

## **Vuole assaggiare? (“Would you like to taste it?”)**

An active learning experience made in the first year of the course “Catering and Hotel Management” of the Vocational Institute F. Datini, Prato (Italy) in school year 2007/8.

Competences to be achieved:

Lisbon key competences KC1: Communication in the mother tongue

KC7: Entrepreneurship

Teachers involved: Teacher of Italian Language with the cooperation of the teachers of English and French, Home Economics, ICT

Stages in active learning:

1. planning stage: the structure is planned by the teachers together with the students in order to share objectives and expected results
  2. exploration stage: students describe the activity to be done in the cookery room to prepare a dish (oral abilities, specific lexicon); students listen, ask for clarifications, make corrections, add comments (active listening, interactive communication)
  3. lecturing stage: the teacher, who has taken notes of the descriptions given, asks questions on points which are unclear, formulate hypotheses on likely outcomes (a typical process in active learning)
  4. execution stage: from oral to written product: students exchange opinions on their oral work (interaction = supports the achievement of a wider vocabulary and enhances their “personal encyclopedia”). The class, divided in small groups, write a model text with a presentation of the product (in this case a finished dish). Through guided writing, the students become aware of different text typologies and thus improve their writing skills in terms of creativity, which in turn may be enhanced by further reading and literary references. With different communication techniques other products such as brochures, hypertexts, posters are developed from the written products and translated into English, French and German and presented to the teachers of food science and Home Economics.
  5. metacognition stage: students compare their results and the procedures they have used.
- assessment stage. From the final results teachers can assess how conscious the use of an adequate vocabulary in a specific communicative context has been, how much students have improved their ability in taking notes and developing them into written texts and other communication channels.