



Lifelong
Learning
Programme



Open the Door for your Future
through Language Learning

LEONARDO da VINCI Partnership project

OPEN THE DOOR FOR YOUR FUTURE THROUGH LANGUAGE LEARNING

Period: 2012-2014



HANDBOOK OF THE PROJECT



GAZI ÜNİVERSİTESİ, Turkey –coordinator



Associazione GI.AST, Italy



SC TRAINING CONS 2005 SRL, Romania



"Grwp Llandrillo Menai", Wales, U.K.



CORE SP ZOO, Poland



AFYONKARAHISAR ZABITA HIZMETLERINI
DESTEKLEME DERNEĞİ, Turkey



ISTITUTO D'ISTRUZIONE SUPERIORE «FERRARIS
BRUNELLESCHI», Italy



"EVROCENTAR OBUCHENIE I PARTNYORSTVO 21
VEK EOOD.", Bulgaria



BUCOVINA TOURISM ASSOCIATION, Romania

This project has been funded with support from the European Commission

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

OPEN THE DOOR FOR YOUR FUTURE THROUGH LANGUAGE LEARNING

Coordinator and editor of the handbook: SC Training Cons 2005 srl, Iasi,
Romania

Arrangement of materials: Roxana CROITORU and Elena ANGHEL from
SC Training Cons 2005 srl, Iasi, Romania

Cover of the handbook: realized by SC Training Cons 2005 srl, Iasi, Romania

Introduction

to handbook of Leonardo da Vinci project "Open the Door for Your Future through Language Learning"

From 1 August 2012 to 31 July 2014 6 European countries (Italy, Turkey, Romania, UK, Bulgaria and Poland) developed the project „Open the Door for Your Future through Language Learning” founded by the Leonardo da Vinci programme of European Commission. The partners institutions in the project were: Gazi University from Ankara(coordinating institution), the Municipal Police Station Afyonkarahisar –Turkey, “Grwp Llandrillo Menai” College from Wales - UK, Istituto d'Istruzione Superiore "Ferraris Brunelleschi" – Italy, Associazione GLAST, Italy, SC Training Cons 2005 srl from Iasi – Romania, Bucovina Association for Tourism, Romania, "EVROCENTAR OBUCHENIE" from Bulgaria and "CORE SP ZOO" from Poland.

The motivation of this partnership was to gain experience and information on practices used to develop our own education system in learning languages vocationally oriented. Thus, this project helped the participants to recognize new opportunities in Europe, to integrate the "best practices" in the national vocational education and training (VET), to compare the methods and techniques VOLL with other national partners, to spread experiences and working methods in Europe and to provide a better understanding of managerial skills progress and standards of the European System of Vocational Education and Training (EVET) to promote acceptance of differences and to encourage experts to share their knowledge internationally.

The project seeks to bring together trainers and teachers from different backgrounds and cultures to acknowledge the importance of English (and other languages) in the professional education, to give young people the possibility of a faster access to the labor market in Europe.

The aims of this project were:

- * To develop innovative methods for the students and employers to improve their vocationally oriented language skills.
- *To increase the motivation of business sector and students to learn vocationally oriented language
- *To teach how to use e-learning materials of vocationally oriented language learning (VOLL)
- *To educate and train the language teachers in the field of vocationally oriented language learning (VOLL)
- *To organize pilot educations and workshops in order to share the good practices in VOLL

In the project "Open the Door for Your Future through Language Learning" vocational schools, world of work, universities and institutions experienced in vocationally oriented language teaching, have taken part and via this strong partnership and the sectorial and geographic feature of the

partner organizations we have a productive work by following the project objectives. We have done an effective distribution of tasks between the partners that requires working together. Each partner reached the project goals according to their abilities, the fields interested and their perspectives. In this way, we was able to provide mutual learning as each partner realized that they depend on each other to improve themselves and increase their standards. Our partnership project with its sustainable cooperation amongst the EU countries and EU member countries contributed that European Union to develop in the field of vocational education. Also, reaching the project objectives and disseminating the results that come out at the end of the project process provided a more intensive European cooperation as well.

Thanks of the activities and the results of the project (international meetings, the website of the project, the international seminar, technical visits, workshops, the handbook, the handouts, so on) the multiplier effect of the project was increased. The project results will be very useful for the development of intercultural and language training programs for various professional fields, adapting and applying the best techniques of the VOLL developed by our partners and creating e-learning materials that can be easily used to the learning process on their own. During 2 years of work in the project, the working atmosphere was relaxed and informal and led to the elimination of emotional barriers and possible stress factors. At meetings , the participants were encouraged to present their preoccupations, their activities and to contribute to discussions on practical arrangements such as project succeeds. All 6 meetings developed during the project (in Turkey, Walles U.K., Bulgaria Italy, Poland and Romania) gave the participants the opportunity to take part to intersting technical visits, to workshops and training sessions linked to our project. Those activities helped a lot to obtain or improve linguistic, educational and civic abilities for all the partners, in the same time with a better intercultural dialog among them in order to create and sustain an atmosphere of understanding, tolerance and integration in specific learning environments in vocational schools in partner countries. The new linguistic abilities acquired by the participants were completed by the relational, social and cultural ones.

In conclusion, **we consider that”Open the Door for Your Future through Language Learning”** was an extraordinary European experience for all partners in this project. The handbook content just the best experiences of participants in the project, the most important ideas that they consider to be shared for all institutions or persons interested in the project area.

Florin Anghel,
SC Training Cons 2005 srl,Iasi, Romania

CHAPTER 1: AN OVERVIEW OF VOCATIONAL EDUCATION SYSTEMS



Contents:

1. Turkish Vocational Education System (prof. Dr. Enver AYDOGAN, Sinan AKSÖZ, Onur ALTUNTAŞ, Gökçen ŞENEL)	5
2. Vocational Training in Italy (Paola LUPI)	12
3. Vocational education in Romania (Roxana CROITORU and Elena ANGHEL)	15
4. Vocational education in Poland (Stefano MORONCELLI)	19
5. Description of the vocational education system in Bulgaria (Anna PELTEGOVA)	24
6. National Vocational Education System in UK (dr.Shyam PATIAR)	28



Prof. Dr. Enver AYDOĞAN, Lecturer: Sinan AKSÖZ,
Lecturer: Onur ALTUNTAŞ, Lecturer: Gökçen ŞENEL



GAZI UNIVERSITY

ATATÜRK VOCATIONAL COLLEGIATE SCHOOL

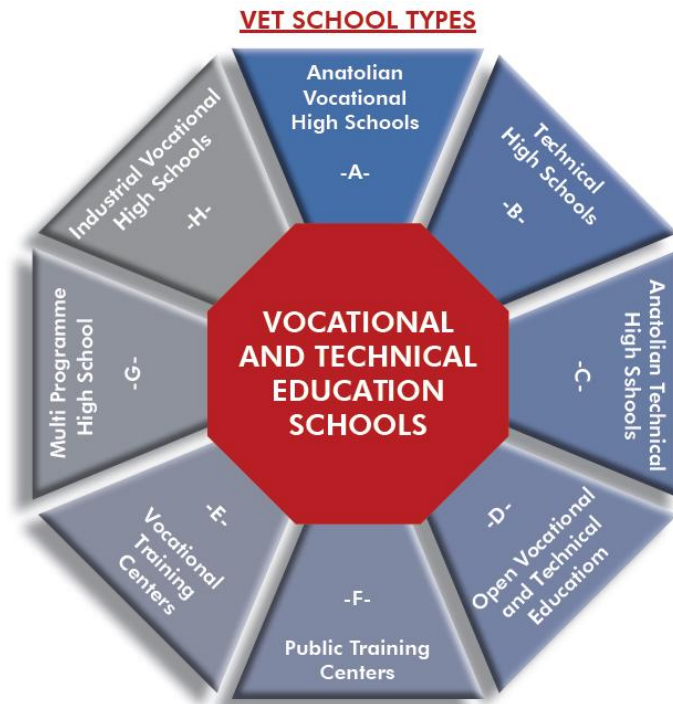
Turkish vocational education system

The vocational and technical education system in Turkey includes two main dimensions: theoretical (school training) and practical (in-company training / practical training in schools). Vocational training policies and activities are mostly carried out by the MoNE within the framework of Law No. 3308, which came into force in 1986 and Law No. 4702 of 2001, which brought about changes to the system, establishing new and strong links of co-operation with industry and commerce. The vocational education system includes:

- a) Vocational and technical high schools providing training in more than 130 occupations and giving access or leading to the qualification of specialized worker and technician;
- b) Apprenticeship training, which is a combination of mainly practical training provided in enterprises and theoretical training provided in vocational education centers;
- c) Informal education can be provided primarily through vocational education centers.

As mentioned before; Ministry of National Education has been restructured by the decree law no. 652, dd.14 September 2011. With this law 4 different vocational education directorates within ministry are merged to form a unique directorate.

DG for Vocational Education of Girls, DG for Vocational Education of Boys, DG for Trade and Tourism Education, Department of Health Education are merged to form a unique directorate which is now DG for Vocational and Technical Education. DG for Apprenticeship and Non-Formal Education is under DG for LLL.



Below are the tasks of General Directorate of Vocational and Technical Education:

- a) To condition and implement policies towards the management of the schools and institutions of vocational and technical education and the education of their students.
- b) To prepare or outsource the education and training programs, textbooks, educational tools and equipment of vocational and technical schools and submit them to the Board of Education.
- c) To develop, implement and coordinate the implementation of policies and strategies which will enhance vocational and technical education and strengthen education employment relationship.
- d) To fulfill other tasks given by the minister.

Vocational and technical secondary education includes at least 19 different kinds of schools, in addition to vocational education centers, Open Education as well as special private schools. The MoNE is responsible for oversight of all vocational and technical

schools whether or not they are under the jurisdiction of the MoNE. Vocational and technical high schools can be grouped in five categories. Vocational and technical education is officially co-educational and boys and girls attend schools designed for the other gender.

Schools affiliated to the MoNE Directorate General for Vocational and Technical Education are:

- Anatolian Technical High Schools,
- Technical High Schools,
- Anatolian Vocational High Schools,
- Industrial Vocational High Schools and Multi - Programs High Schools,
- Agricultural Vocational High Schools,
- Anatolian Meteorological Vocational High School,
- Anatolian Cadastral Vocational High School.
- Some of the Vocational Education Centers and some of the enrolments in Open Vocational and Technical Education also operate within this category;
- Some of the Vocational Education Centers and Open Vocational and Technical Education are categorized under technical education for girls;
- Commercial Vocational High Schools,
- Anatolian Commercial Vocational High Schools,
- Health Vocational High Schools;
- Anatolian Hotel Management and Tourism Vocational High Schools,
- Anatolian Mass Communications Vocational Schools,
- Multi-Programs High Schools,
- Justice Vocational High School.



Vocational and Technical Education Schools



Health Vocational High Schools

Schools affiliated to the MoNE Directorate for Religious Education:

- Imam-Hatip Lower Secondary Schools,
- Imam-Hatip Upper Secondary Schools,
- Anatolian Imam-Hatip Upper Secondary Schools,
- Imam-Hatip Upper Secondary Schools with Intensive Foreign Languages and Open Education;
- Open Education High Schools render services to students who cannot attend formal education for any reason, who are over the age of formal education, and who wish to be transferred to open education high schools while attending a formal high school.

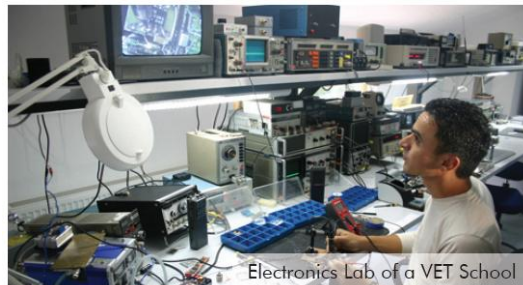
Informal education provides educational services other than the formal education services in line with the general aims and basic principles of national education to citizens who have never entered or who are at a certain level of the formal education system or who have left formal education.

Educational services are provided to every age group with every type and nature in 16 informal education institutions including:

- Girls' Practical Art Schools,
- Maturation Institutes,
- Public Training Centers,
- Apprenticeship Training Centers,
- Vocational Training Centers,
- Adult Technical Training Centers,
- Adult Tourism and Hotel Training Centers,
- Tourism Training Centers,
- Training and Practice Schools
- Private Courses,
- Industrial Art Schools of Practice,
- Science and Art Centers,
- Open Primary Education Schools,
- Open High Schools,
- Vocational and Technical Open Education Schools

Vocational and technical education institutions educate the pupils as manpower for business and professional branches in line with the objectives of general secondary education and prepare them for higher education. The secondary education institutions offering vocational and technical training enclose compulsory courses in the 9th grade, Information

and Communication Technology course and an elective course of three hours. The pupils are allocated to job families in the 10th grade and occupational branch in the 11th grade and attend to these branches in the 12th grade and graduate.



Open Vocational High School

As a result of feedback received from implementations to date, scientific and technological developments, face-to-face education and practical training; it became necessary to establish Open Vocational High School in order to implement vocational secondary education programs more effectively which already exist in Open High School programs.

Although Open Vocational High School carries out the same system in terms of formal education program content, it is unique and different from the other formal education institutions in terms of structure and functioning.

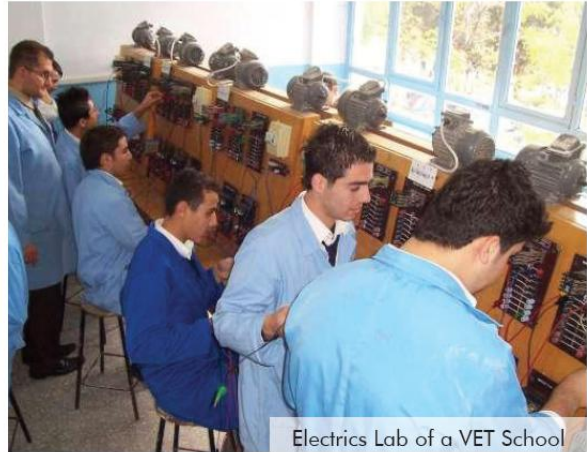
In 2006, along with all high schools Open Vocational High School is also extended to 4 years from 3 and its regulation is revised in this context so that the system could be replaced. From this date forward, parallel to the evolving technology, registration and registration renewal of Open Vocational High School education is being done via the internet.

Common and elective courses taught in Open Vocational High School are determined in parallel to the formal education by the Board of Education. Education is delivered via TV and radio and supported by the printed materials. Vocational courses are being done face to face. Printed materials are sent to students' addresses by mail and published as e-books on the internet as well.

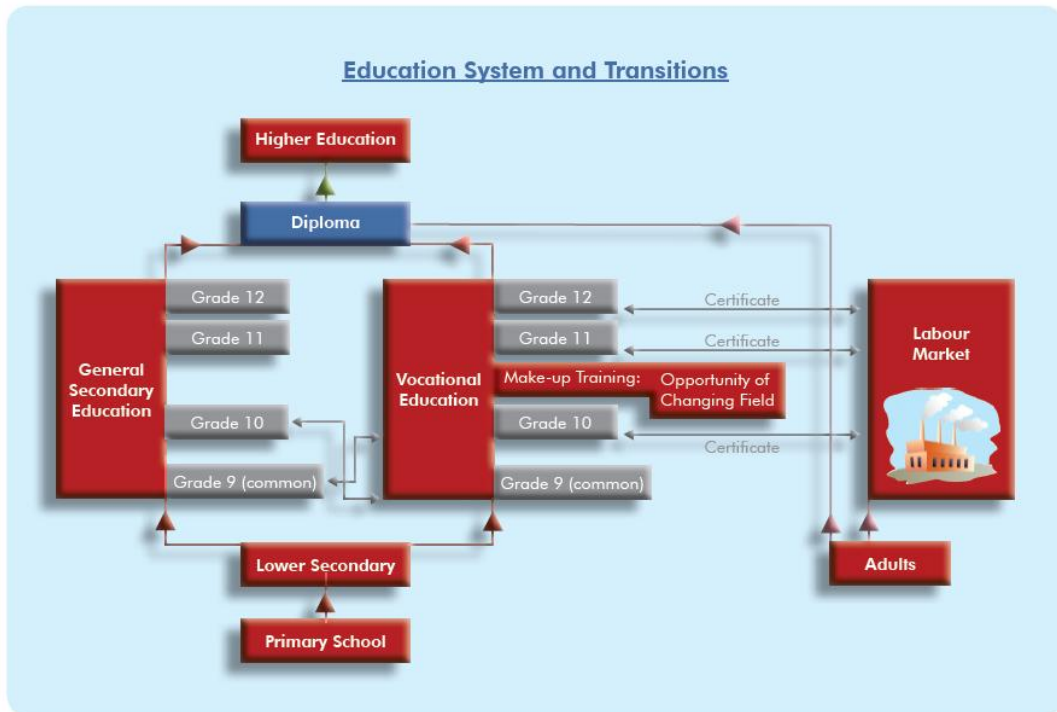
Graduates of Secondary School enrolled to Open Vocational High School can graduate at end of 4 years (8 semesters) earliest. A school year consists of two periods. Students must renew the enrollment on the internet twice a year according to the specified times mentioned in the work calendar. Students who haven't renewed their enrollment two terms in a row become dimmed. Credits of dimmed students are reserved and they can continue where they left again by signing up enrollment.



