or involve controversial topics, students work in groups to complete tasks.

Allowing students the opportunity to use WebQuests activities to develop inquiry skills, learn content, and build technology skills is an endeavor not without obstacles. Lack of time for teachers to create and use their own WebQuests may be the most difficult obstacle to overcome.

WEBQUEST NO 1

Seasoning and decorating the dishes

Introduction

Seasoning and decorating dishes have a very important role in consumer choice of preparations.

Did you know that...?

Flavoured herbs in the past were considered a symbol of glory and bravery. For example, the Greeks and Romans were weaving wreaths of such plants, which they offered to the winners: lovage, dill, celery. Because they withered shortly, they were replaced with bay leaves (laurel). The phrase "crown someone with laurels" has remained until today and is a symbol of winning and victory. Hence the word "laureate", that is, the winner of a contest.

In this webquest we will learn about:

- The role of spice addition in culinary preparations
- Types of spices
- The role of decoration elements used in serving dishes

Task

Your task for this webquest is to find out exactly how the seasoning and decoration of culinary preparations is made according to the raw material and the the type of preparation.

You and your group (three students total) will become "experts" in seasoning and decorating your culinary dishes and you will find out the things the chef and sous-chef must know to provide a culinary dish that meets the needs of its customers.

Finally, you will make a PowerPoint presentation where you will illustrate decoration techniques according to the culinary specifics.

Process

Follow the steps below for the first process. Please print off the worksheets before you conduct your research as they contain important directions that must be followed.

1. In groups of three, you will work together to learn about **spices** by using the link and filling out the worksheet below.

What types of spices are there?

<https://www.spicesinc.com/t-list-of-spices.aspx>

Types of spices (worksheet):

<https://docs.google.com/document/d/1Z-uFnVwkSLY9W3ecjxmhWOnHrf8D6gUsb8KAnYA-bA/edit?usp=sharing>

2. Each group will learn about the role of spices in our diet by using the link and will fill out the worksheet.

The role of spices in our diet

<https://vip-restaurant.vamtam.com/portfolio/spices>

Role of spices in cooking (worksheet):

<https://docs.google.com/document/d/159WxVmPZXP9OeeCkPINBR46kBq4M3QTfs1u0ph0ds/edit?usp=sharing>

3. Once you have all completed your assigned part, you will complete: **The plating – food presentation worksheet** using the link below.

The plating – food presentation

https://en.wikipedia.org/wiki/Food_presentation

Now that you have completed all the components of process one, proceed to process two!

Using the knowledge that you have gained in process one, it is now your job as a group to make a Power Point presentation of the appropriate decoration techniques for various types of dishes.

Take liberty in font style, color, and design. Feel free to add pictures etc to show those that look through your PPT that you have gained

Evaluation:

This is how your work will be evaluated.

	Beginning 0	Developing 5	Qualified 8	Exemplary 10	Score
Completed basic information about Types of spices (worksheet)	worksheet not filled out.	Worksheet filled out. Lacking correct information and appropriate responses.	Worksheet filled out. Correct answers but lacking descriptions that show knowledge has been gained.	Worksheet filled out with correct answers and appropriate responses that demonstrate that knowledge has been gained.	
The role of spices in our diet (worksheet)	worksheet not filled out.	Worksheet filled out. Lacking correct information and appropriate responses.	Worksheet filled out. Correct answers but lacking descriptions that show knowledge has been gained.	Worksheet filled out with correct answers and appropriate responses that demonstrate that knowledge has been gained.	

<p>The plating – food presentation – power point presentation</p>	<p>No PPT</p>	<p>PPT is lacking key components.</p>	<p>PPT contains all key components but not all directions were followed.</p>	<p>PPT contains all key components and all directions were followed.</p>	
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Conclusion

The raw materials used to decorate are among the most varied. They can be both of vegetable and animal origin. Spices are ingredients added to various dishes to give them a pleasant, appetizing taste. Added to food, it gives them a specific, pleasant flavor or aroma. The decorations must be edible. The most commonly used decors are vegetables. In addition to their aesthetic appearance, their specific taste and flavor, they provide important nutrients.

WEBQUEST NO 2

Characteristics of Romanian Cuisine

Introduction

Traditional customs in Romania are closely related to culinary habits. Romanian cuisine is an integral part of the customs that have been preserved throughout history: culinary customs related to the celebration of the Lord's Resurrection, the celebration of the birthday, birth, baptism, marriage, culinary traditions during the fasting periods and those related to the events of life. Christmas and New Year's Eve are celebrations that feature the organization of rich meals, with a large number of dishes associated with proper alcoholic beverages.

In this webquest we will learn about:

- The evolution of Romanian cuisine throughout history;
- Menus specific to different occasions: Christmas, Easter;
- The cuisine from Moldova, Muntenia, Oltenia, Dobrogea;
- Characteristics of the cuisine, specific preparations, technological cards for the production of traditional dishes, nutritional value, ways of presentation and serving.

