

Developing method & field awareness in ELT: A hands-on experience

Alba Graziano – Università degli Studi della Tuscia
graziano@unitus.it

27 April 2023

Sede legale in Firenze:
via M. Buonarroti, 10
50122 Firenze
Tel. Centralino: +39 055 2380301
www.indire.it



Codice Unico di Progetto CUP: B55F21003060006 - Codice Progetto: 10.2.7.A4-FSEPON-INDIRE-2021-1

A practical experience from CLIL

No CLIL in professional training?... and yet...

Location: Istituto alberghiero – Indirizzo eno-gastronomico

A CLIL team of 8/10 teachers representing all the useful competencies (L1, L2, informatics, cuisine, room service) and their students

**How to build
a multilingual
menu**





2. Let's choose the dishes for our menu

Brainstorming in groups/pairs

- what is it for? (e.g.: Erasmus exchange; private event; school celebration, etc.)
- is it for many or few?
- do we want it traditional, nouvelle cuisine, ethnic, etc.?
- how shall we communicate with our guests?
- what practical limitations do we have?
-



3. Now let's start designing our menu

Build a matching activity

- which material support? which layout? what format?
- which visuals? audio, too? or none?
- which font, colours, effects, etc. for the verbal part of it?
- any specification for special needs or affiliation (e.g.: vegan, Slow Food movement, KM.0, etc.)?
- any direct reference to the rest of the environment (e.g.: do colours have to match)?



4. What is a menu?

Let's give a definition in terms of communication

A multimodal and multimedia text in a highly polysemiotic context.

The linguistic level is represented by the names of the dishes.





5. Some homework

Community and outdoor learning

- collect realia: e.g., paper menus or digital versions
- reflect on these samples following the lines emerged in the class
- decide how you can improve the design for our menu
- create a logo and/or a tag cloud for the event





Bon Appetit!





1. Let's warm up!

A little storytelling

Remember your best experience in a restaurant and tell it to your colleague.

1. describe the context first (time and space);
2. choose the best dish and describe it;
3. try to remember your feelings, too;
4. would you repeat the experience?





2. Now, let's start observing our menus

Matching activity

Menu layout:

1. Online
2. Cardboard and cover
3. Simple paper
4. Separate wine list
5. Lots of images
6. Matching colours
7. Character font
8. Nutritional info
9. Affiliation
10. Prices

Restaurant type:

- A. Fast food
- B. Ristorante cinque stelle
- C. Trattoria/Osteria
- D. Vegetarian/Vegan
- E. Pub
- F. Bar/caffetteria
- G. Self service
- H. Mensa aziendale
- I. Pizzeria
- J. Take away





3. And now, let's observe dish names



Debating: the hot seat



- How do dish names work under the marketing viewpoint?
- How can you be appealing to customers?
- Are information, objective descriptions and lists of ingredients enough, or do you also need a bit of rhetorics?



4. The Italian dish names in our menus

Matching activity

Dish names

1. Zuppa ceci e baccalà
2. Fettuccine Romolo e Remo
3. Cappuccino di laguna
4. Zabajone caldo allo zafferano e liquirizia con biscotti sabbiosi

Info-marketing strategies

- A. Objective/precise
- B. Historical/mythical
- C. Strange/difficult to understand
- D. Physical/sensorial





5. Floch's ideologies to create a taxonomy

Theoretical scaffolding

- *idéologie référentielle*: in advertising aims to inform the client about the product's features as objectively as possible;
- *idéologie mythique*: by exploiting the mental associations of symbols and legends or heroic or mythological figures, speaks to the collective consciousness and cloaks the product with a dream-like aura;
- *idéologie oblique*: appeals to the consumer's mind by juxtaposing linguistic elements from different cultural domains or from different sectors of the same domain;
- *idéologie substantielle*: appeals to the consumer's senses, playing with colours, sounds, tastes, etc.



6. How do marketing strategies influence dish names?

These “little texts” become pieces of **info-marketing** communication contributing to the style of the restaurant.



1. *Zuppa ceci e baccalà* → referenziale
2. *Fettuccine Romolo e Remo* → mitico
3. *Cappuccino di laguna* → obliquo
4. *Zabajone caldo allo zafferano e liquirizia con biscotti sabbiosi* → sostanziale



7. Homework

- practice identification of info-marketing strategies and create your own taxonomy of dish names;
- design Italian names to your own dishes using marketing strategies, in order to create the Italian version of the menu.