VET Schools



Electrics Lab of a VET School

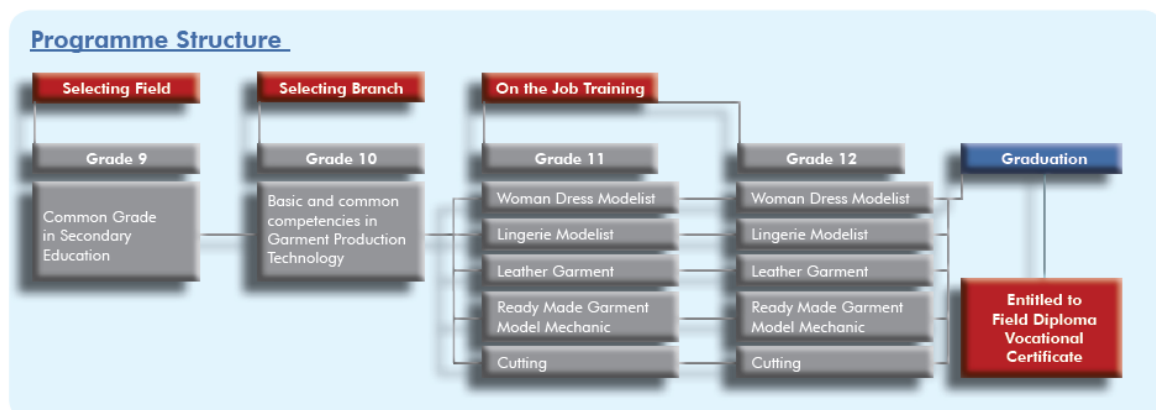


School/Institution and Program Types

Generally, the branch courses in secondary education institutions offering vocational and technical education comprise of courses gaining competencies towards various professions. Furthermore, each branch comprises of various sub-branches. Anatolian Technical High School and technical School are excluded from this generalization. The weekly timetables and curriculums implemented in Anatolian technical high schools and technical high schools are similar with the general high schools as of the common general

education courses and branch courses of natural sciences branch. The present branches in vocational and technical education institutions can be categorized as follows:

- Industrial and technical branches: Apparel, textile technologies, olive technology, and computer aided industrial modeling, decorative arts, automotive technologies, furniture and decoration, metal technology, machine technology, information technologies, apparel machinery maintenance and repair, electric technologies, electronic technologies, industrial casting, nourishment technology, construction technology, plastic arts and design, plastics technology, etc.
- Branches related to trade and tourism: Office management and secretary, accounting and finance, insurance trade and risk management, computers, marketing, catering services, accommodation services, travel agency, travel, recreational services, tourism, journalism, public relations and promotion, radio, cinema and television, etc.
- Branches related to social services: Skin care and hairdressing, child development and education, organization services, etc.





Paola LUPI

ISTITUTO D'ISTRUZIONE SUPERIORE «FERRARIS
BRUNELLESCHI», Empoli, Italy

Vocational training in Italy

We talk of initial vocational training if this is aimed by young people who come for the first time in the world of work.

We talk of continuing vocational training if it is directed to adults who have been excluded from the labour market (unemployed) and / or who wish to return in view of a new or a better integration. Continuing vocational training is part of the concept of lifelong learning that means training throughout the life course. We have to understand that for so-called knowledge society, learning must now develop as a permanent part of our work activities and personal development.

Training in school

Vocational training (otherwise known as VET, which stands for: Vocational Educational Training) in Italy is structured into two main parts: the first is accessible after the secondary school level and includes vocational schools, or alternatively the regional vocational training, and the second is generally accessible after passing the first level or second-level secondary school. This second macro range includes the regional vocational training second level, the IFTS and ITS Vocational education.

The Vocational institute, provide a curriculum of 5 consecutive years. It starts with a two-year basis, with subjects common to other types of high school, followed by two years and one last year, after passing the state exam, enable you to get the diploma of higher secondary education a specific vocational training field. The course is concluded, therefore, like every other secondary school the students have the possibility to go to the university or enter into the world of work.

Regional vocational training

The Vocational Training indicates a school curriculum for young people who want to jump right into the world of work, without having a diploma or a degree. This path is parallel and different from what the guys follow at school education (MIUR). The course of study is different and depends on the type of the Center which organizes the course. However it lasts two / three years of studies where students attend only two three important subjects (e.i English language, information technology, and mechanics or other, subjects concerning the chosen sector but only for a few hours and for the remaining time they put into practice their skills achieving a vocational qualification. at the end of the course. An important contribution to vocational training is also provided by private training institutions that offer educational content on specific areas of professional learning. Many courses offered by private institutions which, provide contents and they are accredited by the Italian regions they are free of charge because s financed by Community funds of the European Social Fund IFTS

The IFTS (Higher Technical Education and Training) are advanced training professional academic alternative ITER. They are designed and manufactured in cooperation between vocational training centers, colleges, businesses and universities. The IFTS reflect the Italian version of what that in European level is defined as post-secondary vocational education, and they belong to levels 4 of the European Qualifications Framework The postsecondary vocational education morphology is very heterogeneous among different institutions and countries, can last from 6 months to 2 years and include different subjects, depending on the specialization and local needs. However they form technicians who are considered strategic for the development of the local economy. Technical Education and Training Higher involve young people and adults, regardless of age, with or without work and give them equal opportunities. Access to IFTS is allowed to those who are in possession of a diploma High school degree, as well as those who are not in possession of a diploma High school degree as long as they can demonstrate the cultural requirements minimum fundamental and indispensable for access to a channel of post-secondary level.

The Higher Technical Institutes (ITS) are the new "special schools of technology." ITS will represent, in Italy, the new post-secondary training channel parallel to the academic courses. In these courses there are trained senior technicians in strategic technology areas for economic development and competitiveness defined at national level.

Technical Institute

The Institute is a technical type of secondary school level technical branch into Italian. The technique was designed as the logical and uses appropriate tools to achieve a given result

of the premises, is the common feature of the training of a technical institute. At the beginning the technical institute differs from professional for the duration of the course of five years, and for the joint preparation between theory and practice that ensures a sufficient basis to allow entry to university. Now each institute is the five-year period with a common introductory for the first two years and three years in which we deal with specialized subjects for each address.

Vocational Institutes

The vocational school is a type of secondary school degree which differs from the Technical Institute for Technical and addresses for the possibility of achieving a qualification after the 3rd year later, continuing his studies until the 5th year, is awarded a baccalaureate degree that gives access to all the universities. Unlike most high schools and technical colleges, offers less generic and more specialized training. With the reform Gelmini, the school year 2010/2011 were created two macro-areas: one for the service sector and one for the industry and crafts.



Roxana CROITORU and Elena ANGHEL



SC TRAINING CONS 2005 SRL Iasi, Romania

Vocational education in Romania

The education is a priority for all governments in European countries, although the structure of education varies from country to country.

In Romania is producing profound changes at all levels to create structures that are compliant with EU requirements. And the role of vocational education is very important.

National education law from 2011 re-enter the vocational school's based on principles from 1990 and provides vocational education \"with duration between 6 months and 2 years,\" organized \"in professional schools that may be independent or affiliated to units of technological high school.\"

Depending on the field of education, high-school level is divided into:

a) Theoretical

Humanist Profile

Philology

Social Sciences

Real Profile

Mathematics and Computer Science

Natural Sciences

b) Technological

Technical profile

Mechanics, Electro mechanics, Electronics Automation, Electrical, Chemical industry, Building materials, Construction, Installations and Constructions, Textile and leather industry, Manufacture of wood products, Printing techniques, Media production

Services profile

Food and Tourism, Trade, Economic, Aesthetics and Human body health

Natural Resources and the Environment protection Profile

Food Industry, Agriculture, Forestry, Environment protection

c) Vocational

Military Profile

Social Sciences or Informatics and Mathematics

Artistic Profile

Architecture, Ambient arts and design, Decorative arts, Music, Choreography, The art of acting

Pedagogical Profile

Primary - Kindergarten teacher, Librarian , Instructor - promoter, Instructor for extracurricular activities, School Teacher

Athletic Profile

Theological Profile

e) **Higher education:** university and post-university education;

f) **Permanent education.**

Pre-school, primary, secondary, vocational and post-graduate education forms the pre-university education.

The forms of organization of education are: day-time, evening, no attendance and distance learning. In the ongoing education can practice education through correspondence or distance. Education which includes primary and secondary education are day time form. In exceptional, secondary education can be organize in the evening time or distance, for people who have exceeded by more than 2 years of age appropriate class.

In the system of education can work unit's pilot and experimental application. In relation to the existing school can working groups which organizes education, high school and school, with a management system. Within the national system of education, under the direction and control of the Ministry of National Education, can be set up and can operate according to law, the structure of organized education through cooperation between units and institutions abroad, on the basis of intergovernmental agreements.

The training is designed to be achieved \"on the basis of training standards approved by the Ministry of education, research, youth and sport, in consultation with the social partners, and the standards of professional training is carried out on the basis of occupational standards\".

Practical preparation will have a weighting of 60% in the first year of studies, i.e. 6 weeks of practical and 75% in the second, economic agents will be involved directly in the vocational training of students, because vocational education is going to respond directly to the labour market.

In this respect, the government wish the initiation of a pilot project whereby, between the student, school and the trader will be complete a contract by which the operator takes his responsibility to oversee, but also to prepare the pupil during practical activities. We also want that every student has a scholarship of 200 lei monthly from the State budget, but also the traders will be able to grant scholarships on their own.

Trader's involvement in educational life can be extended up to the initial testing and to the final examination for obtaining the certificate of professional competence of the young.

The advantages are also for the learner, who can pursue his studies if he wants this and will have a job and an income, and for the trader who will know he can count on skilled craftsmen.

The practice will be made at your company or school, according to the contract between the school and the society. Upon completion of these studies, the student will receive a certificate of qualification level III, which will be recognized at european level.

With the extension of compulsory education to 10 years, the structure of initial vocational education and training has undergone major changes like:

- Improving the educational offer
- Increasing its attractiveness and flexibility
- Changing the curriculum, the conditions for completion of various educational pathways
- Development of social partnership

Some characteristics of professional qualifications in vocational education should be that:

- vocational training will by providing training for lifelong learning;
- vocational training in procurement is based on areas of key skills developed during compulsory education.
- the vocational training is undertaken to obtain a double recognition (academic and professional) which allow:

1. further studies

2. employment in the labor market;

Characteristics of Professional Qualifications which can be obtained through vocational education are:

- Extensive professional qualifications to practice more occupations;
- Professional qualifications addressed in the context of lifelong learning;
- Occupational mobility and flexibility;
- Labour market relevance;
- Transparency - validation - quality assurance;
- Credit accumulation and transfer.

Vocational curriculum components are the same as the national curriculum:

- learning environment plans
- school programs
- guides
- norms
- support materials
- alternative textbooks.

The fundamental purpose of curriculum development in vocational education:

- professional skills necessary to adapt to the requirements of work are in a continuous and rapid change;
- the acquisition of key transferable skills necessary for social integration, and rapid labor market success, but also to continue learning throughout life.
- promoting the use of teaching strategies based on student-centered learning;
- evaluation and certification based on learning outcomes;
- adapting teaching strategies to stimulate integration and performance of students with special educational needs (SEN);
- adapting training content to the economic and social development;
- design local curriculum development skills on order to adapt the courses to local and regional labor market requirements.

References

1. http://legislatie.resurse-pentru-democratie.org/84_1995.php
2. [http://www.cautalege.ro/lege-268-2003-modificarea-completarea-legii-invatamantului-nr-84-1995-\(8A4F4B91F16C1BFB\).jsp](http://www.cautalege.ro/lege-268-2003-modificarea-completarea-legii-invatamantului-nr-84-1995-(8A4F4B91F16C1BFB).jsp)
3. http://www.dreptonline.ro/legislatie/legea_educatiei_nationale_lege_1_2011.php



Stefano MORONCELLI



Core Sp Zo.o Warsaw, Poland

Vocational education in Poland

Introduction to the VET System in Poland

The Polish educational system is divided into a six year-long primary school, three year-long gymnasium and six post-gymnasium optional schools: : 3-year profiled lyceum, 3-year general lyceum, 4-years technical secondary school, 2 -year vocational school, 2-year complementary lyceum, and 3-year complementary technical secondary school. This system is the result of a reform of the educational system in Poland, implemented in 1999. At the end of the secondary education cycle, students can take the maturity examination - egzamin dojrzałości (matura), i.e. standardized national secondary school achievement examination, and receive the maturity certificate - świadectwo dojrzałości.

The Polish Ministry for National Education (Ministerstwo Edukacji Narodowej) and the Ministry of Science and Higher Education (Ministerstwo Nauki i Szkolnictwa Wyzszego) are the higher authorities coordinating all Education matters in Poland. Furthermore, as far as VET is concerned, the National Centre for Supporting Vocational and Continuing Education (KOWEZiU) is the central, public, national-level institution providing professional development services for teachers subject to the Ministry of National Education. Its mission is to inspire, prepare and coordinate activities related to professional development of teachers from vocational schools and schools for adults and to prepare and execute educational ventures related to the stages of educational transformation in Poland. It collaborates with government institutions as well as nongovernment organizations - in Poland and abroad.

Another important body to be taken into account is the Department of Vocational and Continuing Education, responsible for the recognition and analysis of educational needs for teachers from vocational schools and schools for adults, creation and development of systems for pedagogical information in the field of VET, creation of databases and information banks, and inspiration and coordination of activities in order to improve and enhance the quality of VET. Finally, the National In-Service Teacher Training Center (NTTC), a state-funded agency of the Ministry of National Education, whose mission is to support the development of a national system of teacher training in line with state educational policies.

As far as the VET administration and social partners are concerned, the main institutional platform for social partner's involvement in VET at national level is the Tripartite Commission on Socio-Economic Issues, established by resolution of the Council of Ministers of 15th February 1994. This commission is composed of representatives of public administrations, employers, the largest trade unions as well as some sector trade unions. All these organizations function in two capacities in the VET field: both as consultative bodies and as initiators of legal measures.

At national level, there is an involvement in VET issues, through the Tripartite Commission previously mentioned) with a decision-making and advisory role, training for unemployed people, programs promoting employment, planning and use of the Labour Fund (Central Employment Board) with a advising role, to the Labour Ministry, and finally, the participation in the reform of the VET system, through an advisory role.

At regional level, the evaluation is being supported by the Labour Fund, submitting applications and giving opinions concerning VET (Regional and district employment boards). The regional commissions for social dialogue are in charge of the discussion of social and economic matters crucial for the region, including issues regarding education organization and financing. At regional level, all roles are advisory. At enterprise level, the main responsibilities are the organization of practical training and vocational placements. At this level, the roles are decision-making.

IVET The Polish education system is compulsory for children aged between 6 and 16. However, education obligation remains until completion of the 18th birthday of a pupil. For most students, compulsory school encloses primary school and lower secondary school attendance (gymnasium). The further path involves public or non-public upper secondary school or non-formal education. Lower secondary school graduates start education in upper secondary general education or vocational schools, once they turn 16 years old. Most students

in vocational schools graduate at the age 18 (basic vocational school leavers) or 20 (secondary technical school leavers).

Thus, as far as practical vocational training is concerned, there are three basic forms available in Poland:

- At schools, a full-time curriculum is provided, with practical classes and workshops, with beneficiaries having student status, in basic, secondary and vocational post-secondary schools (usually practical training takes place at school premises).
- Apprenticeships are offered to people through employment contracts given during the attendance of a certain course. These work through an agreement between enterprises and schools where theoretical classes are given. Expenses incurred by enterprises on the account of the educational provision are refunded by the labour fund (one of the State special-purpose funds). This format is offered mainly by small and medium-sized handicraft firms.
- Practical training centers provide practical training for students of all types of vocational schools, based on a partial or full scope of relevant curricula, offering high quality VET to young people and adults, and special training for teachers. These centers have been created in 1996, resulting from a concentration of resources and facilities of the most important fields of VET at regional level.
- Introductory vocational training in Poland is integrated with the national educational system where two levels of vocational schools exist:
- Zasadnicze szkoły zawodowe (basic vocational schools) – prepare qualified workers (a title equal to *czeladnik* (apprentice) in apprenticeship, for the fundamental branches of economy. The education lasts 2 to 3 years (vocational training takes up 1260–1800 hours, out of which 60% is devoted to practical training). Graduation from basic vocational school enables further education on secondary level in supplementary secondary general schools or supplementary technical secondary schools.
- Średnie szkoły zawodowe (vocational secondary schools) include: *technika* (technical secondary schools - last 4 years, around 1800 hours of vocational training), *technika uzupełniająca* (supplementary technical secondary schools - 1224 hours of vocational training), new type of school – *lyceum profilowane* (profiled secondary school) which offers pre- vocational training aimed at particular discipline (486 hours), although there is a current debate whether this type of school shouldn't be given up.

Schools on this level give general and vocational secondary education with the possibility of gaining a matriculation certificate (apart from basic vocational school that gives only vocational qualifications). The schools prepare technicians and equivalent personnel in

technical, economic, trade and service professions, as well as in administrative, agricultural and arts and crafts professions. The graduates gain professional qualifications after passing an external exam.

Schools of both levels use educational programs admitted by MEN or use original curricula, which have to meet the requirements of the core curriculum, which is an official document, and gain the approval from the local educational administration – Kuratorium Oświaty (Board of Education).

CVET As far as Continuing Vocational Education and Training is concerned, this form of VET was the first to have applied market principles. Continuing education takes place in “schools for adults, continuing education centers (CKU), practical training centers (CKP), vocational upgrading and further education centers and in higher education /research institutions offering post-diploma studies, courses and distance learning. Continuing education is also provided by chambers of crafts.” There are a number of incentives for improving access to CVET. For example, under certain conditions employees can be entitled to a paid training leave of 6 days or – in an extramural system – up to 12 working days for participation in classes of primary or secondary level VET. For university studies, other rights to leave exist. The Education System act defines the tasks of adult education. The Labour Code obliges employers to facilitate the professional development of its employees (article 17). Employers with less than 20 staff can seek financial support from the Labour Fund for bringing employees qualifications up to the new requirements of their work. Employers can also set up a Training Fund to promote the professional development of their staff.

The education of adults in public schools is free. However, the system of extramural examinations introduces the possibility of officially recognizing primary school or post-primary school diplomas without the requirement of attending classes in school. A fee has to be paid for these exams according to principles regulated by law. There are also employer committees which may certify competencies on the basis of separate regulation e.g. craft chambers.

Bodies providing out-of school forms of continuing training are Continuing Education Centers, Practical Training Centers, Schools, development centers, universities and R&D institutions, enterprises, and associations, foundations, companies and other individuals and legal persons.

One of the most important elements of the system of continuing education is the Continuing Education Centers (CKUs) which are multifunctional public educational facilities offering education, upgrading and further training to adults in both in-school and out-of-

school formats. The CKUs also provide training courses commissioned by labour offices in the area of human resources re-training co-operate with continuing education providers in Poland and abroad, supply advisory services for teachers and trainers involved in adult education and offer the assistance of in-house vocational advisors specializing in adult education guidance.