Task

Your task for this webquest is to find out exactly what traditional dishes are made for Christmas and Easter in Romania, the traditional gastronomic areas in Romania, which specific dishes are found in each kitchen, how do they get at what times of the year or of the day is served and what nutritional value they have.

You and your group (four students total) will become experts on the characterization of Romanian cuisine, able to identify culinary preparations for different holidays in the year and for each region of Romania.

Finally, you will create a portfolio that will include the completed workbooks, a processing technology sheet for each dish in each region: Moldova, Muntenia, Oltenia, Dobrogea.

Process

Follow the steps below for the first process in your project.

1. In groups of four, you will work together to learn about *The evolution of Romanian cuisine throughout history* by using the link and filling out the worksheet below.

A short incursion into the history of Romanian cuisine

<http://romanianfoodblog.blogspot.ro/p/history.html>

The history of Romanian cuisine (Worksheet):

<https://docs.google.com/document/d/1LBKyYZX8Vbb3XpyUbSofTWocX5A6296O8Ems3L1qo4/edit?usp=sharing>

2. Each group will continue to search for the typology of Romanian menus specific to the different occasions: Christmas, Easter, accessing the links and completing the worksheet.

Romanian Christmas food:

<http://www.uncover-romania.com/about-romania/food/romanian-dishes-christmas.html>

Romanian Easter food:

<http://www.uncover-romania.com/about-romania/food/traditional-dishes-romanian-easter.html>

Traditional Romanian Christmas and Easter dishes (Worksheet):

https://docs.google.com/document/d/15G4cPcjYcXcCUSFq_v0kVWQxIWHutANPIGO0yOWX8A/edit?usp=sharing

3. Each group will continue to search for information about Moldovan, Muntenia, Oltenia, Dobrogea cuisine by accessing the links and completing the worksheet.

Traditional dishes from Moldova:

<https://ro.pinterest.com/hellomoldova/moldova-food-recipes-moldavian-cuisine/?autologin=true>

Traditional dishes from Muntenia:

<http://amazingromania.eu/regions/muntenia-oltenia/>

Traditional dishes from Oltenia:

<http://www.romanianmonasteries.org/romania/oltenia-traditions>

Traditional dishes from Dobrogea:

<http://romaniatourism.com/dobrogea.html>

4. Once you have all completed your assigned part, you will complete the worksheet.

Worksheet:

https://docs.google.com/document/d/1KWDoEWbPRpmf45_V4dYB2zLkNy8k54vBqFJowvhbuY/edit?usp=sharing

Now that you have completed all the components of process one, proceed to process two!

Great work! You are now at the last part of your project!!

You will create a portfolio in which you will include the completed worksheets and a technological sheet for each culinary dish in each region: Moldova, Muntenia, Oltenia, Dobrogea.

Evaluation

Quality indicators	5	4	3	2	1
Portfolio design					
The accuracy of the information submitted					
The correctness of the combination of culinary preparations with geographical regions					
Variety of dishes presented					
Elaboration of all required materials					

Conclusion

Don't forget!

The traditional Romanian cuisine includes a wealth of tastes and gastronomic customs specific to the Romanian people. It is diverse, it contains countless culinary habits and traditions, specific dishes, along with habits from the intersection of gastronomic culture with traditions of other peoples, with which the Romanian people have come into contact with history. The Romanian cuisine includes both daily dishes and special holiday meals.

By intersecting the cultures, the Romanian cuisine was influenced by the Balkan cuisine, German, Serbian, Italian, Turkish, and Hungarian, but not only.

WEBQUEST NO 3

The negative impact of tourism

Introduction

Tourism is present everywhere. Tourism arrivals have trippled since 1967, bringing wealth and prosperity to many countries and their citizens. Employment is one of the many benefits brought by tourism. Local business – shops, cafés and restaurants also profit from the influx of tourists . Taxes paid by tourists increase funds for the local community. Finally, in order to support the tourist industry, airports, roads, hotels, sports centres must be built, thus creating jobs in the construction industry.

The best thing about tourism is how people become aware of different cultures and traditions. Broadening our perspective, it makes us more tolerable.

However, there are some negative aspects of tourism for some countries. In recent years mass tourism begins to change the daily lives of local people resulting in an increased crime rate and, more importantly, teaching people to become greedy and materialistic.

But the most serious negative impact is its effect on the environment.

Task

In this webquest students will have to find out what different environmental effects of tourism are. They are divided into 3 groups of three students . Each group researches one of the three impact areas.

Group 1: DEPLETION OF NATURAL RESOURCES

Group 2: POLLUTION

Group 3: PHYSICAL IMPACTS

Process

Group 1 has to find out about impact of tourism on:

- water resources
- local resources
- land degradation

<https://www.gdrc.org/uem/eco-tour/envi/one.html>

Students find examples of such impact on Croatian landscape.