*Restaurant
Menu*





Bon Appetit!





1. Let's warm up!

A little debate.

Remember a disappointing experience in a restaurant and discuss with your colleague.



1. what were your expectations and why?
2. what disappointed you most? the food, the dish presentation, the service, the prices, etc.
3. did the menu have anything to do with this?
4. would you give the restaurant a second chance?



2. What if our customer is a 'foreigner'?



The hot seat again



1. Shall we translate at all or shall we rely on images, an English/French/Spanish speaking waiter, etc.?
2. Shall we translate only part (e.g., the special dishes, the menu of the day, the fixed price menu, etc.)?
3. Shall we just inform or shall we try and attract the foreign customer, too?



3. Let's practise some translating (1)

Please, make mistakes!!! And then observe them!

• **Referential menu:**

Zuppa ceci e baccalà =

Cheeseburger Urbana 47: manzo Tenuta dell'Argento Civitavecchia, fiocco della Tuscia Chiodetti Civita Castellana, guancialetto SANO Amatrice, maionese di nostra produzione con uova San Bartolomeo Vetralla, verdure a foglia e cipolle rosse Sacconi Nettuno =

.....
.....

• **Mythical menu:**

Fettuccine Romolo e Remo =

Ragù alla bolognese =

Supplì di Aldo =

Il Sorbetto al limone =



4. A quick linguistic test

souce, swardfish, rise, withe wine, bisquits, cappers, brad, erbs, tomatos are:

1. morphological mistakes
2. spelling mistakes
3. phonological mistakes

pumpkin flowers, polyp, brushed-up vegetables, narrow-minded are:

1. grammar mistakes
2. register mistakes
3. lexical mistakes

prawns cocktail, Parma's ham, mussels and clam sauce, Tuscia's oil are:

1. spelling mistakes
2. morpho-syntactical mistakes
3. lexical mistakes



5. Let's practise some translating (2)

- **Oblique menu:**

Cappuccino di laguna =

...tagliatelle di verdure al vapore =

Ricordo di tiramisù e gelato al caffè di ghianda di quercia =

- **Substantial menu:**

Zabajone caldo allo zafferano e liquirizia con biscotti sabbiosi =

Tagliata di filetto di Chianina con cristalli di sale e gocce di extravergine del Castello di Querceto con patate croccanti e fresca rucola =

Baccalà islandese con crema di cecino rosa profumata al rosmarino e peperoni cruschi =



6. Let's draw some (provisional) conclusions

a) Which of the menus is easier to translate? Which one is the most difficult, almost impossibile? Why?

a) *A possible ranking list:*

1. *referential*
2. *substantial*
3. *mythical*
4. *oblique*

a) When it is so difficult, what should we privilege?

b) *1. Information; 2. Marketing*

b) What linguistic feature is the most complex to translate from Italian into English?

c) *A possible ranking list:*

1. *morpho-syntax*
2. *metaphors*
3. *technical terminologies*
4. *spelling*

c) Which translation strategy would you use for *information* and which one for *marketing*?

d)



Restaurant Menu



8. Homework

- complete the translations of the dish names given and hand in the task onto the moodle platform;
- do this by choosing your translation strategy (information or also marketing?);
- for specific terminology consult the online dictionaries, mainly G. Cranchi's *Dizionario Gastronomico Internazionale* (in 25 languages), www.gcranchi.com/dizio/



Bon Appetit!





1. Let's warm up!



- Let's form pairs of students.
- Let's make a list of Italian idiomaticisms connected to food, drink and eating:
e.g. *“far venire l'acquolina in bocca”*, or *“bianco come una mozzarella”*.
- Are there corresponding expressions in English/French?