Quality Assurance In the system controlled by the Minister of National Education which includes schools for adults, continuing education institutions, practical training centers and further training centers, the pedagogical supervision is performed by school headmasters and school superintendents. (Regulation of the Minister of National Education and Sport of 23rd April 2004, on detailed provisions governing pedagogical supervision, qualifications indispensable for performing pedagogical supervision as well as qualifications of the persons who can be ordered to conduct a survey and develop expertise). The model of supervision is based on the concept of “measuring the school work quality” which, in turn, is based on quality standards and indexes which are developed for the whole country by the Minister competent in the matters of education. The school or educational institution’s work quality is measured internally by the school principal every year. External measurements are carried out by the school superintendents– at least once in 5 years. The school superintendent can withdraw from measuring the school or institution’s work quality if the school or institution has documents confirming implementation of the quality management and quality assurance systems.

The quality of education in the schools for adults which educate in a specific vocation should be assured also within the framework of the external assessment system, similarly to the school system for youngsters. External vocational examinations aim at confirming vocational qualifications acquired during the course of school education. They are based on examination requirement standards established by the Central Examination Commission and conducted by Territorial Examination Commissions.

From the point of view of quality assurance in continuing education institutions which provide continuing education in out-of-school forms, article 68b of the Education System Act is essential. Pursuant to the provisions included in the Act, both public and non-public institutions can apply for accreditation which will refer to the whole or a part of the education provided. Accreditation is awarded by the school superintendent competent for the seat of the institution. However, the accreditation, introduced in 2003 is voluntary; therefore the out-of-school establishments providing education in compliance with the principles of free business activity are able to escape any control over the standard of services rendered by them.



Anna PELTEGOVA

“EVROCENTAR OBUCHENIE I PARTNNYORSTVO 21 VEK” EOOD

Razlog, Bulgaria

Description of the vocational education system in Bulgaria

In Bulgaria, the two RESPONSIBLE BODIES FOR VET (Vocational Education and Training) are the Ministry for Education and Science and the Ministry of Labour and Social Policy .

The Ministry for Education and Science has the overall responsibility for the entire school system and is the main policy-making body with budgetary responsibility and control for Initial Vocational Education and Training (IVET).

The Ministry of Labour and Social Policy and the Ministry for Education and Science are both responsible for adult education, which can be considered as Continuous Vocational Education and Training (CVET).

In terms of LEGISLATION, the most important act is the Vocational Education and Training Act (1999). The act sets regulations with regard to a citizen’s right to VET according to their personal interests and abilities. It also regulates the provision of certain conditions that ensure the functioning and development of the VET system based on the cooperation among the VET institutions and government institutions, local authorities and social partners.

The Vocational Education and Training Act – VETA (1999) – provides the legislative framework of initial and continuing vocational education and training .

Recognition of Vocational Qualification Act – RVQA (2008) – regulates the conditions and rules for the recognition of vocational qualifications, acquired in other EU member states or third countries in order to gain access and practice regulated professions . The update of the Vocational Education and Training Act aims to improve access to adult vocational training.

Employment Promotion Act (enforced in 2006) is another important act. This act sets general policies for employment, methods to gather information about employment, promotion of employment, etc. in Bulgaria.

Although legislation regarding the VET system in Bulgaria may not be as comprehensive as some other EU countries, three recent strategic documents were published in order to reach the Lisbon goals for Lifelong Learning (LLL) :

- School and pre-school Education Development National Programme 2006-2015: This document determines key curricula goals for pre-school and upper secondary education in Bulgaria. It emphasises the widening of access to education and the opportunity for LLL programmes;

- National Strategy for Further Vocational Training 2005-2010: This document aims to define the national priorities for development of LLL in Bulgaria. Better access, quality of training, and institutional and social partnerships are emphasised;

- National Strategy for Lifelong Learning 2008-2013.

A further change introduced in during the 2007/2008 school year, was the introduction of common National Exam Programs for VET.

IVET In Bulgaria, IVET begins as early as the completion of the sixth grade, i.e. when students are 12 or 13 years old. Until the age of 16, comprehensive education is the dominate education model for students. IVET elements are dispersed within the comprehensive education during this period. After completing this training period, a student obtains a comprehensive education certificate as well as initial level qualification in a certain occupational field.

In the upper secondary education, a similar mechanism exists. Students in vocational upper secondary schools (VUSS) receive IVET along with secondary education. An alternative is attending gymnasia VUSS. If a student is admitted to gymnasia VUSS after the 7th grade, the educational program lasts for 6 years. Gymnasia VUSS offers intensive foreign language classes.

Vocational gymnasia are the most popular among the institutions providing IVET since they offer the possibility to acquire a VET qualification and complete secondary education.

IVET is also available to individuals who are older than 16 and have already finished upper secondary school. VET centers or vocational schools offer adult education courses. Equal access to IVET is guaranteed by common access requirements for state-owned and municipal VET schools.

CVET Policy responsibilities for developing CVET in Bulgaria are devolved between the Ministries of Education and Science and the Ministry of Labour and Social Policy. The main challenge in CVET is to address the imminent redundancies of teachers through re-training in order to avoid unemployment. Furthermore, CVET activities have to be better connected from IVET activities. Lifelong learning in is administered by the Human Resource Development Centre since January 2007. CVET is provided by VET centers after licensing through the National Agency for Vocational Education and Science.

QUALITY ASSURANCE In Bulgaria, the Vocational Education and Training Act (1999) established a special body, National Agency for Vocational Education and Training (NAVET). NAVET's main objective is to "assure and maintain quality in the vocational education and training of young people and adults according to the labour market needs and the development of the Bulgarian economy competitiveness". NAVET's mission states it will:

- Cooperate with the social partners in implementing coordinated policies for lifelong learning, continuing vocational training and introducing successful European practices;
- Expand the access of the unemployed and the employed to vocational education and training according to the labour market needs;
- Ensure public access to useful information concerning the continuing vocational training and lifelong learning in the country and in the EU;
- Develop the List of professions for vocational education and training;
- Develop State Educational Requirements (standards) for acquiring qualifications.

External evaluation of schools is carried out by Regional Inspectorates under the Ministry of Education and Science, located in the 28 administrative centers. In 2005, the Center on Control and Assessment of Education Quality in Bulgaria was established to improve internal and external evaluation, and systems for quality control of secondary and higher schools.

Furthermore, a workgroup has been created to carry out an analysis of qualifications in Bulgaria in accordance with the indicators of the European Qualification Framework.

CHALLENGES FOR VET

- Development of life long guidance and counselling
- Development of system for recognition of competences and qualifications, acquired in previous, informal and non-formal training
- Supporting the co-operation in VET schools and the business
- Involving the social partners in the whole process of VET

- Qualification of teachers/trainers for new technologies in their profession, knowledge for the new equipment, innovations, etc.

WHAT IS AHEAD?

- Development of National Qualification Framework and its comparison to the EQF
- Development of a system for recognition of skills and competences acquired in previous training or non-formal and informal learning
- Improvement the interactions of the institutions and organizations responsible for vocational education and training on national, regional and local level
- Improvement the information of the citizens and the motivation for life long learning



Dr. Shyam Sunder PATIAR



Wales, U.K.

National Vocational Education System in UK

Vocational Education System differs widely in England, Scotland and Wales. Moreover, each sector of the industry has different requirements and it is virtually impossible to generalise the Vocational Education and Training System in UK.

Since 1968, the secondary schools offered hospitality and catering for 14-16 year olds. But in 1991/1992 General National Vocational Qualifications were introduced in hospitality and catering. It is only at this time General National Vocational Qualifications were offered in tourism and catering for the very first time. Prior to 1991, the Vocational Education and Training System were only for hospitality and catering.

In 2000, the General National Vocational Qualifications were phased out and replaced by Curriculum 2000, eventually titled Advanced Vocational Certificate in Education (AVCE). This qualification also lasted for only 2-3 years and in 2003 the original National Diplomas were re-introduced.

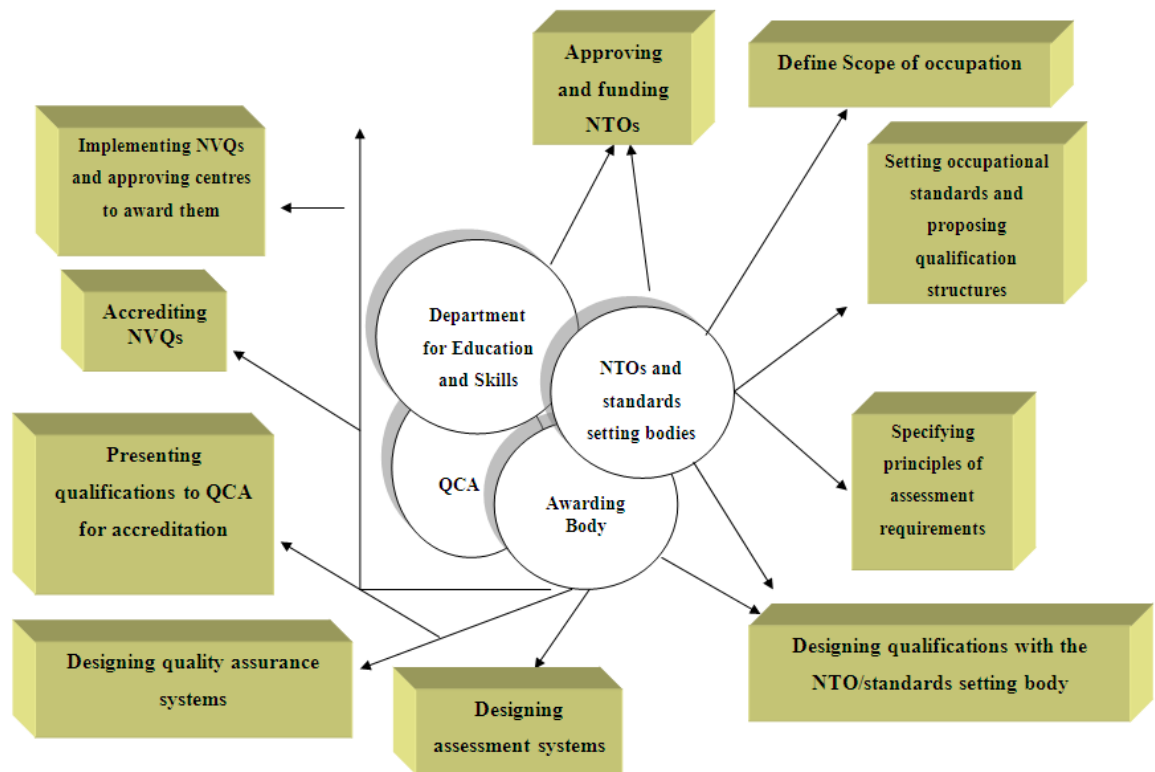
In 1990, Government also introduced National Vocational Qualifications for hospitality and catering. This was the very first move to nationalise the Vocational Education and Training curriculum in the UK across all the sectors. Unfortunately, this initiative was not really successful as each industry had its own specific needs.

There were also reviews being done on National Vocational Qualifications and in 2006, Vocationally Relevant Qualifications were introduced for hospitality and catering. This initiative supersedes National Vocational Qualifications for learners in Initial Vocational Education and Training.

National Vocational Qualification is still available for learners but mainly for Continuing Vocational Education and Training.

Please find below the relationship of various organisations in Vocational Education and Training system. And as an example of qualification, the progression chart of courses in hospitality and catering.

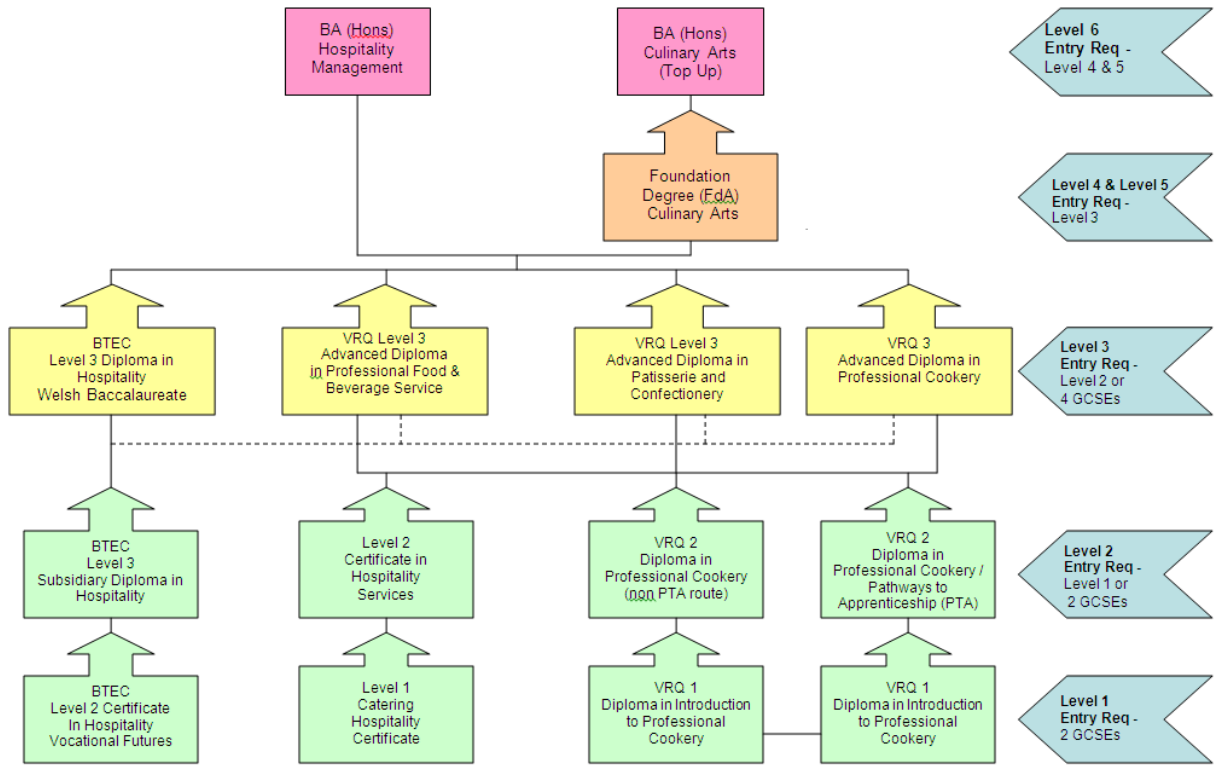
Inter – relationship between various organisations



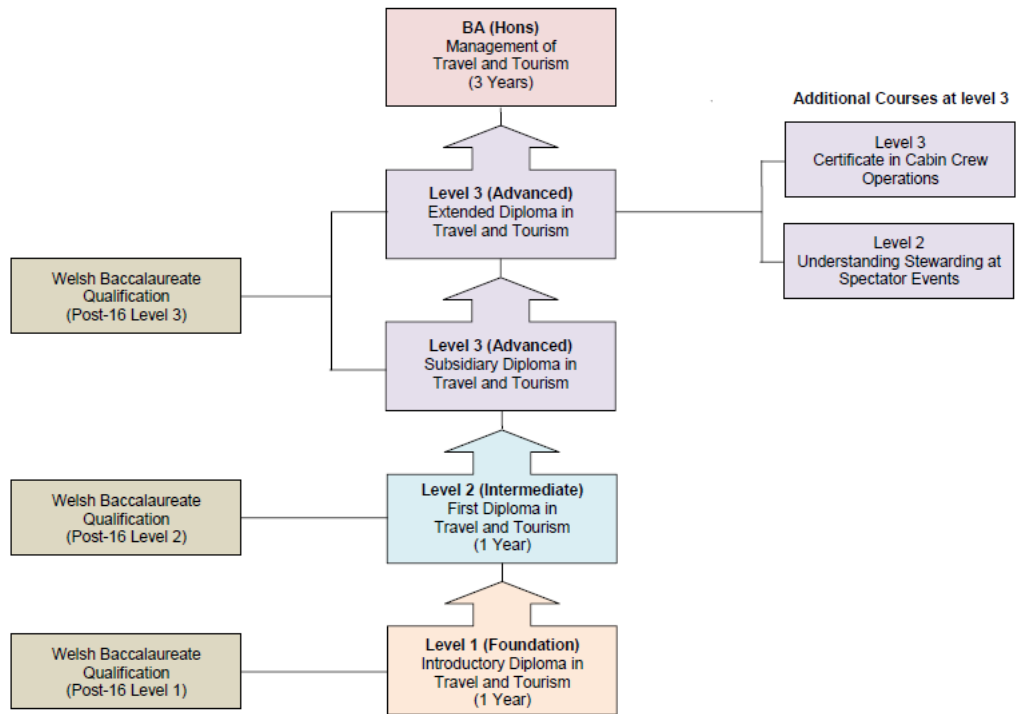
Source: Creating opportunity for people worldwide - The British Council, 2000

In addition, there are TWO Progression Charts given below highlighting the inter-relationship between various qualifications and the progression route from Level 1 to Level 6.

HOSPITALITY – Rhos Site: Main Entry and Progression Routes-2013/2014



Vocational Education and Training - Travel and Tourism Progression Routes



CHAPTER II: Workshop with the topic: HOW TO USE E-LEARNING MATERIALS OF VOCATIONALLY ORIENTED LANGUAGE LEARNING (VOLL)



Contents:

1 How to use e-learning materials of vocationally oriented language learning (VOLL) (Roxana CROITORU and Elena ANGHEL)	32
2. English as a business tool for non-native speakers (Simona Maria DRELCIUC)	39

How to use e-learning materials of vocationally oriented language learning

By Roxana CROITORU and Elena ANGHEL

SC TRAINING CONS 2005 SRL, Romania

Teachers of foreign languages have always tried to find ways to make their students active participants in their own learning. This has proved to be a real challenge, especially nowadays, when students are different from those a few years ago: they have other interests, a different life style, and this is a real problem for their teachers.

We all know that language learners do not always need teachers. They can set about learning in a variety of ways. Some learn by studying on their own at home with books, CDs, cassettes, multimedia computer programmes, video tapes and so on; others seem to “pick up” a language just by living and communicating in a place where the language is used.