<https://plitvicelakescroatia.weebly.com/human-impacts.html>

<http://whc.unesco.org/en/soc/3487>

Group 2 has to find about impact of tourism on:

- air pollution and noise
- solid waste and littering
- sewage
- aesthetic pollution

<https://www.gdrc.org/uem/eco-tour/envi/one.html>

Music festivals are infamous for their noise pollution and littering.

<http://www.laweekly.com/music/trashed-music-festivals-are-environmental-disasters-2614424>

<http://theconversation.com/festivals-and-the-environmental-sustainability-challenge-11356>

Photographs of garbage left after the Ultra music festival in Split

<https://www.vecernji.hr/showbiz/ultra-europe-jutro-nakon-split-1182822/galerija-260603?page=1>

<http://www.index.hr/black/clanak/jutro-nakon-ludila-splitski-komunalci-jedva-su-ocistili-ulice/906909.aspx>

Group 3 has to find out about impact of tourism on:

- physical impacts of tourism development

- physical impacts from tourist activities

<https://www.gdrc.org/uem/eco-tour/envi/one.html>

The impact of cruising tourism in Dubrovnik:

https://www.researchgate.net/publication/261981582_Cruising_Tourism_Environmental_Impacts_Case_Study_of_Dubrovnik_Croatia

In the second part of the process each group will create a power-point presentation covering all the important findings about the effects of tourism on their specific field of interest.

Evaluation

The final evaluation will be conducted after the other part of the same class had done a webquest on the subject of „Eco tourism“ as the counterpoise to the subject at hand. It will be conducted in the form of **A CON AND PRO DEBATE** in front of the class as a jury.

The jury will choose the winner of the debate by voting according to specified parameters:

- well researched
- shows comprehension of topic
- makes good argument

So, apart from learning about the impacts of tourism, students will also learn how to hold a debate.

<https://busyteacher.org/7245-conducting-class-debate-essential-tips.html>

WEBQUEST NO 4

Describing the Taste on a menu-EN4HOSTS

Introduction

Nowadays the worldwide consumers want more and more from their meals: more naturalness, more health, more sustainability, and more taste. These consumer's needs put pressure on everyone who is working in the food-related sector to develop new and better taste experiences for their customers. Having in mind that a good menu description could even result to try something new a hesitant customer in this WebQuest we will focus on how to present the taste of your dishes on a menu.

Task

The flavor of your food is what most customers focus on when they are deciding what to eat. Your task is to build a good menu description and to focus on the taste of your dishes in order to convince a hesitant customer to try your dishes!!

Is a good taste same for all the customers? The answer is that there's no agreement on what defines a good taste—for some it's a certain flavor, for others, it's a sensation of novelty or nostalgia of something they were eating by their grandmas, for others something natural and

healthy, etc. So you have to describe on your menu the taste by using words including tradition, conscience, know-how, passion, novelty, etc so to delight, surprise and inspire your customers.

Process

Step one

What is the taste for you?

Why it is important to describe taste on a menu?

Students by using „TRICIDER” will post their ideas on what taste means for them. Then we'll discuss the opinions.

After we'll ask the students to be divided into teams from 3 persons, look at different menus and underline the words that are referred to taste. We'll ask them to compare how these menus describe the taste and to answer if they think that it is important and why (see worksheet). We'll write the answers of each team in the whiteboard so to be able to discuss them later.

Step two

How to describe the taste in a menu?

Students, divided into the same teams, will try to find some words that are used to write a menu describing the taste. We'll ask them to picture their favorite dish, to imagine it involving all their senses and to use the right adjectives to describe its taste. Then they will use the internet to find some more powerful words that describe the taste.

Useful links:

<https://world-food-and-wine.com/describing-food>

<https://www.webstaurantstore.com/article/53/how-to-write-a-menu.html>

<http://languagelearningbase.com/87908/ways-food-delicious-ways-more-food-words-describe-taste-food>

Step three

Writing your Mouth-Watering Menu Descriptions

Students, divided into the same teams, will write captivating menu descriptions that will attract more customers and get people excited about what they have to offer by using posternywall (Worksheet4).

<https://www.posist.com/restaurant-times/resources/write-mouth-watering-menu-descriptions-tempt-customers-order.html>

<https://www.menucoverdepot.com/resource-center/articles/how-to-write-menu-descriptions/>

<https://www.rewardsnetwork.com/blog/menu-descriptions/>

<https://www.writing.ie/resources/food-writing-so-good-you-can-taste-it-dianne-jacob/>

Evaluation

This is how your work will be evaluated.

	Beginning 1	Developing 2	Qualified 3	Exemplary 5	Score / 20
Teamwork	There is one person doing all the work, and the team is NOT working together.	The team is working individually on their own role, and using limited talked with others in a group	Team is working together, but not using the inflammation to connect with one another.	The whole team is working together, helping each other out, and connecting information with one another.	
Research / Understanding	Don't use sources given & information is not factual. Student lacked knowledge	Use sources were given. Students understood information but couldn't apply it to their projects	Use sources given, and students understood information but lacked creativity and informational facts	Use sources, get all information asked, and goes beyond to get and applied extra information to give to their classmates a better idea on the subject	
Presentations	No creativity to their presentation, such a little information that classmates aren't able to understand	Students created a presentation with only text and nothing else.	Students were able to create a good presentation.	Great creativity, students are able to understand	
Final project / Menu	No final project	Final project is lacking key components.	Final project contains all key components	Final project contains all key components and some extra information so it is complete and more useful to anyone interested in its theme.	