2. Our menu dish names in Italian

<i>i piatti</i>	referenziale	mitica	obliqua	sostanziale
Torta rustica...				
Insalata mista...				Insalata multicolore croccante e saporita
Sformato/tortino di verdure di stagione	Sformato con zucchine, scarola, porro e olive			
Dolce con mirtilli rossi		Torta della Nonna Pina		
<i>le bibite</i>				
Cocktail con basilico e pomodorino				
Bibita effervescente allo zafferano			Elisir di lunga vita	



3. Translation macro- and micro-strategies

Theoretical scaffolding

domesticating

the translation tends to make comprehension easier

omission

generalization/expansion

recategorization

**- adaptation:
good for marketing**

foreignizing

the translation tends to remain faithful to the original

zero translation

borrowing

calque

**+ literal/close translation:
good for information**



Fill in a chart with examples



Italian	Translation Strategies	English
Julienne di verdure wok	Borrowing	Stir-fried julienne vegetables
Lombrichelli all'amatriciana	Zero translation	Lombrichelli all'amatriciana
Carciofi alla giudia	Calque	Jewish-style artichokes
Scarola con uvetta e pinoli	+ Literal/close	Batavian endive with raisins and pine nuts
Penne "Mari e Monti"	Expansion	Quills with porcini mushrooms and baby clams.
Ovoline di bufala	Generalization	Buffalo mozzarella
Tonno rosso scottato alla senape	Recategorization	Red tuna steak with mustard
Prosciutto di Cinta Senese e melone	Omission	Ham and melon
Insalata immersa e nuvole dell'orto	- Adaptation	Dove salad and garden clouds

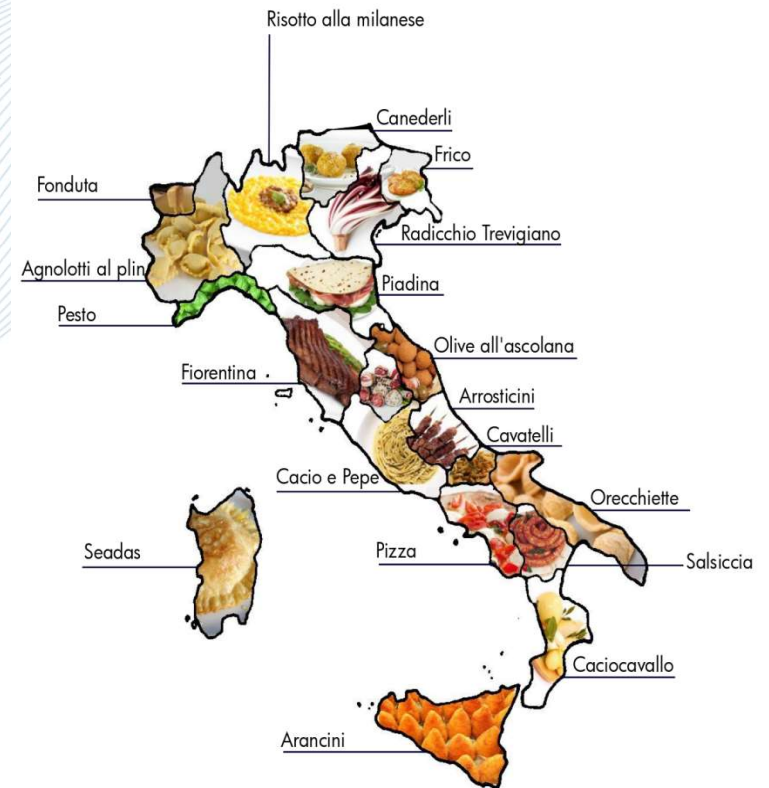


4. Some case studies in menu terminology

Observation practice on a corpus of menus

Focus on some culture-bound terms:

- *formaggi/salumi*
- foreignisms
- *pancetta/guanciale*
- cooking procedures
- “*alla +...*”
- place of origin and acronyms
- and finally, the *pasta...*





- **PRESTITI/BORROWINGS - 1.** da dizionario: *pasta, spaghetti e macaroni*, ma anche *cannelloni, lasagne, ravioli, risotto, tagliatelle, tortellini, vermicelli*. **2.** con rinuncia a tradurre: *farfalle, calamarata, orecchiette, rigatoni, maltagliati, bombolotti, trofie, mafaldine, tagliolini, mezze maniche*, ecc., spesso in versione dialettale: *scialatielli, cuzzi, paccheri, lombrichelli, strozzapreti*.
- **GENERALIZZAZIONE/GENERALIZATION** - *ravioli* traduce *agnolotti e tortelli*; *paccheri, bombolotti* = *macaroni*; *noodles/fresh noodles* per le paste fresche.
- **ESTENSIONI SEMANTICHE/SEMANTIC EXTENSIONS** - dalla lingua comune: *quills* = *penne*; *dumplings* = *gnocchi, gnocchetti, canederli*.
- **OMISSIONE/OMISSION** - raramente con la pasta: *Pennette all'arrabbiata* = *Pennette all'arrabbiata (Tomato Sauce, no parmisan)* [sic]