When it comes to learning a foreign language vocationally oriented (in administrative, touristic, technical field), e-learning becomes particularly important. E-learning platforms, electronic dictionaries, websites or CDs containing material for learning a foreign language are key elements in complex accumulating of a specific language from a specific field of expertise.

So what is a teacher for? A short answer would be: to help learning to happen, to create conditions in which the learners might be able to learn and to create rich learning opportunities for students but also acknowledging that “you can take a horse to water but you can’t make it drink” and having all this in mind to use as many active –participating methods as possible.

However, the use of alternative materials in teaching a foreign language could be one of the solutions found by teachers to interest their students.

A question that the teachers are being asked more and more these days is: “Do your students ever READ?” And this happens because we live in a so-called “media-crazed” society that devalues reading; the students are blamed for their lack of reading or their near-addiction to film and video. It would be good if teachers could appeal to their students and motivate them to actually read. But we have to understand that we are living into the Internet

age and we cannot forget this thing neither in the way we conceive the strategies for teaching a foreign language.

Into the first public schools (1960) the teacher was considered the manager and the principal leader of the instructional process. After 1971 in schools are promoted the first educational technologies, but in the same time the number of students in every class increased very much. After 1981 the first drill and practices classes were realized. Starting with 1984 manufacturers of commercial applications developed tutorials programs and learning games. These know a very wide spread through forms of promo like demo programs, shareware or freeware programs.

After 1990 in schools are developed pedagogical multimedia systems and software design tools. The applications are realized on CDs and other devices. Author ware and Learning ware systems marks the main directions of computer-aided learning environment. They are beginning to provide the opportunity to improve education through the use of computing devices (PCs, CDs, DVDs, TV, PDAs, and mobile phones) and of communication technology (Internet, e-mails, chats, or collaborative software as wiki or blogs).

Educational resources became available on the Web and distributed for free (by being used, integrated and accessed and by collaboration with specialists in different topics). The trainees benefit from the guidance of a tutor who plans the group activities, submits to the group different aspects using forums, blogs, chats or virtual classes, provides auxiliary resources or requires directions of future actions. Through interaction and collaboration the group of trainees can form a real virtual community.

Teachers must be proficient in these skills in order to develop good practices in their students and help students to include these skills during the learning process. These activities will give you a chance to actively participate in using some of the web- based tools that are commonly used in classroom and to discuss authentic ideas for using these tools.

A traditional class contains limitations and challenges that affect language learning. The time a teacher spends with each student is limited. The teachers are not native speakers in a foreign language; therefore it is difficult to expose students in a classroom to authentic language, especially oral language. Another problem would be that language learning often focuses on isolated parts that become detached from real speech. The use of technology provides students with more time on task and a way to minimize these class limitations.

The course material has a static component which is prepared by the tutor and a dynamic component resulting from the interaction between the participants, from their suggestions, comments or even resources they brought.

Most e-learning environments allow monitoring the trainee's activities and also some interacting audio-video, or working groups.



In addition, teachers often use the media in language learning because using films in class can be very efficient and can offer valuable teaching resources. Overall, the films are a rich source of linguistic and cultural information. They add variety in language classes and introduce an element of diversity in the curriculum, becoming a powerful tool to motivate students.

Almost any video can be used to teach a foreign language: commercial films, TV programmes, holiday films, documentaries, etc. The most important reasons why teachers use these in teaching a foreign language are:

- to practise/ consolidate a range of language points;

- to introduce subjects for debate;
- to encourage conversations among students;
- to improve writing skills;
- to introduce new vocabulary;
- to develop language skills (with visual aid).

There are various ways in which we can exploit films/ videos in the foreign languages classroom:

- Films are traditionally used with a combination of reading a book, viewing the film, and then writing a compare and contrast paper. However, the use of films in language classes should go beyond the “read-the-book-see-the-film” pattern. The teachers usually portray reading the novel as the “hard work” and seeing the movie as a treat or reward. Even when the teacher engages the students in comparison/ contrast analysis of the book and film, the teachers often convey the message, intentionally or unintentionally, that books are inherently better than movies. But there are strategies that enable the students to understand what films do, not just what films cannot do. Films often motivate the students to read particular books or to find further information about certain aspects in it.
- Films can be also used as a sort of warm-up activity. The teacher chooses the film based on the topic that she/ he is planning to teach and shows it to them before starting to teach that particular topic.
- The teacher can give students a set of questions before they watch the film and the questions should be very clear (if necessary, the teacher also pre-teaches vocabulary). In this way, the teacher helps the students to deconstruct the film (its story). The questions vary from content-based questions to discussion questions, focusing on the themes of the film (e.g. self-image and perceptions, relationships, success, etc.). The teacher should help students be effective in deconstructing (analyzing) the film/ media that they access. It is about the message and how it is important to us as individuals and how it connects to what is being learnt in class.
- The teacher and the students can also discuss the use of camera angles, lighting, dialogue, symbolism, and other techniques used in the film to communicate ideas.
- Sometimes, students’ concentration can wane if they watch a film for too long. Therefore, they do not always need to see a whole film, not even a whole scene, if it is not relevant.

- Another way to use films in the class is to stop the film at particularly critical points and then to question the students about a particular issue (or let the students come out with what they feel or how they react to what is happening); strategic stopping can sometimes be essential.

Currently, in addition to using media, new perspectives were opened to educational practice due to the rapid changes and to technological progress and also to globalization trend. E-learning has become an interesting alternative to traditional training methods, so it has been adopted by many schools both theoretical and vocational ones.

CBL – Computer-Based Learning is education enriched by using a set of methods of using informational systems as pedagogical tools integrated into a formal or informal educational context.

Online training refers to training that is developed with a PC connected to a network. The educational content can be presented like a traditional session or like a collaborative work session, performed using communication technologies. Educational materials can be graphics, texts and audio-video.

WBT – Web-Based Teaching extended online education through organisation of groups of students having a tutor and some communication systems between them like e-mails, forums, video-conferences.

An **electronic course** is a traditional one put into an accessible format like text, audio-video material using a PC.

Virtual class is an online learning space that trainees can use simultaneous. Usually it can be used as a live conference.

By **whiteboard** we understand an online function which can be compared with a virtual blackboard where a lot of trainees can write and design simultaneous. Everybody can see immediately the changes done by others.

Tele-tutoring means teaching assisted by electronic technology. We can use the terms of e-tutoring, Online-Trainer etc.

VLE - Virtual Learning Environment has 2 basic functions: interaction between tutors and students including communication and exchange of information; content distribution meaning online publications, management and recovery of documents and other information.

E-learning is the interaction between teaching\ learning process and information technologies – ICT (Information and Communication Technology) – covering a wide range of

activities, from computer-assisted education up to education taking place entirely in an online manner.

An **e-learning system** consist of a planned teaching experience, organized by an institution that provides educational resources stored on electronic media in a sequential and logical order ready to be treated by the trainees in their own manner.

Educational software is any software in any format that can be used on any computer and is a topic, an idea, an experiment, a lesson, any alternative to traditional education methods.

E-learning has many advantages:

- *online accessibility* – an important feature specific to this type of education which means the access to education via Internet in real time, from anywhere and at anytime, 24 hours a day, 7 days a week; There is no dependence on time;
- *concise and selective educational content*
- *individualization of learning* – each trainee has a different style of assimilation of knowledge based on a type of memory (auditory or visual);
- *various teaching methods* - e-learning programs must be based on various teaching methods , to guide the trainees during the lifelong learning;
- a series of experiments studying the effect produced on trainees by using various media in learning process led to the conclusion that, in general, a diversified educational materials is retained at least 80% by listening, viewing and interactivity;
- *reduced costs of distribution* - educational software and e-learning solutions are not cheap. However, their costs are lower than those implied by the "classical" learning session because they are eliminated travel expenses, rental of spaces for courses, accommodation and meals for trainees;
- *reduced time study* - in some cases, depending on the technical solution adopted, and time can be categorized as cost reduction
- *various dynamic technologies* – they allow a pronounced feedback in real time, and formative and summative assessments, made in an easy way and by the most knowledgeable evaluators;
- *the organization of online education is done using topics* - in a virtual classroom can be put together subjects of all ages with various backgrounds, neglecting the spatial boundaries.

Disadvantages of e-learning

- *high drop-out rate of students* – this type of distance education requires consistent and sustained efforts by all participants in the educational process;
- *high costs for design and maintenance* - these include technology costs, transmission information in the network, maintenance of equipment, production materials.



Positive aspects	Constraints
<ul style="list-style-type: none"> - Learn new things you cannot learn at home. - Possibility of taking the important parts - Knowledge is faster and more spread. - You can do it on your own. - Technology enables better simulations. - Additional learning - More objective - No filters or barriers (not afraid to ask). - Good help for disable people. - Students may prefer e-learning than going to classes. - Companies can use it for knowledge management and training employees. - Teachers can follow the evolution of the students. 	<ul style="list-style-type: none"> - Tendency to print everything - No social contact - Lack of technical infrastructure. - Cost for the pupil & software costs. - No preparation -> old mentality. - Problems for recognition & accreditation - To learn how to use computers. - It has to be accessible all the time - It is not good for every kind of course - Problem with the language - Too much work for the teacher: too many things to be put online

English as a business tool for non-native speakers

By **Simona Maria DRELCIUC**

BUCOVINA TOURISM ASSOCIATION, Romania

“The utility of any potential gain is inversely proportional to the quantity of items already possessed”

Daniel Bernoulli

Business English courses are now offered by most Romanian Universities and The British Council organizes exams for Business English and Financial English, but rather for advanced learners. Textbooks and dictionaries are now widely available for individual study as well and E-learning is also a useful tool, but due to the lack of self-motivation in most individuals, studying within an organized group, with a qualified trainer, proves to be more efficient.

Most of the teachers have similar degrees in Humanities or have majored in one or two foreign languages. Most have no ESP training and must therefore rely on what is available on the market and start from scratch.

Most of our students have basic English skills. Some have none, but are highly motivated. We observed that non-native students are more interested in acquiring the language skills needed for employment. Good command of the specific vocabulary of the business and tourism vocabulary improves their career prospects. Job-experienced learners need English to achieve an end and therefore increase productivity. One foreign language is mandatory in the curriculum. Generally, students can choose between French and English. They are more motivated and goal-oriented than General English students.

Even if French is easier to learn for Romanians, most of our students will choose to study English. However, their level will be assessed based on a formal test or an interview. Beginners will focus more on individual study. Job experienced learners are focused on the practical rather than theoretical knowledge. Courses will be designed in relation to their needs.

Bucovina is an area with a great tourism potential, and there is increasing demand for in-company language training. Since English courses are mandatory, students will eventually have to take a written or an oral exam. They are assessed on a continual basis throughout the semester, during classes. They are aware of this, as this objective is set at the beginning of the semester. Students are highly encouraged to speak during classes and there is strong emphasis

on their ability to make themselves understood and to understand and respond to others' opinion. Job-experienced learners have a more flexible assessment based on the specific objectives they have negotiated with the trainer. Their focus is not on a grade, but on whether they have actually acquired the skills they needed. The English courses are parallel to the academic courses, and so they are closely related to the specific subject areas the students are studying each semester.

Business and tourism students also study commercial correspondence, social interaction depending on their specific business sector. For instance, if Tourism and Business Administration students study Marketing during one semester, the English course will incorporate marketing and advertising vocabulary, numerous discussions about TV and newspaper ads and self-promotion and personal branding strategies (CVs, resumes, cover letters, business cards design, etc.). It is really important for an English professor to be genuinely interested and passionate about economics, tourism and the business environment in general. Being enthusiastic about what you teach and what they learn is the real secret to motivating your students!

The atmosphere is usually very light-hearted and easy-going. No stress is added to their already busy schedule. Sessions are usually based on discussions about the topics, incorporating grammar points and new vocabulary.

All students are encouraged to take a general level test online, at www.englishjet.com, to assess their specific needs. Classes are often based on topics from the BBC website for business English, incorporating real life situations, conversations with business partners, socializing in business, etc. All students who wish to go abroad as part of the Erasmus exchange program are encouraged to prepare online, at www.englishlearners.com, where they can also find the tests they will have to take as part of the interview.

Students from different undergraduate programs are encouraged to join the classes, thus having the chance to know each other and communicate with their peers. They exchange information about various classes and share tips on how to get through the rough years of college. I often refer my students to business people in need of translation services and many of them have thus eventually found a permanent job after graduation.

We have groups made up of people with common interests, common characteristics or colleagues. The aim is to achieve the best out of peer pressure and peer assistance. Without exception, people with common interests, common characteristics or colleagues go out of their way to help each other. I try to learn from my students as much as they can learn from me. Controversial topics, such as “Everybody has a price/ The car is the curse of mankind/

Everyone should leave home at 18”, are great opportunities for interaction. I anticipate that at the end of the semester, my students will not only have mastered the specific vocabulary of the business environment, but that they will also be able to:

- make themselves understood;
- communicate properly in social interaction;
- avoid the common mistakes in terms of language and choice of topic in conversations with others;
- be more open minded and understanding about others’ needs.

Non-native students will often find it hard to employ the vocabulary they learn in English class in real life situations. I often encourage them to either go to an English speaking country, either on vacation or even for a job, as this is the only way they will truly have the chance to become fluent and enrich their vocabulary. However, working in the tourism sector here will give them the chance to interact and practice their vocabulary with native speakers. This is what I am preparing them for!

This is a poem on the wall of our classroom written by Jim Wolf, which shows exactly my opinions:

“I want to teach my students more than lessons in a book;
I want to teach them deeper things that people overlook...
The value of a rose in bloom, Its use and beauty too;
A sense of curiosity to discover what is true;
How to think and how to choose the right above the wrong;
How to live and learn each day and grow up to be strong;
To teach them always how to gain in wisdom and in grace;
So they will someday make the world a brighter, better place.
Lord, let me be the friend and guide to give these minds a start...
Upon their way down life's long road then I'll have done my part.”

CHAPTER III: PILOT COURSES: CURRICULUM, TRAINING PROGRAM AND LESSONS PLANS



Contents :

1.English Language Programme for Italian Students at Grŵp Llandrillo Menai (Dr Shyam Sunder PATIAR).....	43
2.European Strategic Framework for Education and Training (Marcello CORSANO).....	49
3. English for Tourism course (Lacramioara BEILIC).....	53
4.Vocationally oriented English pilot course for municipality polices (Anna PELTEGOVA).....	58
5. Integrating general purpose and vocationally –oriented language learning (VOLL) – new goals for teacher training (Anna PELTEGOVA).....	60

English Language Programme for Italian Students at Grŵp Llandrillo Menai

02/09/2013 to 06/09/2013

By Dr. Shyam Sunder PATIAR

Grŵp Llandrillo Menai, Wales, U.K.

The **Grŵp Llandrillo Menai** from Colwyn Bay, Wales organized a pilot course for 11 Italian students in order for them to improve their knowledge in English language. The students came along with 2 teachers.

The course consisted in 15 sessions, each session containing several activities.

As a result:

- The students' vocabulary was extended
- The students' pronunciation of English was corrected as appropriate
- The tutor was given the opportunity to assess the ability level of individuals and the needs of the group as a whole prior to delivering the lessons. A specimen copy of the lessons plan 1 and 2 are given below.

LESSON PLAN 1 – Monday, 2nd September; 2013

Session1, Activity Group

Session 2, Plenary

Time: 11:15-12:15 **No.in group:** 13 (11 students, 2 teachers)

Teaching Objectives:

- Knowledge of English alphabet
- Understanding of the orthography of English
- Correct articulation of the 24 English consonant phonemes
- Knowledge of the common graphemes correlating to the consonant phonemes and the familiarisation of keywords to aid this knowledge.

Learner Outcomes:

- Learners will be able to recognize the names of the letters of the alphabet

- Learners will be able to correctly articulate the 24 English phonemes on sight with 75% success
- Learners will be able to name the corresponding common graphemes with 75% success

Resources:

- Flipchart and pens
- THRASScharts
- THRASS flash cards
- Treasure Race game boards
- Coloured counters
- THRASS playing cards (consonants only)
- Lollipops (fun prizes)

Assessment Opportunities:

- Formative assessment prior to and post the activity.
- Summative assessments post the activity.

Introduction:

1. Learning objectives to be shared with the students.
2. Oral assessment of the names of the letters of the alphabet.
3. Oral assessment of the spelling of the 24 consonant phonemes.

Teacher led activity:

1. Revision of the alphabet (letter names).
2. Explanation of the orthography of English ie. graph, digraph, trigraph and quadgraph. Use of flashcards to illustrate this.
3. Distribution of THRASScharts and explanation of the phoneme/grapheme correlation focusing upon the consonant phonemes.
4. Practice of the correct articulation of the consonant phonemes.

Group Activity:

- The students were divided into 4 groups– 1 x 4 students, 3 x 3 students
- Explanation of Treasure Race Game (see accompanying sheet)
- Re-visit the learning objectives in relation to the game.
- In groups the students play the game.

Plenary:

1. Re-visit the learning objectives of the session.
2. Peer assessment of the knowledge of the alphabet.
3. Formative assessment of the correct articulation of the consonant phonemes through an oral session.
4. Summative assessment of the phoneme/grapheme correlation through a written assessment.
5. Self evaluation – students’ comments upon the usefulness of the session and their individual progress as a result.

Outcomes:

- 81% of students were able to recite the alphabet unaided.
- 100% of students understood the orthography of English.
- 63% of students were able to correctly articulate the consonant phonemes with a 75% success rate.
- 72% of students were able to name the graphemes with a 75% success rate.
- 100% of students reported that their knowledge of English pronunciation and spelling had improved as a result of this session.

LESSON PLAN 2 – Thursday, 5th September; 2013

Session 1, Group

Session 2, Plenary

Time: 10:00-10:30 **No.in group:** 13 (11 students, 2 teachers)

10:45-11:00

Teaching Objectives:

- Revision of the orthography of English
- Correct articulation of the 20 English vowel phonemes
- Knowledge of the common graphemes correlating to the vowel phonemes and the familiarisation of keywords to aid this knowledge.