Conclusion

The web quest is designed to develop the critical thinking skills in children. This web quest teaches students about the role of describing taste on a menu in order to delight, surprise and inspire your customers.

I hope you all had fun and to understand the differences between taste and flavor.

WEBQUEST NO 5

Italian and French chefs of the past and the present

INTRODUCTION

Italian and French cuisine are always considered the best ones in the world. But what do you know about the chefs who made history in the Italian and French gastronomy? You know that French culinary art dates back to the Middle Ages and that the kitchen brigade is an idea of Escoffier? Do you know who are the most important Italian Masters of the past and of the present?

Your mission in the webquest is to learn about all of them.

TASKS

What are you going to do?

First you are going to find out about the lives of five Italian and French chefs of the past and five of the present. Then you have to find details about their most famous recipes and the innovations they brought in the culinary art.

Your final and biggest task, the product of the webquest, is to realise a storymap in which you will introduce all the collected information.

Are you ready? Let's start!

PROCESS

STEP 1: The students will be divided into four groups. The first one will find information about Italian chefs of the past; the second one will get information about Italian chefs of the present; the third one will deal with French chefs of the past and the fourth will look for information about French chefs of the present. Every student has to carry out a specific task within his own group, but as it is a group work the responsibility must be shared with all members. So it is very important that you do your best!

Click on the following links to look for information:

Group A:

<https://www.famelici.it/culture/lo-chef-nella-storia-una-selezione-di-cuochi-per-capire-come-si-e-evoluta-una-figura-professionale-ancora-al-maschile/>

http://www.bibliolab.it/1%20Romani%20a%20tavola/apicio_e_le_sue_ricette.htm

<https://www.fanpage.it/pappagallo-arrosto-e-lingua-di-pavone-le-curiose-ricette-di-apicio-il-primo-chef-della-storia/>

Group B:

<https://www.cibo360.it/cucina/personaggi/index.htm>

<https://www.lifeinitaly.com/food/italian-chefs>

<https://www.elitetraveler.com/finest-dining/finest-dining-by-andy-hayler/chefs-decade-italy>

Group C:

<http://opentranscripts.org/transcript/celebrity-chefs-past-present/>

<https://www.ranker.com/list/chefs-from-france/reference>

<https://www.laroutedesgourmets.fr/fr/blog/les-grands-chefs-francais-n33>

Group D:

<https://biografieonline.it/biografie-cuochi-famosi>

<https://www.ranker.com/list/chefs-from-france/reference>

<https://www.laroutedesgourmets.fr/fr/blog/les-grands-chefs-francais-du-present-n59>

STEP 2

All the groups have to build a profile about each chef. They are going to find out their beginnings, careers, cooking vision, their specialties and so on. They are going to use different sources and carry out different tasks. When each group completes its researches, a student for each group will present the work to the class.

You could use this framework to collect the most important about each chef.

FRAME

	PHOTO
Full Name	
Date of birth	
Place of birth	
Beginnings	
Cooking vision	
Specialties	

STEP 3

Now, you're going to use what you've learnt to realise a storymap using this free tool
<https://storymap.knightlab.com/>

EVALUATION

You will be assessed on five criteria for this webquest: task completion, relevant information, language accuracy and richness, conformity to the instructions, ability to create a storymap.

	Poor	Fair	Good	Excellent
Task completion	More than one task missing. Answers are incomplete	Only one task missing. Some flaws in the answers.	All tasks completed. Some inaccuracies	All tasks completed. Any inaccuracies
Relevant information	Information has been copied	Information has not been processed	Information has been processed correctly	Information is complete and it is delivered in an interesting way
Language accuracy and richness	Many mistakes. Poor vocabulary and structures	Occasional mistakes. Basic vocabulary	Few mistakes. Correct vocabulary	No mistakes. Vocabulary is rich and accurate
Conformity to the instructions	Student has not followed instructions. He doesn't show understanding of tasks.	Student has not followed an instruction. Missed understanding of one of the tasks	Student has followed instructions correctly and shows a good understanding of task	Student has followed instructions correctly. He has managed time efficiently and his answers are very detailed.
Ability to create a storymap	Answers are presented in a messy uninteresting way.	Answers are presented correctly but show little contribution	Effort has been done to present information in an interesting way	Excellent display of ability and creativity to present answers creating a storymap.

CHAPTER 6

ASSESSMENT IN CLIL AT TOURISM AND GASTRONOMY CLASSES

Evaluation is the final part of the didactic design approach, through which the teacher will assess the effectiveness of the whole instructional-educational process. The evaluation measures the extent to which students have acquired the learning outcomes proposed in the training standards.