- **ESPANSIONE/EXPANSION - 1.** con generalizzazione: al nome originale segue *pasta*, anche nel caso di prestiti già consolidati nel vocabolario gastronomico inglese (ad es.: *paccheri pasta*, *calamarata pasta* ma anche *tagliatelle pasta*, *ravioli pasta*, e perfino *spaghetti pasta*, fino all'assurdo di rintracciare almeno un'occorrenza di *gnocchi pasta*!). **2.** con equivalente funzionale: ad es. *short pasta*, *long pasta/noodles*, *fresh pasta*. **3.** con sostituzione del nome originario con aggettivi esplicativi (ad es.: *bucatini* = *hollow spaghetti*; *linguine*, *bavettine* = *flat spaghetti*; *pappardelle* = *large tagliatelle*; *zite* = *long macaroni*) o con una perifrasi esplicativa (ad es.: *garganelli* = *water and flour pasta*; *fettuccine* = *hand made noodles*; *tonnarelli* = *homemade squared spaghetti*). **4.** con aggiunta: ad es. *fettuccine* = *homemade fettuccine*.

Fill in a chart with «formaggi/salumi/guanciale»



Italian	Translation Strategies	English
	Borrowing	
	Zero translation	
	Calque	
	+ Literal/close	
	Expansion	
	Generalization	
	Recategorization	
	Omission	
	- Adaptation	

Fill in a chart with «alla + ...»



Italian	Translation Strategies	English
	Zero translation	
	Borrowing	
	Calque	
	Literal/close	
	Expansion	
	Generalization	
	Recategorization	
	Omission	
	Adaptation	



5. Translating culture-bound terminology





Restaurant Menu



6. Homework

- carry on with the observation of your corpus of menus under the viewpoint of translation strategies;
- compare their translations and yours in the 'menu taxonomy' task;
- fill in a similar chart to the last one with more examples of your choice.



Bon Appetit!





1. Let's warm up with a guess game!

How do you expect the ingredients in the following dishes to be organized or served together?

Can you write the corresponding recipe?



1. «Cous cous salad: small vegetables (carrots, zucchini, peas, peppers, chickpeas)»

Secondo voi, questo è un piatto caldo o freddo?
E le verdure sono piccole di misura o come?

2. «Steamed seabass with oyster and seaweed jelly flavored with star anise»
Qui la gelatina contiene sia ostrica che alga o le ostriche sono servite a parte?

3. «Gratinated anchovies served with Roman courgettes, tomato and puntarelle salad»

Il contorno è un'unica insalata o le tre verdure sono servite separate?



2. Let's focus on English morpho-syntax

□ countable/uncountable (or mass) nouns

1. Raw prawns, Raw shrimp (Assunta Madre, RM) ???
2. Sea Bass carpaccio marinated with *fennel* (= *finocchiella*) and marjoram; Salad with *fennel* (= *finocchi*), orange and pomegranate (Ditirambo, RM)
3. Vegetable soup (leek, carrots, celery, zucchini, cauliflower, cabbage and basil); Mixed grilled vegetables with *pepper*? (carrots, zucchini, eggplants, fennels, mushrooms) (Cabiria, RM)

In inglese normalmente si usa il plurale. Alcuni sostantivi sono sentiti come massa unica (nel nostro ambito: *seafood*, *squid*, *octopus*, *spinach*, *spaghetti*), cioè non pluralizzano. Ma sono davvero pochi. Alcuni designano oggetti diversi a seconda che siano singolari o plurali (*fennel* vs. *fennels*). Molto più frequente in cucina trovare che sostantivi *countable* siano usati come *uncountable* (*carrot* vs. *carrots*) a seconda che sia ingrediente o pietanza.