Learner Outcomes:

- Learners will be able to correctly articulate the 20 English phonemes on sight with 75% success

- Learners will be able to name the corresponding common graphemes with 75% success

Resources:

- Flipchart and pens
- THRASS charts
- Rules of 'Phoneme Snap'
- THRASS playing cards (vowels only)
- Lollipops (fun prizes)

Assessment Opportunities:

- Formative assessment prior to and post the activity.
- Summative assessment pre and post the activity.

Introduction:

1. Learning objectives to be shared with the students.
2. Oral assessment of the names of the letters of the alphabet.
3. Written assessment of the spelling of the 20 vowel phonemes.

Teacher led activity:

1. Revision of the alphabet (letter names).
2. Revision of the orthography of English ie. graph, digraph, trigraph and quadgraph. Use of flashcards to illustrate this.
3. Distribution of THRASS charts and revision of the phoneme/grapheme correlation focusing upon the vowel phonemes.
4. Practice of the correct articulation of the vowel phonemes.

Group Activity:

- The students were divided into 4 groups– 1 x 4 students, 3 x 3 students
- Explanation of 'Phoneme Snap' (see accompanying sheet)
- Re-visit the learning objectives in relation to the game.
- In groups the students play the game.

Plenary:

1. Re-visit the learning objectives of the session.
2. Peer assessment of the knowledge of the alphabet.

3. Formative assessment of the correct articulation of the vowel phonemes through an oral session.
4. Summative assessment of the phoneme/grapheme correlation through a written assessment.
5. Self-evaluation – students’ comments upon the usefulness of the session and their individual progress as a result.

Outcomes:

- 91% of students were able to recite the alphabet unaided.
- 100% of students understood the orthography of English.
- 81%% of students were able to correctly articulate the vowel phonemes with a 75% success rate.
- 100% of students were able to writethe graphemes with a 75% success rate.
- 100% of students reported that their knowledge of English pronunciation and spelling had improved as a result of this session.

Conclusion;

- The analysis of the evaluation report has mainly been carried out by the quantitative analysis of the results. However, some of the delegates have expanded their answers with comments which are indicated below:

Positive Comments:

- I knew everything before departure
- I knew everything about the trip
- We received all the needed information
- Very nice and comfortable accommodation
- The house owners were nice
- The family is very kind with us and the boys are very friendly
- The programme has been very well organised
- I enjoyed the trip and the lessons
- There are lots of attractions near the house where we stayed
- The programme is very good because the teaching methods are very useful
- We have visited many places and attractions near Llandudno

- The information and materials we received were very useful because we talked a lot about the history and attractions
- All information we received was fundamental to find what we wanted to see
- Very useful, especially for history of Llandudno
- I have improved my English pronunciation
- It was all ok
- Good and useful material
- The lessons are very well exposed
- The quality was very good
- The teacher tried to talk to us and to improve our English
- I think the course was very useful and Mrs Brookes was very good
- The lessons were very well exposed
- The quality of teaching is very good and the number of taught sessions is properly
- The teacher tried to speak clear and slow
- We all had the same opportunities and we contributed on the works
- The students participated to the lessons
- Our opinions were respected and everyone had the possibility to speak
- The teacher has been very kind to us
- The course was organised very well
- I improved my English talking with teachers

Negative Comments:

- They didn't give us much information about accommodation
- We thought that we were going to stay in a hotel and not in a house with other people
- The communication in Italy wasn't exactly
- The only problem was the shower: there was only one for nine people!
- I think that an assessment of English could help the teacher to know what is the English class level
- I think it could be better if we are able to mix with other English speaking students
- It would be better if we could have met some students
- We stayed just a week so we didn't have much time to improve our English.

European Strategic Framework for Education and Training

By Irene Esposito

ASSOCIAZIONE GIAST, Lecce, Italy

Objectives of the pilot course organised in Lecce, Italy were:

- to develop innovative methods for the students and employers to improve their vocationally oriented language skill
- to increase the motivation of business sector and students to learn vocationally oriented language
- to teach how to use e-learning materials of vocationally oriented language learning (VOLL)
- to educate and train the language teachers in the field of vocationally oriented language learning (VOLL)
- to organize pilot educations and workshops in order to share the good practices in VOLL
- to organise vocationally oriented language learning pilot courses for graduated men and unemployed people in the touristic field with professional aim

Tourism is one of Europe's most important economic activities directly generating more than 5% of European Union's GDP and employing over 5% of the total labour force, nearly 10 million jobs. There are many actions being taken to promote Europe as first destination by the European Commission in line with the communication on Tourism adopted in June; 2010. EC Vice -President Antonio Tajani recently stressed that EU will continue its relentless efforts to ensure a competitive and sustainable growth for the European Tourism.

Actors involved:

- vocational school
- world of work
- universities and institutions experienced in vocationally oriented language teaching
- effective and productive work with the sectorial and geographic

The project development:

- web site
- international seminar

- workshops
- handouts
- local activities
- the multiplier effect of the project will be increased

What we do?

1. Help to recognize new working opportunities across Europe
2. Assist the progress of the qualifications and standards of European Vocational Education and Training system (EVET)
3. Help to compare national methods and techniques in VOLL with the other partners'
4. Helps to integrate the good practices to the national Vocational Education and Training (VET)
5. It can increase the cooperation among the participating institutions
6. Help the proper dissemination of the experiences and practices through Europe, provide better knowledge management
7. With increasing the rivalry in the field of European Vocational Education, inspire and increase performance
8. Extend the methods of cooperation between individuals (students) to motivate team work and project work
9. Promote the acceptance of difference and diversity as the emphasis nowadays is on cross cultural interaction and communication
10. Encourage experts to share their experience at international level
11. To get information and experience of best practices to develop our own vocationally oriented language learning system

Concrete objectives:

- to develop innovative methods for the students and employers to improve their vocationally oriented language skills
- to increase the motivation of business sector and students to learn vocationally oriented language
- to teach how to use e-learning materials of vocationally oriented language learning (VOLL)
- to educate and train the language teachers in the field of vocationally oriented language learning (VOLL)
- to organize pilot educations and workshops in order to share the good practices in VOLL

Acronyms and abbreviations in travel & tourism industry

The topic stimulates the students' interest (it belongs to their socio-cultural field), can develop the ELP model, allows the involvement of "students with special needs", allows a multidisciplinary analysis can be analyzed through different sources/methods and activities by:

1. reading the selected text and watching a video in order to stimulate the audio-visual faculties;
2. interacting and discussing;
3. searching, creating and modifying materials through computers

Before every course we have to put ourselves some questions about the learners, such as:

1. How well are the learners able to interpret oral/written texts?
2. Can the learners create oral/written texts that are intelligible, interesting, interpretable to other members of the speech community?
3. Are the learners aware of the functions that English serves in that community?

METHODOLOGY

- Warm-up: Oral Discussion (to encourage students/to prepare them for the task and the topic of the lesson/to create expectations about the new subject matter/to activate pre-existing knowledge);
- Reading Activity – Comprehension & individual/group exercise;
- Debate/Expressing a choice/final survey- Formative Testing
- Watching activity- Comprehension & individual/group exercise-Evaluation in itinere (Lab activities)
- Meeting a mentor & Summative Assessment;
- Enlargement: connections with other subjects.

TEACHING TECHNIQUES

Cooperative Learning- the classroom is organized into academic and social learning experiences;

Brain Storming- all members will contribute with their own ideas;

Opinion-sharing- students share ideas;

Simulated Immersion- students simulate a real situation;

Learning by doing.

APPROACHES - A Polymodel (Eclectic) Approach in ELT (KACHRU's Model)

A LEARNER CENTERED APPROACH!

1. Communicative Approach: (language is to communicate information) mixed with Textual approach (the text will be analyzed in depth) and Lexical approach (students enlarge their lexis);
2. PPP: presentation/practise/production- ESA model: engage/study/activate;
3. GOPP (a Goal oriented project planning).

CONTEXT

For: students, employees and employers;

School Orientation: Professional (tourism);

Level: A2 - they can:

1. understand commonly used expressions or the topic of simple conversations –ORAL COMPREHENSION;
2. read short and simple texts such as letters- WRITTEN COMPREHENSION;
3. provide simple description about themselves, their family, their hobbies- ORAL PRODUCTION;
4. write short messages, personal and commercial letters- WRITTEN PRODUCTION.

ORGANISATION OF THE MATERIAL

Training Preparation - a short introduction to each section to give some ideas about how to prepare training activities on different topics,

Tools Presentations - sample text and illustrations for Powerpoint slides and recommendations for use of flip charts and other presentation tools;

Tools Handouts - a few samples of short handouts (usually 1 or 2 A4 pages);

Tools: Exercises and Templates - instructions on how to run practical training exercises, including any ‘case study’ notes or templates that participants might need to complete the exercise;

Glossary of Terms and a list of References.

LEARNING ACHIEVMENT:

In most cases, the basic objectives were achieved. (The students turned out to be very adequate for their tasks).

Further activities could fix the rules and the vocabulary we proposed.

English for Tourism course

By Lacramioara BEILIC

BUCOVINA TOURISM ASSOCIATION, Romania

1. The alphabet: spelling and pronunciation rules
2. General expressions
3. Formal introducing
4. At work: expressing place, time, describing the work place
5. Kitchenware
6. Food: names of food, expressing likes and dislikes
7. Drinks: likes and dislikes, names of drinks.
8. Meals of the day
 - 6.1 Breakfast
 - 6.2 Lunch
 - 6.3 Tea
 - 6.4 Dinner
 - 6.5 Supper
9. Healthy eating: diet and vegetarian meals
10. Traditional food and cuisine
11. Methods of cooking
12. Waiting in a restaurant
13. Ordering food on the phone
14. Revision

The course is designed for staff from hotels and restaurants. The course is aimed at developing the professional language skills by means of authentic texts and dialogues and at upgrading the students' general knowledge of English.

Needs analysis: First of all, the needs of the students, of the company and of the individuals need to be assessed and the level of English required by the job must be clearly defined. The English level of each trainee should also be clearly assessed.

Syllabus: The English for Tourism course has clearly defined objectives and a well-defined lexical area. The course objectives and language areas can also be changed on an ongoing basis.

Course objectives: Depending on the analysis findings, the course objectives are subsequently defined and worded in relation to the skills/tasks required on the job, the course of study or in terms of the required language improvement (command of structures or pronunciation, etc).

Time: There are usually time constraints in the case of language training, as the need for training must be cost-effective.

Learner expectations: Employees are more goal-oriented and they are expecting success. Business people normally have high expectations of efficiency, quality and professionalism.

Materials: Printed, audio and video materials are provided by the trainer and they usually meet the specific needs and expectations of each individual or group. Therefore, the materials for the English for Tourism have been developed specifically to meet their needs.

Methodology: The learning tasks and activities are usually the same as those of general English courses, especially for teaching structures, vocabulary and social situations. Role-plays are common to both but the language and situations will differ. **English for Tourism** could entail tasks related to management training (problem-solving, decision-making), and the trainees may be given numerous opportunities to present and discuss aspects of their work.

Evaluation of progress: Unlike English courses taught in colleges and universities, where the examinations are set (oral or written), in the case of vocationally oriented English training, examinations are not necessarily required. However, the trainer may make use of an English test or conduct an informal assessment, where the emphasis is usually on the success in communication (did they express ideas precisely enough or appropriately enough for a specific situation?)

Performance Objectives

One of the main characteristics of English for specific purposes courses is the emphasis on performance – the training must be operationally effective. The priorities of the trainees consist in being able to understand and get their message across, i.e. they need to acquire sufficient language accuracy to communicate ideas without ambiguity and without stress for the listener, to clarify or check unclear information, have clear pronunciation and delivery, and these performance criteria need to be seen in the context of the specific situations they will be involved in. Therefore, the learners will sometimes want to discuss the course objectives and the methods used to carry out these objectives. Learners should be encouraged to see the trainer as a valuable resource, not be embarrassed about their lack of knowledge and always feel at ease about asking specific questions and be open about their problems.

A specific English for Tourism industry skills *check-list* should typically include:

Speaking

- Giving specific information
- Making formal/informal presentations
- Instructing or demonstrating on the job
- Giving descriptions and explanations

Interacting

- Receiving visitors/guests
- Showing visitors around
- Entertaining or being entertained
- Participating in discussions
- Telephoning/taking orders
- Providing product details

Listening

- Following instructions
- Acknowledging specific requests
- Following descriptions and explanations

Reading

- Documents
- Guest lists
- Specific requirements lists
- Technical specifications and manuals
- Scanning for specific information

Writing

- Letters and faxes
- Recommendations and cover letters

Specific competencies acquired in the *English for Tourism* course:

1. Manage to perform the tasks needed to serve food & beverages according to the standard of performance manual of the hotel/restaurant;
2. Be able to greet customers, welcome and serve them in a professional, discreet and personalized way;
3. Eventually acquire in depth knowledge of the food & beverage menu of the assigned outlet in order to assist and provide advice to guests;

4. Be able to practice good customer relations and attend to customer complaints / queries satisfactorily;
5. Be able to use up selling techniques to meet and exceed guest expectations;
6. Make good use of English language structures and grammar in order to get messages across and provide specific information.

Sample conversations from the *English for Tourism* course:

A. Good morning! Can I help you?

B. Good morning! I would like to ask what you serve here. I cannot see any kind of tea on the menu!

A. It's a coffee bar Madam. Would you like a cup of coffee?

B. Let me see. Well. Can I have a cup of espresso coffee?

A. Just a minute. Here you are! Anything else?

B. No, thank you. Are you open every day?

A. Yes. We work from 10 a.m. till 8 p.m. every day except weekends. At weekends we start at 11 a.m. and finish work at 10 p.m.

B. I see. And do you work on holidays? At Christmas for example? My friend is going to visit me at Christmas and I would like to bring him to this place. I like it here very much! It's cozy.

A. Thank you! I am glad you like this place! Yes, we work on holidays but we are open and close at the same time as at weekends. That is from 11 a.m. to 10 p.m.

B. Well, great! I will invite my friend here!

A. Fine! Do you like your coffee, Madam?

B. It's strong and tasty. I like it. Thank you! How much is it?

A. It's £ 4,50.

B. Here you are!

A. Thank you.

B. You're most welcome.

Sample grammar and vocabulary:

Countable

- I eat a **banana** every day.
- I like **bananas**.

Banana is a *countable* noun.

A countable noun can be singular (**banana**) or plural (**bananas**).

Countable nouns are things we can count. So we can say 'one banana', 'two bananas' etc.



Examples of nouns usually countable:

- There's a **beach** near here.
- Ann was singing a **song**.
- Have you got a ten-pound **note**?
- It wasn't your fault. It was **an accident**.
- There are no **batteries** in the radio.
- We haven't got enough **cups**.

Uncountable

- I eat **rice** every day.
- I like **rice**.

Rice is an *uncountable* noun.

An uncountable noun has only one form (**rice**).

Uncountable nouns are things we cannot count. We cannot say 'one rice', 'two rices' etc.



Examples of nouns usually uncountable:

- There's **sand** in my shoes.
- Ann was listening to (some) **music**.
- Have you got any **money**?
- It wasn't your fault. It was bad **luck**.
- There is no **electricity** in this house.
- We haven't got enough **water**.

PRACTICE 5. Replace the underlined words in the sentences with the words *tasty, overcooked/ overdone, undercooked/ underdone, salty, greasy, tasteless, done to a turn, sour, season, there-course meal*. Make changes if necessary.

1. My dish seems to have no flavour at all!
2. Oh, this meat was absolutely perfectly cooked!
3. This fruit is unripe! I can't eat it!
4. You know, my chips have too much oil on them!
5. I think this cake has a very good taste.
6. There's a lot of salt in this salad! I don't like it!
7. This dish has obviously been cooked too long.
8. Have you added herbs, spices, salt and pepper? The stew seems tasteless.
9. This chicken has been cooked not long enough.
10. I'm not very hungry so I don't think I could manage a meal consisting of three courses.

Vocationally oriented English pilot course for municipality polices

By Anna PELTEGOVA

EVROCENTAR OBUCHENIE I PARTNNYORSTVO 21 VEK” EOOD, Bulgaria

Although there is a growing number of adult learners acquiring a foreign language for vocational purposes, language courses are still divided into general purpose and vocationally-oriented courses. This type of course design neither corresponds to the needs and motivation of learners nor to the principles of effectiveness and efficiency. The communicative competence of a foreign language learner is per definition indivisible and the use of labels such as "general purpose" and "vocational purpose" to describe communicative competence is misleading. Most of the communicative acts in professional everyday life consist of both specifically professional and general purpose elements of speech. Vocationally oriented language learning pilot course for Professionals who work in municipal police services demonstrates how elements of VOLL can be integrated into foreign language courses for beginners.

“EVROCENTAR OBUCHENIE I PARTNYORSTVO 21 VEK” EOOD, Bulgaria develops the **VOCATIONALLY ORIENTED ENGLISH PILOT COURSE FOR MUNICIPALITY POLICES** from Afyonkarahisar, Turkey in two parts: **ENGLISH LANGUAGE FOR BEGINNERS** and **VOLL for MUNICIPALITY POLICES**.

PART 1: ENGLISH LANGUAGE FOR BEGINNERS

The course **ENGLISH LANGUAGE FOR BEGINNERS** consists of 100 classes which include basic grammar, vocabulary and communication skills. During the course there are several test classes, which aim at monitoring the participant’s progress and are organized by the tutor. At the end of the pilot course there is a final test, which aims at checking the participant’s general progress in the course.

The **PLAN OF ENGLISH LESSONS** and the **TEST** of the course **ENGLISH LANGUAGE FOR BEGINNERS** was developed by Bulgarian partner **“EVROCENTAR OBUCHENIE I PARTNYORSTVO 21 VEK” EOOD, Bulgaria**. The course was hold in Afyonkarahisar, Turkey.

The aim of the course **ENGLISH LANGUAGE FOR BEGINNERS** was to give the participants basic knowledge of the English language and to prepare them for the vocational oriented course, which was hold in Bulgaria in June 2013.