The evaluation of the learning outcomes can be:

1. initial evaluation – at the beginning of the learning module, reflecting the student’s level of knowledge (it can be oral or written).
2. ongoing evaluation, throughout the module, through forms of continuous verification of learning outcomes. Planning of the evaluation should take place after a set schedule, avoiding the agglomeration of assessments over the same time period.
3. final, implemented through an applicative method and integrated at the end of the teaching / learning process, informing about the fulfillment of the criteria for realization of knowledge, abilities and attitudes.

For CLIL classes, the following conclusions were drawn:

- the assessment of the language skills and the competences specific to the discipline studied through the foreign language must take place simultaneously, because the integrated learning leads to integrated evaluation;
- the assessment is, in fact, concerned with three types of competences: language skills, skills specific to the subjects studied in foreign languages and students’ ability to learn;
- the assessment aims, the evaluation criteria and the performance descriptors must be clearly formulated and understood by the students ;
- student involvement in evaluation leads to improved learning outcomes.

The tools and evaluation grids developed and tested within the project proved to be quality tools, applicable and easy to adapt.

The following are proposed for tourism and gastronomy classes:

a) instruments for initial evaluation:

- questions
- questionnaires
- exercises of the type *I know / I want to know / I have learned*
- brainstorming

a) instruments for ongoing evaluation:

- observations sheets
- tests
- worksheets
- self-evaluation sheets

- progress monitoring sheets
 - tests for knowledge verification with: multiple choice items, dual choice items, completion items, pair items, structured question items, or problem-solving items
 - collaborative capacity self-evaluation sheet;
 - checklist of the project;
 - brainstorming
 - project planning
 - mosaic
 - observation file
 - the student's diary
 - work tasks
 - presentation.
- instruments for final evaluation
- questionnaires - with evaluation / self-assessment grids
 - project - assessing working methods, proper use of bibliography, materials and equipment, technical accuracy, proper organization of ideas and materials in a report. It can be approached individually or by a group of students
 - case study - which consists of describing a product, image or electronic record that relates to a particular technological process
 - portfolio - which provides information about student outcomes, extra-curricular activities
 - practical tasks - provide the opportunity to evaluate the ability to apply the theoretical knowledge in solving practical problems.

Examples of innovative teaching-learning-evaluation methods that can be used in teaching to develop pupils' skills and English communication skills

1. Activity: Presentation and identification of inventory items used in gastronomy

Objectives:

- identifying inventory items
- presentation of the utility of inventory objects
- use of specialized terms in communication
- performing grouping exercises and classifying inventory items
- bringing arguments to support the choices made

Criteria and performance indicators and their proportion

No.	Criteria and their proportion		Performance indicators and their proportion		Points
1.	Receiving and planning the task	30%	Selection of information required for the presentation and identification of inventory objects	60%	18 p
			Choice of working tools: flipchart sheets, marker	40%	12 p
2.	Accomplishing the task	40%	Observing the stages presented by the teacher	25%	10 p
			Carrying out the presentation and identification of the inventory items.	50%	20 p
			Correct use of the technical terms	25%	10 p
3.	Presenting and promoting the task	30%	Correct use of specialized terminology	20%	6p
			Presenting a global appreciation of the work done.	20%	6p
			Argumentation of the work done	40%	12 p
			Correct indication of inventory objects	20%	6p
TOTAL				100%	100 p

2. Activity: Food labeling

Objectives:

- identifying food labeling elements
- designing the label of a food product
- analyzing the labels of various products

Criteria and performance indicators and their proportion

No.	Criteria and their proportion		Performance indicators and their proportion		Points
1.	Receiving and planning the task	30%	Establish mandatory food label items.	80%	24 p
			Choice of working tools: flipchart sheets, labels	20%	6 p
2.	Accomplishing the task	40%	Making a product label, bearing in mind the mandatory elements, graphic and aesthetics of the label.	60%	24 p
			Collaborating with team members to make the label	20%	8 p
			Correct use of the technical terms	20%	8 p
3.	Presenting and	30%	Correct use of specialized terminology	20%	6 p
			Presenting the label created	30%	9 p
			The argumentation of some	50%	15 p

	promoting the task		personal views of the products made.		
TOTAL				100%	100 p

Evaluation chart of the activity

Criteria for appreciating performance:	Points obtained
1. Establishment of mandatory food label items	<input type="checkbox"/>
2. Selection of work materials: flipchart sheets for making labels, product labels	<input type="checkbox"/>
3. Making a label of a food product, bearing in mind the mandatory, graphic and aesthetics of the label	<input type="checkbox"/>
4. Working with team members to make the label	<input type="checkbox"/>
5. Formulating suggestions, comments, questions based on the materials made	<input type="checkbox"/>
6. Proper use of specialized terminology	<input type="checkbox"/>
7. Presentation of the label made	<input type="checkbox"/>
8. Bringing arguments for some personal views expressed on the products made	

Activity: Identification of the different components of the technical-material base in the food units

Objectives:

- to identify different components of the technical-material base in the food units.
- to include the identified element in a category of the technical-material base in the food units
- to specify, on the given sheet, the utility of the identified item.