PART 2: VOLL for MUNICIPALITY POLICES

The course **VOLL for MUNICIPALITY POLICES** was hold during the third Partnership Meeting in RAZLOG, BULGARIA. The course participants were Professionals who work in municipal police services in Afyonkarahisar, Turkey and learners from other partners' organizations that participated in the meeting. The course was organized in 5 training sessions:

Session1: “Every day English communication” (participants introduced themselves);

Session 2: “Meeting people” (participation in a conversation - elementary phrases and language constructions);

Session 3: “The world of work” (vocabulary connected with professional tasks)

Session 4: “The world of work”(giving instructions)

Session 5: Communications in English with other participants till the end of the meeting (during the trip to Rila Monastery and the official dinner, farewell)

Benefits of the course **VOCATIONALLY ORIENTED LANGUAGE LEARNING PILOT COURSE FOR PROFESSIONALS WHO WORK IN MUNICIPAL POLICE** include:

- builds intercultural knowledge and understanding
- develops intercultural communication skills
- improves language competence and oral communication skills
- develops multilingual interests and attitudes
- provides opportunities to study content through different perspectives
- allows learners more contact with the target language
- diversifies methods and forms of classroom practice
- increases learners' motivation and confidence in the language



Integrating general purpose and vocationally – oriented language learning (VOLL) – new goals for teacher training

By Anna PELTEGOVA

EVROCENTAR OBUCHENIE I PARTNNYORSTVO 21 VEK” EOOD, Bulgaria

Vocationally Oriented Language Learning (VOLL) becomes an integral part of a lifelong educational process which combines work-related skills with personal growth, cultural awareness and social skills (DiNapoli, R., Polezzi, L., King, A. (eds) (2001) *Fuzzy Boundaries* (London:CILT)). Vocationally-oriented language learning fosters key skills, such as communication, ICT, problem-solving and working with others (Sewell, 2004: 7)

Most of the communicative acts in professional everyday life consist of both specifically professional and general purpose elements of speech.

This pilot workshop demonstrates how elements of VOLL can be integrated into vocational training programs for different professions.

Points of discussion in this workshop are: What are the communicative requirements of the working world?; What kind of vocationally-oriented communicative acts can be integrated into general purpose scenarios?; What kind of changes in curriculum and course design, lesson planning and initiating learning processes will be necessary?; What kind of professional competence and qualification is required for teachers of an integrated course?; How do we integrate aspects of VOLL in an online and offline language training?

Some questions are raised about communication, language and the learning and teaching of languages for the requirements of the world of work.





WORKSHOP DESCRIPTION

WORKSHOP OVERVIEW	
Workshop Title	
INTEGRATING GENERAL PURPOSE AND VOCATIONALLY-ORIENTED LANGUAGE LEARNING (VOLL) - NEW GOALS FOR TEACHER TRAINING	
Thematic area description	
This workshop is a part of the main project activities of the project OPEN THE DOOR FOR YOUR FUTURE THROUGH LANGUAGE LEARNING	
Target group	
Participants in the workshop are 11 language teachers	
Allocated time	
1 day /8 classes	
Objectives	
Learning objectives	
The workshop explains the rationale for the VOLL and tools to use for a course design and lesson planning	
Learning results	
<ol style="list-style-type: none"> 1. Participants to be prepared for conducting Vocationally Oriented Language Learning in the frame of vocational training programs for different professions 2. To learn how to find and use VOLL e-materials 	
Activities	
Session 1 (2 hours)	
<ol style="list-style-type: none"> 1. Basic grammar needed for sufficient communication (Verb tenses- present, past & future; modal verbs; Quantifiers; Pronouns-personal, possessive, reflexive, objective; Count & uncount nouns; Comparatives & superlatives; Conditionals; Reported speech.) 	
Session 2 (2 hours)	
Specific professional vocabulary	
<ol style="list-style-type: none"> 1. Participation in a conversation- elementary phrases and language constructions. 2. Text reading- standards, normative documents, catalogues, instructions, etc. 	
Session 3 (2 hours)	
Specific professional vocabulary	
<ol style="list-style-type: none"> 3. Filling in documents related to the specificity of the work. 4. Vocabulary connected with professional tasks- oral & written. 	
Session 4 (2 hours)	
VOLL resources	
http://languagelearningresourcecenter.org/anglais/voll/help.htm	
Methods	
Lecture/presentation, Group work; Structured discussions; Free discussions	

CHAPTER IV: PEDAGOGICAL IDEEAS ON IMPROVING LEARNERS’ KNOWLEDGE AND SKILLS TO UTILIZE LEARNING MATERIALS FOR VOLL



Contents:

1. Vocational English teaching (Mustafa KUCUKTUVEK)	63
2. Approaches and methods to vocationally oriented language teaching (Mustafa KUCUKTUVEK)	65
3. Classroom learning activites (Dr Shyam Sunder PATIAR).....	68
4. Sample conversations and expressions used in a restaurant (Lacramioara BEILIC).....	70
5. Meals of the day (Lacramioara BEILIC)	74
6. Language learning through critical pedagogy in a “Brave New World” (Gokcen SENEL).....	86

Vocational english teaching

By Mustafa KUCUKTUVEK

Afyonkarahisar Zabita Hizmetlerini Destekleme Dernegi, Turkey

About the necessity of adequate growth in both- students and teachers:

- A miss of effective motivating methods of teaching;

Main purpose of teaching Vocational English:

- To acquire a system of knowledge for reading, receiving and sending information in English language, that is connected with the main activities in studied speciality and suitable developing communicative skills.

Aims:

- Acquiring knowledge for foreign language communication in student's vocational duties;
- Developing skills to manage an immediate ordinary task at workshop using foreign language communication;

Questions and answers, that teaching Vocational English refers:

- Where can both- the student and the teacher entertain at the same time?- During the classes at school.
- Which subject can be a challenge for both- the teacher and the student?- Vocational English.
- How to make the student to use the knowledge, that he has already got?- As provoke student's thinking, driving him into a trouble-language situation.

Teacher's role in teaching Vocational English:

- The teacher doesn't create teaching environment but he supports it.

High points:

- An interest to the vocation;
- Reaching up a maximum demonstrativeness through the means of PC Lesson;

Teaching technology- two aspects:

Vocation → Teacher → Vocational English

Vocation → Student → Vocational English

- Teaching Vocational English through PC Lesson is a challenge that provokes teacher's professionalism, proficiency and creativity in using new teaching methods.
- And on the other side it provokes student's interest, gives him a chance to show his vocational knowledge and an opportunity to improve the language.

Steps:

- Examination of the recipient;
- Brainstorming;
- Monitoring;

Inferences:

- PC Lesson is a successful method of teaching Vocational English;
- Dynamic demonstrability of each exercise attracts the attention of students and enlarge their sense experience and observation;
- The level of interest to the foreign language is influenced by the level of interest to the vocation;
- Student's confidence is positive influenced during the teaching in class, because the student knows how important is his professional knowledge about the successful comprehension of the text;
- Teaching Vocational English:
 - builds up high motivation in students for learning English Language;
 - presents the connection between the vocation and the foreign language as a finished process;
 - supports the interactivity between the teacher and the students;
 - improve both- teacher and students;

Conclusion:

Vocational English is a two- way challenge, because:

- it gives the teacher a chance to improve his own teaching abilities, looking for new ways for presenting maximally easy assimilation of Vocational English;
- it gives the student a chance to improve his personality using immediate transition from vocation to the foreign language learning and also to give students an opportunity to integrate themselves in social life after leaving school;

References:

(<http://www.beta-iatefl.org/1631/blog-publications/teaching-vocational-english-a-two-way-challenge/>)

Approaches and Methods to Vocationally Oriented Language Teaching

By Mustafa KUCUKTUVEK

Afyonkarahisar Zabita Hizmetlerini Destekleme Dernegi, Turkey

Grammar-Translation Method

The Grammar-Translation Method based on the idea of developing students' appreciation of the target language's literature as well as teaching the target language. Target-language reading passages are presented to the students and answer questions activities follow them. Various activities include translating literary passages from one language into the other, memorizing grammar rules, and memorizing native-language equivalents of target language vocabulary. Teacher controls the activities and class work is highly structured.

Direct Method

The Direct Method prepares students to perceive meaning directly through the language as no translation is allowed. The meaning of vocabulary items and concepts are clarified through visual aids and pantomime. Students are allowed to speak in the target language and communicate as if in real situations. Reading and writing skills are emphasized from the beginning, though speaking and listening skills are emphasized later. Grammar is learned inductively.

Audio-Lingual Method

The Audio-Lingual Method is related with the behaviorist belief that language learning is the acquisition of a set of meaningful language habits. The learner repeats patterns until she/he is able to produce them spontaneously and correctly. Once a target pattern – for example, prepositional phrase – is learned, the speaker can substitute words to make new sentences. The teacher directs and controls students' behaviors, provides a good model, and reinforces the correct responses.

The Silent Way

Gattegno's Silent Way is based on the idea that teaching a language must be subordinated to learning which enables students to develop their own inner criteria for correctness. All four skills – reading, writing, speaking, and listening – are taught from the

very beginning. Student errors are expected as normal part of learning; the teacher's silence helps students to foster self-reliance and initiative. The teacher is active participant in setting up situations and the students do most of the talking and interacting.

Suggestopedia

Lozanov's method tries to help learners eliminate the psychological barriers of learning. The learning environment must be relaxing with low lighting and soft music in the background. Students choose a name and character in the target language and culture, and imagine that person. Dialogues are presented to the accompaniment of music. Students just relax and listen to them being read and they playfully practice the language during an “activation” phase.

Community Language Learning

In Curran's method, students are considered as “whole persons,” with intellect, feelings, instincts, physical responses, and desire to learn the target language by the teachers. Teachers recognize that learning can be threatening. Teachers help students feel secure and overcome their fears by understanding and accepting students' fears, and thus help them harness positive energy for learning. Teachers use a learner-generated syllabus, in which students choose what they want to learn in the target language.

Total Physical Response Method

Asher's approach starts with placing primary importance on listening comprehension, putting emphasis on the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students are expected to demonstrate their comprehension by acting out commands issued by the teacher; teachers are expected to provide novel and often humorous variations of the commands. Activities which include games and skits are designed in a funny way which allows students to assume active learning roles.

The Communicative Approach

The Communicative Approach focuses on the need of teaching communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students are usually expected to work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning.

References

- Bowen, D., Madsen, H., & Hilferty, A. (1986) *TESOL techniques and procedures*. Rowley, MA: Newbury House.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Richards, J., & Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge, MA: Cambridge.
- Rivers, W. (1968). *Teaching foreign-language skills*, Chapters 2-4. Chicago: University of Chicago Press.
- Stevick, E. (1980). *Teaching languages: A way and ways*, Chapters 3-6. Rowley, MA: Newbury House
- Lozanov, G. (1982). Suggestology and suggestopedia. In R.E. Blair (Ed.), *Innovative approaches to language teaching*. Rowley, MA: Newbury House.
- Blair, R.W., (Ed.). (1982). *Innovative approaches to language teaching*. Rowley, MA: Newbury House.
- Widdowson, H.G. (1978). *Teaching language as communication*. Oxford: Oxford University Press.

Classroom Learning Activities

By Dr. Shyam Sunder PATIAR

Grwp LLANDRILLO MENAI, Wales, U.K.

1. PHONEME SNAP

You will need:

- 24 players
- A desk size THRASSchart
- A setof THRASS playing cards (vowels)

Object of the game:

To win all of the playing cards from the other players.

How to play:

1. Choose a player to be the dealer.
2. The Dealer must shuffle the playing cards.
3. The dealer deals all of the cards equally to each player. Players must not look at their cards and their hand should remain face down at all times.
4. Players take it in turns to turn over the top card from their hand and place it on a pile in the centre of play.
5. If an upturned card lands on a card from the same phoneme box the first player to shout 'Snap' wins all of the cards in the centre pile.
6. The winner of a 'snap' must place the winning hand on the bottom of their playing hand.
7. Players who lose all of their cards may re-enter the game if they notice a 'snap' and claim it before the other players.
8. The game is over when one player has won all of the cards.

2. THE TREASURE RACE

You will need:

- 1 game board

- 1 set of cards
- coloured counters
- 24 players

Object of the game:

To reach the end of the game board before any other player

How to play:

- Each player has a different coloured counter that they place on the start.
- The cards are placed face down in the centre of play.
- Each player takes it in turn to pick up a card from the 'face down' pack and turn it over so that all other players can see it. The player must then:

1. Read the word on the card (eg **bridge**)

2. Count and name the **bold black** letters (3 – **d-g-e**)

3. Articulate (pronounce) the sound made by the **bold black** letters

4. The player places the used card on a 'face up' pile and moves their counter:

- o 1 place for 1 **bold black** letter
- o 2 places for 2 **bold black** letters
- o 3 places for 3 **bold black** letters

5. The player must obey any instructions on squares on which their counter lands.

Note: In order to win players MUST land precisely upon the final square.

Sample conversations and expressions used in a restaurant

By Lacramioara BEILIC

BUCOVINA TOURISM ASSOCIATION, Romania

English Expressions

Expression

By a waiter

May I take your order?

Are you ready to order sir?

How would you like (... your steak)?

You have a choice of (...baked or mashed potatoes).

Would you care (...for something to drink)?

May I get you anything else?

By a customer

Could I get another (... roll, please)?

Could I see the (... menu)?

This steak is (... still bloody. Could you

have the chef cook it a little more)?

This isn't what I ordered, (... I wanted a BLT and you gave me meat loaf)?

Can I get the check, please?

Response

Could I have a few minutes, please?

Yes, I'll have the salmon.

Medium rare, please.

I'll have the mashed.

Yes, I'll have an iced tea.

No, I'm fine thanks.

Certainly, I will bring it right away.

One moment, please.

Right away, ma'am.

I'm so sorry sir. It's my first day and I'm still a little confused.

Right away, sir.

Questions/Requests/Enquiries Possible answers/queries/information

- Could I / we have a table please?

- I'd like to book a table please. / ▪ Would you have a table for 2 please?
- How long will we have to wait? / ▪ Can I have the menu please?
- Do you have a menu for children/portions for children?
- Do you have any vegetarian/vegan dishes? / ▪ What soft drinks do you have?
- We'd like to order now./ Could you take our order please.
- Do you have a wine list? / Could you bring me the wine list please.
- Could I have some water please? / ▪ Could I have some more bread/butter/water please
- Could I have the bill please. / ▪ Do you take credit cards? Can I pay by credit card/cheque?
- For how many people? / ▪ How many of you are there? / ▪ Smoking or non-smoking?
- Inside or outside (in the garden/on the terrace/upstairs)?
- Have you booked? / ▪ Your name please?
- I'm afraid you'll have to wait ... a little while ... for half an hour / 30 minute
- How would you like your steak?... rare? medium rare? well done?
- What would you like to drink? / ▪ Still or sparkling water?
- Do you need anything else? / Is everything OK? / ▪ Here you are.
 - I'm afraid we don't take credit cards/cheques. / ▪ Yes, of course.

English Dialogue

Students should work together in pairs and read the following dialogue, one student reading one part, the other student reading the other. Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

Waiter: Welcome to Kasey's Kitchen. Do you have a reservation?

Customer: Yes, the name is Johnson, Paul.

Waiter: Ah, yes, here you are. That was a party for one, correct? / **Customer:** Yes.

Waiter: Right this way. Here's the menu. I'll return in a moment to take your order.

Waiter: Are you ready to order, sir? / **Customer:** Yes, I'll have the T-bone steak.

Waiter: How would you like that cooked? / **Customer:** Well done, please.

Waiter: You have a choice of potatoes- French fried, mashed, or baked.

Customer: I'll have the baked potato.

Waiter: Would you like that with butter or sour cream or both?

Customer: I'm on a diet, so only butter.

Waiter: The vegetables today are corn on the cob, peas and carrots, or broccoli.

Customer: I'll take the corn on the cob. / **Waiter:** And what would you like for dessert?

Customer: What do you have?

Waiter: We have apple, cherry, and lemon meringue pie, chocolate and vanilla cake, peach cobbler, and chocolate, vanilla, and strawberry ice cream.

Customer: I'll take the cherry pie, a la mode, please.

Waiter: Would you care for something to drink?

Customer: I'll take a large ice tea with my meal and a cup of black coffee with dessert.

Dining at the Restaurant - Getting a table

Waiter: Good evening sir. Welcome to “the Outback” / **David:** Hi. Do you have a table for two?

Waiter: Yes sir. Right this way please. / **David:** Thank you.

Waiter: Here’s your menus. Can I get some drinks started for you?

David: I need a sec to look. / **Waiter:** What would you like ma’am?

Annie: I’ll have a water for now. Do you have mineral water?

Waiter: Yes ma’am we do. And you sir?

David: Okay. I think I’m gonna (going to) have a Budweiser.

Waiter: And would you like me to start some appetizers before your meal?

David: Yes. We’ll have the chicken wings.

Waiter: Okay great. And what kind of sauce would you like?

Annie: With ranch dressing please. Thank you. / **Waiter:** You’re welcome sir.

Ordering Food

Waiter: Are you ready to order now? / **David:** Have you figured out what you want Annie?

Annie: Yeah. I’ll have the “Alice Springs Chicken”. / **Waiter:** And for your side dishes?

Annie: Sauteed vegetables and a baked potato. / **Waiter:** And for you sir?

David: I want to have the sirloin steak. / **Waiter:** And how would you like that cooked this evening?

David: Make it medium rare. / **Waiter:** Okay sir. I’ll put your order in right away.

Asking for the Check

David: Can we have our check please? / **Waiter:** Of course sir. Just a moment.

David: What’s this charge here? / **Waiter:** That is for your appetizer sir.

David: Oh I see. Does this total include tax?

Waiter: It does sir. Will you be paying with cash or credit card? / **David:** Credit.

Waiter: Okay, may I have your signature here on the bottom please. / **David:** Sure.

Waiter: Okay. Thank you very much for visiting us. Have a good evening.

David: You too. Thank you. / **Waiter:** Good bye. / **David:** Bye.

What else do you recommend?

- Waiter:** — Are you ready to order, sir?
- Mr Ryefield:** — Yes. I'll have the beef stew for starters and my wife would like tomato soup.
- Waiter:** — One beef stew and one tomato soup. What would you like for the main course?
- Mr Ryefield:** — I'll have the Cayenne Pepper Steak and my wife would like the Fried Trout with mashed potatoes.
- Waiter:** — I'm afraid the trout is off.
- Mrs Ryefield:** — Oh dear. Err... What else do you recommend?
- Waiter:** — The sole is very good.
- Mrs Ryefield:** — OK. I'll have that. Do you have any coleslaw?
- Waiter:** — No, I'm sorry, we don't.
- Mrs Ryefield:** — Just give me a small mixed salad then.
- Mr Ryefield:** — Same for me.
- Waiter:** — Certainly. (...) Would you like something to drink?
- Mr Ryefield:** — Yes, please. May I see the wine list?
- Waiter:** — Certainly. Here you are.
- Mr Ryefield:** — A bottle of Chablis '99, please.
- Waiter:** — Excellent choice!

Meals of the day

By Lacramioara BEILIC

BUCOVINA TOURISM ASSOCIATION, Romania

breakfast; lunch; dinner; supper; snack / bite;

to have a snack

meal: the food taken at one time *She eats three meals a day.*

dish: food prepared for the table

course: a division or part of a meal *What's the main course ? There are five meat and three fish dishes.*

dessert

starter/hors d'oeuvre

refreshments

substantial meal

BREAKFAST

Continental Breakfast and English Breakfast

As a general trend, traditional breakfasts are less substantial and less elaborate in the warmer, more southern countries bordering the Mediterranean, while breakfasts are traditionally larger, with a greater variety of dishes and greater prevalence of hot dishes in the cooler northern- and central-European countries.

An institutional meal plan based on lighter Mediterranean breakfast traditions and served in hotels world-wide is known as a European "**Continental breakfast**". It is a light snack meant to tide one over until lunch. It consists mainly of coffee and milk (often mixed as Cappuccino or latte) with a variety of sweet cakes such as brioche and pastries such as croissant, often with a sweet jam, cream, or chocolate filling. It is often served with juice.

The typical German breakfast consists of bread rolls or toast with butter, honey, jam, ham or sausage, a soft-boiled egg, and coffee. However, cereals have become popular, and regional variation is significant.

A typical breakfast in Denmark, similar to its southern neighbor Germany, consists of bread rolls or toast with butter and Danish slicing cheese, a buttery creamy white cheese, fruit jam, and a lot of coffee. A bigger and fancier spread might also include cold cuts (cold, thin-sliced ham, salami), soft-boiled eggs, muesli and sweet rolls of all types.

A traditional Dutch breakfast consists of a combination of poached eggs, bacon, sausage, breakfast cake, and cold sliced meat such as smoked horse or smoked beef.

In Eastern European countries with cold climates, such as **Russia**, breakfasts tend to be substantial. *Zavtrak* may consist of hot oatmeal, eggs, cheese, cured meats or sausage, rye breads with butter, and coffee or tea. Yoghurt or, especially in central and eastern Europe, kefir may be consumed.

In some Balkan countries such as **Serbia**, savoury pastries are consumed with yogurt.

In France a typical domestic breakfast will consist of bowls (rather than cups or mugs) of coffee, often café au lait, or hot chocolate with slices of baguette spread with jam - to be dunked. Croissants are also traditional.

In Northern Greece a pastry is eaten with Greek coffee.

In Italy breakfast is simply Caffè latte with bread or rolls, butter, and jam. It is very common for Italians to have a quick breakfast snack during the morning (typically a bread roll).

A distinctive breakfast of Europe is the **Spanish** early-morning fare of a doughnut covered in sugar, and very thick, sweet hot chocolate drink.

A full “**English breakfast**”, or traditional fry-up, is a traditional breakfast meal in England. While weekday breakfasts in England often consist of a brief meal of cereal and/or toast, the fry-up is commonly eaten in a leisurely fashion on Saturday or Sunday mornings. Whether the fry-up is accompanied by orange juice and usually an abundant supply of tea or coffee, or only bacon, eggs, and toast, it is regarded as a ritual comfort and a wholly satisfying start to a day of work or leisure. The ingredients of a fry-up vary according to region and taste. At its heart, the meal it consists of bacon and eggs, but to earn the title of a "Full English", a number of other ingredients are expected.

The bacon and eggs are traditionally fried, but grilled bacon and poached or scrambled eggs may be offered as alternatives. Some of the additional ingredients that might be offered as part of a Full English breakfast include:

- toast, fried bread, or bread and butter
- sausages
- fried, grilled or tinned tomatoes
- mushrooms
- black pudding
- baked beans
- kidneys

- possibly sauté potatoes, chips, hash browns or bubble and squeak
- condiments such as ketchup and brown sauce

Fry-ups are no longer an everyday occurrence in most English households, but they are offered to tourists as traditional fare in hotels, guest houses and cafés, and occupy an important place in the English concept of the morning meal. In British hotels and bed and breakfast establishments, a Full English breakfast might include additional courses such as cereal, porridge, kippers, toast and jam or marmalade, kedgeree, or devilled kidneys. Fruit juice and dry cereal were added to the English breakfast after 1950. The term "Full English" is used to differentiate between the larger multiple course breakfast, and the simpler "continental breakfast" of tea, coffee and fruit juice, with croissants or pastries. Coffee at breakfast is a Continental tradition introduced through hotel fare.

Common beverages at breakfast worldwide include fruit juices (orange juice, apple juice, grapefruit juice, etc.), milk, tea, and coffee. Cultures around the world commonly shun or restrict alcoholic beverages at breakfast.

Second breakfast

Second breakfast is a meal eaten after breakfast, but before lunch. It is traditional in Germany, more specifically Bavaria, where special dishes are made only to be eaten during second breakfast. It is typical to eat four to five meals a day in these locations. The second breakfast is typically a lighter meal or snack eaten around 10:30 in the morning. It consists of coffee, pastries, or some sausages. The sausage is prepared during the early morning to serve during the second breakfast. It is served with brezen, sweet mustard, and wheat beer.

Elevenes

In the United Kingdom and Commonwealth, elevenes is a snack that is similar to afternoon tea, but eaten in the morning. It is generally less savoury than brunch, and might consist of some cake or biscuits with a cup of tea or coffee. In Australia, it is called morning tea (often little lunch in primary school). The name refers to the time of day that it is taken: around 11 am. The word "elevenes" is seen as a little old fashioned, and few people still refer to morning tea as such.

PRACTICE 1. Answer the following questions:

- 1) What specific features of Continental breakfast can you name?
- 2) What were the reasons for Continental breakfast being “lighter” than English breakfast?
- 3) What specific features of English breakfast can you name?
- 4) What were the reasons for English breakfast to become more substantial than Continental?
- 5) Is the full English breakfast served in English families daily? Why?

6) Would you prefer English breakfast to Continental one? Why?

PRACTICE 2. Compare Continental and English breakfast meals filling-in the table below.

Discuss your answers with your friend.

Meal	Continental breakfast	English breakfast	My breakfast
Yoghurt			
Toast and jam			
Latte			
Bacon and eggs			
Poached eggs			
Croissant			
Savoury pastries			
Breakfast cereal			
Smoked beef			
Fruit juice			
Kidneys			
Fry-ups			

Brunch

Brunch is a late morning meal between breakfast and lunch, as a replacement to both meals, usually eaten when one rises too late to eat breakfast, or as a specially-planned meal. The term is a portmanteau of breakfast and lunch. It originated in the USA, unlike Tiffin. Brunch can be served after a morning event or prior to an afternoon one, such as a wedding or sporting event. It is usually a more relaxed meal than breakfast or lunch, and considered appropriate for informal celebrations. Some restaurants and hotels serve brunch, especially on weekends and holidays. Such brunches are often serve-yourself buffets, but menu ordered meals may be available instead of, or with, the buffet. The meal usually involves standard breakfast foods such as eggs, pancakes, sausages, bacon, ham, fruits, pastries, and the like. However, it can include almost any other type of food served throughout the day. Buffets may have large roasts of meat or poultry, cold seafood like shrimp and smoked fish, salads, soups, vegetable dishes, many types of breadstuffs, and desserts of all sorts. The dim sum brunch is a popular meal in Chinese restaurants world-wide. It consists of a wide variety of stuffed bao (buns), dumplings, and other savory or sweet food items which have been steamed, deep-fried, or baked. Customers select what they want from passing carts, as the kitchen continuously produces and sends out more freshly prepared dishes.

LUNCH AND TIFFIN

Lunch

Lunch is a meal that is taken at noon or in the early afternoon. The term is short for "*luncheon*". Lunch is a newer word for what was once invariably called "dinner," a word nowadays only sometimes used to mean a noontime meal in the British Isles, and in parts of the United States, Canada and Australia. In parts of India a light lunch is known as tiffin. Lunch food varies. In some places, one eats similar things both at lunch and at supper - a hot meal, sometimes with more than one course. In other places, lunch is the main meal of the day, supper being a smaller cold meal. German and Scandinavian lunch mostly is large and cooked (as opposed to, say, a sandwich).

Tiffin

Tiffin is an Indian and British English dialect word meaning a light meal eaten during the day. The word became popular in British India, deriving from tiffing, an old English dialect or slang word for taking a little drink or sip.

In modern day India, the word is mostly used for light lunches prepared for working Indian men by their wives after they have left for work, and forwarded to them by Dabbawalas (people who carry boxes) who use a complex system to get thousands of tiffin-boxes to their destinations. The lunches are packed in tin boxes, also sometimes called tiffins or tiffin-boxes. A common approach is to put rice in one box, dal in another and yet other items in the third or fourth. The other items could be breads, such as naan, vegetable curry and finally a sweet. In Chinese cultures, the stacked porcelain or metal round trays with handles are called tiffin carriers. People also refer to cups of tea as "a cup of tiffin".

PRACTICE: Complete each sentence with one of the endings.

1) There is nothing more refreshing on a hot summer day	a) I'm sure you would like them if you only tried them.
2) The steak looked tender	b) it is weak coffee.
3) The smell was so bad	c) as the food and the service had been excellent.
4) These vegetables are very tasty	d) but was afraid of making a scene.
5) I wouldn't eat those strawberries if I were you	e) if you had put more garlic in it.
6) Please put some more water in my tea	f) but it was as tough as old boots.
7) "If there is one thing I don't like,	g) as there's been yet another increase in prices.
8) The sauce would be more tasty	h) is keeping it in a fridge.
9) We must leave now.	i) than a glass of ice-cold fruit juice.
10) My father decided to leave the waiter a big tip	j) consists of some eggs and several rashers of bacon.
11) Food is very expensive now	k) I had a second helping.
12) The customer wanted to complain to the waiter	l) because it is too strong.
13) A good way of preserving food	m) they don't look ripe to me.
14) As the cake was delicious,	n) that it completely put us off our food.
15) A traditional English breakfast	o) Would you mind asking the waiter for the bill?

TEA. DINNER. SUPPER

Tea

Tea is the afternoon/evening meal, called that even if the diners are drinking beer, cider, or juice. It traditionally takes place at sometime around 6 p.m. (though these days, it often takes place as late as 9 p.m.). In Scotland, Northern England, a significant part of the English Midlands, New Zealand, and sometimes in Australia and Northern Ireland, tea as a meal is synonymous with dinner in Standard English. Under such usage, the midday meal is sometimes termed dinner, rather than lunch.

Dinner

Dinner is a term with several meanings. Around North America in general, dinner may be a synonym of supper – that is, a large evening meal. However, in parts of Canada and the United States, dinner can be a synonym of lunch, with the evening meal in turn called supper. For the most part these terms only persist in rural areas, particularly in the Southern United States and among older Americans. In the United Kingdom, dinner traditionally meant the main meal of the day. Because of differences in custom as to when this meal was taken, dinner might mean the evening meal (typically in the higher social classes) or the midday meal (typically in lower social classes, who may describe their evening meal as tea). There is sometimes snobbery and reverse snobbery about which meaning is used.

"Dinner", especially outside North America, is any meal consisting of multiple courses. The minimum is usually two, but there can be as many as seven.

Possible dinner courses are:

1) Hors d'oeuvres (also known as appetizers, starters) refer to the food served before or outside of the main dishes of a meal. The purpose of the hors d'oeuvre is to whet the appetite; if there is a long waiting period between when the guests arrive and when the meal is served, it might also serve the purpose of sustaining guests during the long wait. Hors d'oeuvres may be served at the table; for example, as a part of the sit-down meal; or they may be served before sitting at the table. Hors d'oeuvre might include canapés, snack foods, cheeses, sausages.

2) Soup course. Traditionally, soups are classified into two broad groups: clear soups and thick soups. The established French classifications of clear soups are bouillon and consommé. Thick soups are classified depending upon the type of thickening agent used: purées are vegetable soups thickened with starch; bisques are made from puréed shellfish thickened with cream; cream soups are thickened with béchamel sauce; and veloutés are thickened with eggs,

butter and cream. Other ingredients commonly used to thicken soups and broths include rice, flour, and grain.

3) Fish course. Some commonly harvested and eaten fish species include: salmon, cod, anchovy, carp, tuna, trout, mackerel, snapper, dogfish. Other water-dwelling animals such as mollusks, crustaceans, and shellfish are often called "fish" when used as food.

4) Salad course. A salad is a food item generally served either before or after the main dish as a separate course, as a main course in itself, or as a side dish accompanying the main dish. Salad also commonly refers to a blended food item— often meat, seafood or eggs blended with mayonnaise, finely chopped vegetables and seasonings— which can be served as part of a green salad, but is often used as a sandwich filling. Salads of this kind include egg, chicken, tuna, shrimp, and ham salad.

5) Main course (also known as meat course)

A **main course** is the featured or primary dish in a meal consisting of several courses (a full course dinner can consist of ten or even twelve courses). The main course can also be called the *entrée*; however, in some menus, the main course follows the *entrée*, or *entry*, course, and the salad course. It is sometimes called the meat course. The main course is usually the heaviest, heartiest, and most complex or substantive dish on a menu. The main ingredient is usually meat, fish or fowl; in vegetarian meals, the main course sometimes attempts to mimic a meat course.

In formal dining, a well-planned main course can function as a sort of gastronomic apex or climax. In such a scheme, the preceding courses are designed to prepare for and lead up to the main course in such a way that the main course is anticipated and, when the scheme is successful, increased in its ability to satisfy and delight the diner, with the courses following the main course acting as a sort of denouement or anticlimax, calming both the palate and the stomach. It is most often preceded by a starter or a salad, and followed by a dessert. Formal meals can consist of many more courses.

6) Cheese course.

Cheeses are eaten raw or cooked, alone or with other ingredients. As they are heated, most cheeses melt and brown. Some cheeses, like raclette, melt smoothly; many others can be coaxed into doing so in the presence of acids or starch. Fondue, with wine providing the acidity, is a good example of a smoothly melted cheese dish. Other cheeses turn elastic and stringy when they melt, a quality that can be enjoyed in dishes like pizza and Welsh rabbit. Some cheeses melt unevenly, their fats separating as they heat, while a few acid-curdled

cheeses, including halloumi, paneer and ricotta, do not melt at all and can become firmer when cooked.

7) Dessert

Dessert is a course that typically comes at the end of a dinner, usually consisting of sweet food but sometimes of a strongly flavored one, such as some cheeses. The word comes from the Old French *desservir*, meaning "to clear the table". Dessert as a standard part of a Western meal is a relatively recent development. Before the 19th-century rise of the middle class, and the mechanization of the sugar industry, sweets were a privilege of the aristocracy, or a rare holiday treat. As sugar became cheaper and more readily available, the development and popularity of desserts spread accordingly. Some cultures do not have a separate final sweet course but mix sweet and savoury dishes throughout the meal as in Chinese cuisine, or reserve elaborate dessert concoctions for special occasions. Often, the dessert is seen as a separate meal or snack rather than a course, and may be eaten some time after the meal (usually in less formal settings). Some restaurants specialize in dessert.

Common types of desserts:

- **Biscuits** or cookies In British English, Australian English and New Zealand English, a biscuit is a hard baked product like a small cake which in North America may be called a "cookie" or "cracker"; it should be noted, however, that it has become increasingly more common within England and Australia for "cookie" to be used to differentiate between the softer, more chewy "cookie" and the harder, more brittle "biscuit".
- **Cakes.** Cake is often the dessert of choice for meals at ceremonial occasions, particularly weddings or birthday parties. In some traditions the bride and bridegroom are the first to eat their wedding cake, often serving each other a piece in their fingers. For birthdays, a frosted (*iced*) cake, often with inscriptions in frosting and figural decorations, is covered with candles, which are blown out after the celebrant makes a wish. Cake is considered delicious in many cultures.
- **Crumbles.** A **crumble** is a dish of typically British origin containing stewed fruit topped with a crumbly mixture of fat, flour, and sugar. The crumble is baked in an oven until the topping is crisp. It is often served with custard, cream or ice cream as a hearty, warm close to a meal. Popular fruits used in crumbles include apple, blackberry, peach, rhubarb, and plum. Sometimes sour milk (vinegar and milk) is added to give the crumble a more extravagant taste. Also, brown sugar is often sprinkled over the crumble topping. A similar dish, without sugar, can be made with a filling of minced beef or lamb.