WORKSHEET

Name:

Class:

Date:

Work task: Identify, from the images, the type of equipment specific to the food units, and include it in the category it belongs to, specifying its uses.

Image	Name	Category	Uses, with reference to rules and regulations
1.			

2.			
3.			
4.			

Activity: Vegetable cooking techniques

Objectives:

- to present the way thermal processing of vegetables is carried out;
 - to properly select the tools and utensils necessary for the cooking;
 - to carry out the thermal operations correctly, collaborating with colleagues and the teacher;
 - to comply with the rules of sustainable development, hygiene, safety and security at work.

OBSERVATION SHEET

Task	Carried out	Completed 100%
Preparing the working space		<input type="checkbox"/>
Preparation of the machines, tools and utensils necessary for the thermal processing operations		<input type="checkbox"/>
Preparing the vegetables for the operations		<input type="checkbox"/>
Thermal treatment		<input type="checkbox"/>
Correct blanching		<input type="checkbox"/>
Correct boiling		<input type="checkbox"/>
Correct sauteing		<input type="checkbox"/>
Correct simmering		<input type="checkbox"/>
Correct grilling		<input type="checkbox"/>
Correct frying		<input type="checkbox"/>
Correct baking		<input type="checkbox"/>
Respect for the rules of sustainable development, safety and security at work		<input type="checkbox"/>
Cleanliness and hygiene at work		<input type="checkbox"/>
Collaboration with the team members, with the other teams and with the teacher		<input type="checkbox"/>
Didactic		<input type="checkbox"/>

5. Activity: Identifying marketing principles applied at the tourism company level

Objectives:

- to identify the principles of marketing
- to describe how to apply marketing principles at the tourism business
- to make correlation between marketing principles

Activity evaluation sheet

Criteria for appreciating performance:	Points	
	Maximum	Awarded
1.Selecting the work materials	9	
2.Independent study of marketing principles	21	
3.Following the working steps presented	8	
4.Debating the marketing principles within the working group	6	
5.Collaborating with team members	16	
6.Proper use of English terminology	6	
7.Presentation of essential ideas on flipchart sheets	6	
8.Assimilation and correct transmission of information in English	18	
Total		

6. Activity: Booking and issuing airplane tickets

Objectives:

- to complete the stages of the booking and issue of flight tickets
- to use the sources of information correctly
- to communicate correctly and completely information requested by the tourist
- to simulate the behavior of the potential tourist / travel agent, depending on the assigned role

Evaluation sheet

Criteria for appreciating performance:	Points	
	Maximum	Awarded
1.Flight reservation request analysis	15	
2.Preparation of the role by each participant through the use of flight booking sites	15	
3.Following the rules of professional conduct in the dialogue with tourists	10	

4.Simulation of the dialogue for the booking and sale of airplane tickets	12	
5.Collaborating with team members	8	
6.Proper use of English terminology	16	
7.Delivery of the necessary information to the customer when selling airplane tickets.	12	
8.Accomplishment and correct transmission of information in English	12	
Total	100p	

Activity: Standards of behavior and skills needed by waiting staff in alimentation

units

Objectives:

- to set the standards of behavior and skills needed by waiting staff
- to identify the role of each element

Observation/evaluation sheet

Elements	very good	good	satisfactory	not satisfactory	teacher's observations
Human quality					
Outfit					
Attitude towards work					
Attitude towards colleagues					
Attitude towards consumers					
Professional craftsmanship					
Teamwork					
Initiative					
Desire for affirmation					
Desire of professional development					
Professional dialogue with clients					

Activity review

Learning activity	Aims	Date
Setting up a travel agency - stages	This activity will help you to highlight the stages of setting up a travel agency and establishing their logical order. You will discover the similarities with the start-up stages of a company in general as well as a training firm.	
Student’s comments I liked: The challenge was: I have to learn more about: The consequence:		
Teacher’s comments:..... Strengths:..... Weaknesses:.....		

Activity: Project topic "Local natural and anthropogenic resources - key factors that contribute to the realization of the tourism product"

Make a presentation of natural and anthropogenic resources and how to capitalize on them for a tourist area, respecting the following structure:

1. Conceptual clarifications regarding the natural and anthropic tourism potential, the original tourist offer, and the derived tourist offer
2. Natural resources in the area
 - Relief
 - Climate
 - Hydrographic network
 - Flora
 - Fauna
 - Reserves and natural parks
3. Anthropological resources in the area
 - Cultural and historical potential (archaeological vestiges, historical and art monuments, ethnographic and folkloric elements)
 - Socio-demographic potential (specific architecture, events, rural localities and special natural conditions)
 - Technical and economic potential