- **Custards.** As a dessert, it is made from a combination of milk or cream, egg yolks, sugar, and flavourings such as vanilla. Sometimes flour, corn starch, or gelatin are also added.
- **Fruit.** When discussing fruit as food, the term usually refers to just those plant fruits that are sweet and fleshy, examples of which include plum, apple and orange.
- **Gelatin desserts.** By far, the most popular use for gelatin products is as **gelatin dessert**. In the United Kingdom and Australia, gelatin desserts are referred to as **jelly**, and in the United States and Canada (where "jelly" is a clear preserve stiffened by pectin and spread on bread) by its trademarked name, **Jell-O**.
- **Ice cream** (originally **iced cream**) is a frozen dessert made from dairy products such as cream (or substituted ingredients), combined with flavourings and sweeteners. This mixture is cooled while stirring to prevent large ice crystals from forming. Although the term "ice cream" is sometimes used to mean frozen desserts and snacks in general, it is usually reserved for frozen desserts and snacks made with a high percentage of milk fat. Frozen custard, ice milk, sorbet and other similar products are often also called ice cream. Governments often regulate the use of these terms based on quantities of ingredients.
- **Meringue** is a type of dessert, originally from France, made from whipped egg whites and caster sugar. Some meringue recipes call for adding a binding agent such as cream of tartar. Meringues are often flavoured with a small amount of essence, e.g., almond or coconut. They are very light and airy and extremely sweet. It is believed that Meringue was invented in the Swiss town of Meiringen by an Italian chef named Gasparini (legend varies in regard to the date of invention, between 1600 and 1720).
- **Pastry** is the name given to various kinds of dough made from ingredients such as flour, butter and eggs that are rolled out thinly and used as the base for baked goods. Common pastry dishes include pies, tarts, and quiches. A good pastry is very light and airy, but firm enough to support the weight of the filling. The shortening is distributed between the flour-and-water in many thin layers or sheets; when baked, the resulting pastry is delicate and flaky. Good pastry must be uniformly mixed to achieve this layering, and should not have any large bubbles of air in it, as these will expand during cooking and spoil the texture. However, overworking of the pastry will cause long gluten chains to form, resulting in a tough product. Thus, the manufacture of good pastry is something of a fine art.
- **Pies or tarts.** A **pie** is a baked dish, with a baked shell usually made of pastry that covers or completely contains a filling of meat, fish, vegetables, fruit, cheeses, creams, chocolate, custards, nuts, or other sweet or savoury ingredient. Pies can be either "one-crust," where the filling is placed in a dish and covered with a pastry/potato mash top before baking,

or "two-crust," with the filling completely enclosed in the pastry shell. Some pies have only a bottom crust, generally if they have a sweet filling that does not require cooking. These bottom-crust-only pies may be known as tarts or tartlets. One example of a savoury bottom-crust-only pie is a quiche. Tarte Tatin is a one-crust fruit pie that is served upside-down, with the crust underneath. Blind-baking is used to develop a crust's crispiness, and keep it from becoming soggy under the burden of a very liquid filling. If the crust of the pie requires much more cooking than the chosen filling, it may also be blind-baked before the filling is added and then only briefly cooked or refrigerated. Pie fillings range in size from tiny bitesize party pies or small tartlets, to single-serve pies (e.g. a pasty) and larger pies baked in a dish and eaten by the slice. The type of pastry used depends on the filling. It may be either a butter-rich flaky or puff pastry, a sturdy shortcrust pastry, or, in the case of savoury pies, a hot water crust pastry. Occasionally the term *pie* is used to refer to otherwise unrelated confections containing a sweet or savoury filling, such as Eskimo pie or moon pie. A pie crust is an important component of many pies.

- **Pudding** is either of two general types of food, the second deriving from the first. The older puddings were foods that were presented in a solid mass formed by the amalgamation of various ingredients with a binder, which might include batter (as in Yorkshire pudding), blood (black pudding), eggs (bread pudding), or a mixture of suet and flour or some other cereal (plum pudding). These kinds of puddings could be either baked, steamed, or boiled. This older type of pudding, still commonly made today in the British Isles, was often a main-course type of dish. Boiled puddings, in particular, were a common meal on board ships in the British Navy in the 18th and 19th centuries, and the usual manner in which daily rations of flour and suet were prepared. The newer type of pudding is almost exclusively a dessert-type dish. The usual form is for milk with sugar and other added ingredients to be solidified by means of some gelling or structural agent, including cornstarch, gelatin, eggs, tapioca (cassava), and other starches. Forms of these include custard and blanc-mange. They are available in forms which require cooking or in instant form. Related foods include gelatin desserts such as Jell-O and aspics. The Danish society Royale Danske Buddingentusiaster (Royal Danish Pudding Enthusiasts) was founded in 2005 and organizes the promotion of the Danish type of pudding, i.e. using boiled milk, sugar and starch or gelatin as the base of flavours ranging from the classic vanilla and chocolate to the newer tequila and ginger.
- **Sorbet** (or **sorbetto**, **sorbeto**) is a frozen dessert made from iced fruit puree and other ingredients. The term "Sherbet" is derived from the Turkish word for Sorbet, *Sherbat*. Sorbet is a form of gelato that contains no milk, unlike ice cream. Sorbets may contain alcohol

(which lowers the freezing temperature, resulting in a softer sorbet). Unlike ice cream, the machinery used whips almost no air into the sorbet, resulting in a dense and extremely flavorful product. This allows sorbet to match and sometimes exceed dairy-based gelato or ice cream for taste. Sorbets are traditionally served between the starter course and main entrée in order to cleanse the palate.

- A **soufflé** is a light, fluffy baked dish made with egg yolks and beaten egg whites combined with various other ingredients and served as a main dish or sweetened as a dessert. The word soufflé is the past participle of the French verb *souffler* which means "to blow up" or more loosely "puff up" - an apt description of what happens to this combination of custard and egg whites. Every soufflé is made from 2 basic components: a base of flavored cream sauce or purée and beaten egg whites. The base provides the flavor and the whites provide the "lift". Common varieties include cheese, chocolate, and lemon (the last two made as desserts, with a good deal of sugar). Soufflé is considered a great delicacy. When it comes out of the oven, a soufflé is generally very large and fluffy, and will 'fall' after 20 or 30 minutes (as risen dough does). For best results, soufflé should be eaten quickly, while hot and before it falls. Soufflé can be made in containers of all shapes and sizes, but the best are tall cylindrical containers which conduct heat well. It is traditional to make soufflé in "soufflé cups" or ramekins.
- **Trifle** is an English dessert dish made from thick (or often solidified) custard, fruit, sponge cake, fruit juice or, more recently, gelatin dessert and whipped cream, usually arranged in layers with fruit and sponge on the bottom, custard and cream on top. Some trifles contain a small amount of alcohol (port, or, most commonly sweet sherry or Madeira wine) - non-alcoholic versions use fruit juice instead, as the liquid is necessary to moisten the cake. Trifle containing sherry is sometimes called "**Sherry Trifle**" or referred to as being "**High Church**". One popular variant has the sponges soaked in liquid-gelatin dessert when the trifle is made, which sets when refrigerated. The cake and jelly bind together and produce a uniquely pleasant texture if made in the correct proportions (there should not be too much jelly added). A well-made trifle is often used for decoration as well as taste, incorporating the bright, layered colours of the fruit, jelly, jam, and the contrast of the creamy yellow custard and white cream. Trifles are often served at Christmas time, sometimes as a lighter alternative to the massively dense Christmas pudding. A **Creole trifle** (also sometimes known as a **Russian cake**) is a different but slightly related dessert item consisting of pieces of a variety of cakes mixed together and packed firmly, moistened with alcohol (commonly red wine or rum) and a sweet syrup or fruit juice, and chilled. The resulting cake contains an arabesque of

color and flavor. Bakeries in New Orleans have been known to produce such cakes out of their leftover or imperfect baked goods.

Dinner is generally followed by tea or coffee, sometimes served with mint chocolates or other sweets, or with brandy or a digestif. When dinner consists of many courses, these tend to be smaller and to be served over a longer time period than a dinner with only two or three courses. Dinners with many courses tend to occur at formal events such as dinner parties or banquets. This formal version of the meal is generally served in the evening, starting some time between 7.30 and 8.30 (in the Netherlands typically at 6.00). It may be served at midday or shortly afterwards. However this tends to be more common practice in Scotland than in other countries.

Supper

Supper is the evening meal - ordinarily the last meal of the day. In the United Kingdom, supper is a small meal just before bedtime, often preceded by high tea; what a Canadian or American would refer to as supper, then, would be called dinner. However, "dinner" can be used to refer to lunch in Britain and parts of the United States and Canada.

In English-speaking countries such as Britain, Canada, and the United States, the evening meal is usually served in the early evening, sometime between five and nine p.m. However, supper customs vary in European cultures. In Spain, supper can be as late as ten or eleven p.m. In Britain and Ireland, the understanding of "**supper**" is typically a meal taken in the evening (between 6 p.m. and midnight) when one's main meal or "dinner" has been eaten during the day; in place of "dinner", when the main meal of the day is usually taken in the evening, or distinct from "dinner" in that it is another light meal taken several hours later on the same evening. "**Supper**" is typically a lighter meal, often served cold and unlikely to involve either elaborate preparation or more than one or two courses.

Language learning through critical pedagogy in a “Brave New World”

By Gokcen SENEL

Gazi University

University students from diverse family and education backgrounds in Turkey enroll in the foreign-language (mostly English) preparatory school of the universities for one year before they start their classes in their chosen departments. This system applies only to some of the universities in Turkey since not all universities offer English-medium instruction. Students who have won the right to an English-medium university education by means of passing the relevant university entry exam also need to pass a proficiency test of English in order to be allowed to continue their education in their chosen subject. During the two semesters of preparatory school, students are required to take numerous tests in English – a language which they have been learning for a long time (mostly starting from primary school), and which they still do not fully comprehend at the higher education level – a manifestation of the shallowness of the sense of achievement and learning English in Turkey.

Curriculum is the backbone of efficient and effective schooling. However, the curricula prepared at all levels of foreign-language education in Turkey reduce the teaching and learning process to an instrumental one by an overload of test-oriented materials which merely turn students into cumulative robots, and underline the superficiality of the process. The case is no different at English preparatory schools.

That is, there is almost no critical thinking, in the Freemen sense, on any subject-matter involved in the curriculum, nor is there any academic training to assist students to follow courses offered in their departments at university level. Hence the alienating and isolated curricula fixated merely on the test-oriented system do not necessarily translate into high achievement in foreign-language learning.

CRITICAL PEDAGOGY

In its broadest sense, critical pedagogy concentrates on emancipation of the mind through the development of critical consciousness, which is the repositioning of oneself

through the eyes of the dispossessed and the struggle against the ideological and institutional processes and forms that reproduce oppressive situations (Apple 1995). Critical pedagogy makes various power relations and disparities circulating around us visible. These powers and disparities, however, are not finite and not fixed. They cannot be explained in a vacuum either. Hence, critical pedagogy attempts to disrupt the effects of oppressive regimes of power both in the classroom and in the larger society by developing critical consciousness.

Some of the essential components of critical pedagogy, namely problem-posing, dialogue, role of the teacher, personal narratives and positionality, are very relevant to a discussion about curriculum and language teaching practices.

Problem Solving

Problem-solving comforts whereas problem-posing disturbs. Problem-posing leads to asking questions that many do not want to hear (Wink 2005). It is a matter pertinent to both the visible and hidden curriculum. Problem-posing can interfere with the routine curriculum and make people question mundane tasks and commonplace practices. It is “a critical inquiry into the existing curriculum” (Wink 2005, p. 51) and it is a robust way to crack the hidden curriculum; the policy of the institution, the methodology, the politics. A possible attempt of problem-posing can be what Jean Anyon refers to as a “power analysis” (Anyon as cited in Apple et al. 2009, p. 393). It suggests evaluating the causes and solutions of current challenges with respect to society. She believes in the need of answering such questions as: Who is affected by the problem? Who makes decisions that determine what those individuals or groups do and say? What kinds of informal influence or formal power do they have? What kinds of informal influence or formal power do community residents have over the situation? Whose interests are affected by decisions that have been made? Who are potential allies in an attempt to solve the problem? Only after these questions are researched do students engage in posing problems leading to practices in line with the critical pedagogy (ibid., p. 393).

Dialogue

Jim Cummins (2001) calls on educators to promote critical dialogue in the classroom in numerous micro-interactions negotiated daily between educators and students. He contends that it is in the interpersonal spaces of those interactions that knowledge is acquired and identities are negotiated. Joan Wink states that “[d]ialogue is talk that changes us or our

context ... is a two-way, interactive visiting ... is communication that creates and recreates multiple understandings” (Wink 2005, p. 41). Students are elevated from that “uncomfortable place of relearning and unlearning” to a transformative stage of learning (ibid., p. 42). It is a stage when students and teacher(s) become aware of the hidden curriculum to face what is pushed into the zone of the dark, dangerous and unseen. Dialogue interrogates the normal. That is to say, it is almost impossible to perceive the world outside our own bounds of normality, to acknowledge and identify issues other than our universal truths, because we have been constructed by our own unique identity and experiences in the world. David Takacs suggests that “we live much of our lives in our own heads, in a reconfirming dialogue with ourselves” (Takacs 2002, p. 168). Thus, “even when we discuss crucial issues with others, much of the dialogue is not dialogue: it is monologue where we work to convince others to understand us or to adopt our view” (ibid., p. 168). Engagement in a dialogue in the critical pedagogical sense enables both students and teachers to question this kind of normality that surrounds us and impels us to take further steps for multiple understandings.

Role of Teachers

Jim Cummins suggests that “to create a future we need to rupture the past” (Cummins 2000, p. 10). Change in the deep structure is only possible when educators walk into their classrooms “burdened not by the anger of the past and the disdain of the present, but with their own identities focused on transforming the social futures towards which their students are travelling” (ibid., p. 11).

Critical educators are involved in a vital process of reimagining schools and classrooms as social justice-building spaces (Anyon 2009, p. 390). While developing critical consciousness in students through dialogues and readings might not induce them to participate in transgressive politics, it may help students to a crucial base of understanding. Au (2009, p. 228) suggests that Freire urged teachers to struggle against hegemonic ideologies of inequality in their classrooms with the realization that any kind of struggle of any context means an inclusion of oppressive forces as well.

Educators who can transform coercive power relations into collaborative ones – even if this transformation is at a very micro level of interactions; that is, in the interactions of individual educators with their students – it still serves as “the threat of a good example” (Chomsky 1987, as cited in Cummins 2000, p. 10). Hence it will only be possible to develop

the curriculum and the minds in a truly critical way if teachers are centrally involved in critical pedagogy.

Critical educators, on the one hand, involve students with societal issues in classroom settings, and on the other hand introduce them into social networks which they may further contribute to. Yet all teachers as educators can in fact encourage students to critically examine the existing images of one-sided judgments and conditionings we receive through various circulating discourses and the power relations linked with them. As Ian Harris and Mary Morrison (2003) claim, teachers in general are indifferent, even to the act of engaging their students with something controversial that would cause commotion. It is a matter of “rocking the boat” by considering the unconsidered. It is a matter of dredging up what is embedded in the power disparities in relations among groups and in their positions within society.

Personal Narratives

“Critical pedagogy offers a way of combining a trenchant critique of previously unquestioned practices in education with concrete ways of introducing change – that is, with a belief in the transformative power of the individual teacher” (Johnston 1999, p. 557). The teacher leads the way to deeper insights by creating such projects that enable students to think and act out of the mainstream.

Discovering the beyond starts with narratives and grows into a deeper sea. Every student has his/her own telling, his/her own story. Teachers need to share these personal experiences in order to relate to their students’ stories. Intimacy taking one step beyond the distanced teaching–learning atmosphere of the classroom setting. Personal narratives or, as Joan Wink (2005) describes them, “personal literacies” are the background knowledge and life experience that students bring to school with them. Yet personal literacies need to serve as a complement to critical literacy. Jim Cummins (2001) views critical literacy as one of the mainstays of “meaning”, alongside comprehensible input. He suggests that educators can make meaning comprehensible by tapping into students’ personal literacies, thus allowing students to examine meaning at a deeper level. This fosters the development of critical literacy, and lays the groundwork for students to achieve maximum cognitive engagement and identity investment. Thus, for educators to develop students’ critical literacy, “they must first grasp their students’ personal realities so as to become learners and identify with their

students” (Nieto 2002, p. 217). Schools need to become two-way “learning institutions”, with educators learning from their students (Cummins 2001, p. 123).

Positionality

Shared personal narratives provide personal transformation. Every student holds a positionality, or even multiple positionalities, in tandem with his/her background experiences. That is how students position themselves in relation to others as: “dominant/subordinate, marginal/center, empowered/powerless” (Takacs 2002, p. 168). That is how they judge the world. David Takacs defines positionality as “understanding where you stand with respect to power. From this understanding, we have a standpoint from which to challenge power and change ourselves” (ibid. p. 168). Not as a teacher but as a person I listen to and am aware of my students’ ready-made or formerly gained perspectives. Embedding the context of students’ lives into the teaching–learning experience runs against the “banking model of education” (Freire 2000, pp. 71–86) and serves the needs of critical pedagogy. In his

Pedagogy of the Oppressed Paulo Freire argues that the efforts of the teachers “must coincide with those of the students to engage in critical thinking and the quest for mutual humanization” (Freire 2000, p. 75). The teachers’ “efforts must be imbued with a profound trust in people and their creative power. To achieve this, they must be partners of the students in their relations with them” (ibid., p. 75). It is only when students can see outside the bounds of their positionalities that there will be a transition towards an understanding of differing standpoints. And it is only when the teachers become partners with the students that there will be a possible crack in their positionalities.

CONTENTS

Introduction to handbook of Leonardo da Vinci project”Open the Door for Your Future through Language Learning”	2
CHAPTER 1: AN OVERVIEW OF VOCATIONAL EDUCATION SYSTEMS	4
1. Turkish Vocational Education System	5
2. Vocational Training in Italy.....	12
3. Vocational education in Romania	15
4. Vocational education in Poland	19
5. Description of the vocational education system in Bulgaria	22
6. National Vocational Education System in UK	28
CHAPTER II: Workshops held using topics about: HOW TO USE E-LEARNING MATERIALS OF VOCATIONALLY ORIENTED LANGUAGE LEARNING (VOLL)	31
1. How to use e-learning materials of vocationally oriented language learning	32
2. English as a business tool for non-native speakers	39
CHAPTER III: PILOT COURSES: CURRICULUM, TRAINING PROGRAM AND LESSONS PLANS	42
1 .English Language Programme for Italian Students at Grŵp Llandrillo Menai.....	43
2. European Strategic Framework for Education and Training.....	49
3. English for Tourism course.....	53
4. Vocationally oriented English pilot course for municipality polices	58
5. Integrating general purpose and vocationally oriented language learning (VOLL) – new goals for teacher training	60
CHAPTER IV: PEDAGOGICAL IDEEAS ON IMPROVING LEARNERS’ KNOWLEDGE AND SKILLS TO UTILIZE LEARNING MATERIALS FOR VOLL	62
1. Vocational English teaching	63
2. Aproaches and methods to vocationally oriented language teaching	65
3. Classroom learning activites	68
4. Sample conversations and expressions used in a restaurant.....	70
5. Meals of the day.....	75
6. Language learning through critical pedagogy in a “Brave New World”	86