4. Design a specific tourist product taking into account the elements that contribute to its realization: natural components, general components of human existence, general infrastructure, tourism infrastructure, human factor

5. Conclusions

EVALUATION CHART FOR EACH TEAM

Project topic "Local natural and anthropogenic resources - key factors that contribute to the realization of the tourism product"

Assessment of each team's work

CRITERIA	Team no. 1 YES/NO	Team no. 2 YES/NO	Team no. 3 YES/NO	Team no. 4 YES/NO	Team no. 5 YES/NO
1. The practical activities undertaken within the project are adequately reported to the project theme					
2. The approach to the project theme was made from a personal perspective, the candidate demonstrating critical reflection					
3. Practical activities were undertaken under the supervision of the project coordinator and / or authorized persons					
4. Achieving the work tasks set out in the project plan was done according to the initial planning					
5. Documentation for the project was done with and under the supervision of the project coordinator					
6. The bibliographic references used in the written part of the project have been taken up and presented in a personal way and are not a compilation of quotes					
8. The solutions for the problem situations faced by the team during the execution of the project are personal					

9. In the realization of the work tasks within the project, the team proved personal involvement and commitment, originality of the proposed solutions, imagination and creativity in approaching and fulfilling the tasks					
10. The solutions found to solve practical problems could be used in other practical contexts					

Assessment of the project quality

CRITERIA	Team no. 1 YES/NO	Team no. 2 YES/NO	Team no. 3 YES/NO	Team no. 4 YES/NO	Team no. 5 YES/NO
1. The project / product is valid in relation to the topic, purpose, objectives					
2. The project / product demonstrates satisfactory completeness and coverage in relation to the topic chosen					
3. The drafting of the written part of the project was done in a consistent and concurrent manner, according to the planning					
4. The team's choice of use of certain resources is well justified and reasoned in the context of the project					
5. The written part of the project demonstrates good internal consistency					
6. The written part of the project demonstrates good logic and argumentation of the ideas					

7. The project / product is in itself a practical personal solution with elements of originality in finding solutions					
8. The project has practical application outside the school					
9. The implementation of the project required the activation of a significant number of competence units, according to the professional performance standards					
10. The written part of the project follows the required structure					

Assessment of the oral presentation

CRITERIA	Team no. 1 YES/NO	Team no. 2 YES/NO	Team no. 3 YES/NO	Team no. 4 YES/NO	Team no. 5 YES/NO
1. The oral communication of the team members was clear, coherent and fluent					
2. The presentation was structured in a balanced way, in accordance with the project topic and its objectives					
3. Team members have demonstrated the power of synthesis and adaptation of the presentation to the given situation					
4. Team members supported their views and opinions in a personal and well-grounded manner					
5. In order to gain access to information and increase the attractiveness of the presentation, the team members					

used effective strategies and means of communication: graphics elements, models, applications, audio-visual facilities of ICT.					
--	--	--	--	--	--

Using Kahoot! for evaluation

Kahoot! is a game-based learning and trivia platform. It can be used from any device (through the website or the app), making learning fun and inclusive in all contexts. Teachers can create multiple choice games related to class content that students can play as a class by entering the game code on their app or device.

Instead of using a worksheet at the end of a lesson for assessment, using Kahoot! is a fun and effective way to measure which concepts the students have understood fully — and which might need reinforcement. The game can also be used as a way of energizing the students during class and measure their understanding of the topic, or a way to get students engaged at the beginning of a class. Alternatively, Kahoot! can be used before introducing a new concept as a form of pre-assessment to see how much students know about the new content.

Since it focuses on social learning and it involves the use of technology, the students enjoy using it and compete against each other.

Lesson: Raw materials of vegetable origin

Lesson aim: identification of vegetable raw materials used in gastronomy and primary and thermal processing operations for vegetable raw materials

Competences:

- C1 - to identify the range of vegetable raw materials
- C2 - identify ways of primary and thermal processing of vegetable raw materials
- C3 - to illustrate the role of vegetable raw materials in the culinary preparation
- C4 - to highlight the importance of vegetable raw materials in human food
- C5- calculate the calorific value of vegetable raw materials

Kahoot! game used for evaluation purposes, at the end of the lesson:

1. Which of the following nutrients found in food have a plastic (structural) function?
 - a. carbohydrates
 - b. fats
 - c. proteins
 - d. vitamins, minerals
2. The expanded groats category includes:
 - a. oat flakes
 - b. husked wheat
 - c. glazed rice
 - d. puffed cornmeal
3. To obtain the puff pastry, it is recommended:

- a. 30% extraction flour, but with a lower quality gluten
 - b. 30% extraction flour, but with elastic gluten
 - c. flour with a higher content of superior quality gluten
 - d. gluten free flour
4. Cold processing of vegetables is aimed at:
- a. sorting raw materials
 - b. washing raw materials
 - c. preparing raw materials for thermal treatments
 - d. stuffing the vegetables
5. Vegetable fats category does not include:
- a. cacao and coconut butter
 - b. corn, soybean, canola oil
 - c. butter
 - d. margarine
6. Boiling is a heat treatment of food which involves:
- a. using a small amount of hot fat and water
 - b. heating water at temperatures up to 100 degrees Celsius
 - c. water heating at temperatures above 100 degrees Celsius
 - d. introducing food into a hot oven.
7. Which of the following is not a thermal processing of vegetal foods:
- a. roasting
 - b. baking
 - c. washing
 - d. frying
8. Tropical and Mediterranean fruit include:
- a. bananas, pomegranates, raisins
 - b. kiwi, hazelnuts, apples
 - c. pineapples, dates, cherries
 - d. apricots, walnuts, blueberries
9. The category of root vegetables includes:
- a. cabbage, cauliflower
 - b. radishes, carrots
 - c. tomatoes, eggplants
 - d. peppers, parsley
10. Graham bread is:
- a. dietetic bread
 - b. simple bread
 - c. bread with extra ingredients

d. low calorie bread

Answer key: 1-c, 2-d, 3-a, 4-c, 5-c, 6-b, 7-c, 8-a, 9-b, 10-a.

CONCLUDING REMARKS

With its integration of content and language, CLIL can offer an authenticity of purpose unlike that of any communicative classroom. By promoting, at the same time, language and cognitive development, CLIL can combat the lack of relevance of language teaching based on grammatical progression and boost learners’ motivation. CLIL provides learners with a richer, more naturalistic environment that reinforces language acquisition and learning, and thus leads to greater proficiency in learners of all abilities. Finally, CLIL can also lead to greater intercultural understanding and prepares students better for international experiences and labor market.

1. CLIL learners are motivated. This can enable students to progress more quickly and solidly than they would with deliberately separated subjects. There are very few instances in the real world in which black and white don’t mix, so letting two subjects paint a broader picture of reality for students is a great advantage of CLIL. In a traditional language classroom, much of the students’ „outside” experience is pushed aside, as students concentrate on learning practical language-specific facts, which, in turn, they piece together to become more and more proficient over time. In a CLIL classroom, though, students are able to use their outside knowledge of specific content subjects to better understand the subject at hand, while also working out how to function in a new language. Language study is no longer separated from the academic subjects. Because our students want to learn more and more content, they are motivated to learn more and more language, and therefore their motivation for language learning increases.

Overall, students and teachers feel motivated through content and language integrated learning experiences because they offer possibilities to use the language meaningfully by learning new contents through the language. The content-led nature of the lessons allows the learners to engage with them at a more creative and challenging cognitive level and provides opportunities for genuine interaction with others, oneself and the world over a varied range of contexts: by participating in cooking session, cultural visits, guided tours, workshops related to tourism and gastronomy topics of their interest, our students felt motivated to learn and practise what they have previously learnt.

2. CLIL approach leads to an increased level of linguistic proficiency. The reason for this is the increased exposure to context relevant topics and to tasks that challenge the students cognitively, in terms of both content and language. Furthermore, CLIL creates an authentic communicative context, thus providing a naturalistic environment, where language can be more easily acquired and where the learners’ focus is on meaning.

The outcome of this two year CLIL implementation programme is unsurprisingly positive, with students displaying higher levels of proficiency and higher communicative

competence than their non-CLIL peers, especially for weaker students (elementary and pre-intermediate levels).

However, a drawback of this method could be the lack of a systematic approach to error correction focusing on form. In CLIL lessons, the vast majority of error correction is lexical, while correction and feedback on grammatical errors is less frequent and consistent. The positive outcome of this is that students are uninhibited and they feel free to express themselves in the target language. On the other hand, learners are not often pushed to move from a meaning based to a syntactic processing of their language, which is important to improve accuracy and complexity, especially for students with advanced or proficient levels of English.

3. Students develop better communication skills. Most students have a problem with communication skills. Their study of foreign language is focused on memorizing words and phrases and they do not spend enough time with practising them. This fact does not affect students who are able to spend time in a country whose language they are learning. One of the goals of using CLIL method is providing to students an adequate practising of acquired curriculum, thus improving their communication skills in the foreign language. One of the advantages of CLIL is its immediacy, that's to say, students use immediately what they learn.

4. CLIL learners develop intercultural awareness. This is perfect because the content we teach in a CLIL classroom – tourism, gastronomy - is itself full of culture. Students learn about ideas and communicate with people from other cultures, so they develop and explore different, international perspectives on the subjects they are learning. This method creates great opportunities for learners to become prepared for a successful life in multilingual and multicultural Europe, familiarizing themselves with culturally independent, cross-cultural and universal aspects in a globalized world, comparing similarities as well as differences.

A cross-curricular approach (foreign language and VET subjects) in vocational education is a must of our time. It helps students to form an image of reality in its entirety, develop an integrative model of thinking, and apply knowledge, principles and values as they are learning them. CLIL can be very successful in enhancing the learning of English and VET subjects, and in developing in the young people a ‘can do’ attitude towards their own learning.

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