□ pre-modifying vs. post-modifying syntax

Pre-modifier				Head	Post-modifier
Deictic	Post-deictic	Epithet	Classifier	Thing	Qualifier (Prepositional Phrase or non-finite clause)
Our	classic	fresh	grilled	pasta	with
The	typical	best	beef/veal/lamb	salad	served with/stuffed with/filled with/flavoured with
	original		fried	spaghetti	from
			homemade	fish	on
			smoked	ravioli	cooked with/under/at
			roast/ed	carpaccio	marinated in/with



3. Some error analysis

Participi aggettivali	Sostantivi aggettivali
Beef steak grilled.....	Tart of pistachio ...
Scampi steamed or grilled	Foam of coffee
...with vegetable mixed	...with cream of chickpeas with rosemary
Red salad grilled	Salad of rocket, tomatoes e [sic] shrimps
Wild clams sautéed	Parmisan of zucchini and codfish
Season vegetables boiled	Slices of orata [sic]
...and mussels and lime chopped	Dumplings of ashed potatoes

Genitivo Sassone	Sostantivo aggettivale
Shrimp's cocktail	Prawns cocktail
Yogurt's cream	Potatoes dumplings
Watermelon's granita	Onions rings
...on bean's puree	Chestnuts mousse
...with mushroom's sauce	Vegetables/Mushrooms soup
Greco di Tufo's wine	Raspberries vinegar/ice cream
Almond's crumble	Almonds biscuits
Eggplant's millefoglie	Aubergines parmigiama
Fennels' and oranges' salad	Mussels and clam sauce



what's wrong with these sequences?

- Sformatino di verdure stagionali e gamberetti su concassè di pomodorini al profumo di finocchietto selvatico =
Flan [0] seasonal vegetables and shrimp [sic] on [a] concassè [0] tomato-scented fennel.
- Insalata di indivia belga, pere e noci =
Endive salad, pears and nuts.
- Calamarata allo scoglio con ragout di triglia, cozze, vongole e calamari =
Calamarata with mullet ragout, mussels, clams and squids.
- Biscotto ghiacciato di pistacchio e lampone =
Pistachio frozen cookie and elderberry.



what's wrong with these sequences?



- Maltagliati al caffè con crema di ceci, cicerchia e julienne di seppia = *Soup of chickpeas and chicklin with home made coffee flavored home made "maltagliati" and squid.*
- Trancio di ricciola alla piastra con lime e basilico = *Lime-basil grilled amberjack fillet.*
- Baccalà con latte di mandorle, topinambur e alghe all'aceto di Barolo = *Cod with almond milk, Jerusalem artichoke and Barolo vinegar scented seaweed.*



what's the difference in these sequences?



ABSOLUTELY WRONG!!!

Genitivo Sassone
Norcia's/Parma's ham
Tuscia's oil/Gragnano's pasta
Pantelleria's capers
Bronte's pistachios
Sauris's pork cheek
Amalfi's lemon sorbet
Campania's buffalo mozzarella

Aggettivo di provenienza	Sintagma preposizionale <i>from +</i>
Parma/S. Daniele ham	Cold cuts from Bassa Parmense
Umbrian olive oil	Pasta from Gragnano
Pachino/Vesuvian tomatoes	Pecorino cheese from Fossa
Sicilian broccoli/Roman chicory	Red onion from Tropea
Argentinean/Danish beef	Fassone beef from Piedmont
Cantabrian anchovies with Val Susa butter	Anchovy fillets from the Cantabrian Sea
Andrian [sic] burrata	Buffalo mozzarella from Campania

RIGHT, BUT...

The first ones denote a different variety of agricultural product (and sometimes they become ridiculous!). The second ones add a connotation of authenticity and uniqueness, almost of exoticism, aptly fulfilling the *info-marketing* potential inherent to such texts.



4. The narrative effect (in English)

Analeptic narration

Fresh homemade noodles... ...with black truffle sauce.

Our Milanese veal cutlet... ...with potatoes and buttered carrots.

Baked young roosterfrom Montespertoli served with fresh salad and potato pie.

Roast mackerel... ...with carrot quenelle and chili sauce.

Salmon... ...cooked at a low temperature with pureed fennel, sweet and sour red onion.

Turbot... ...in a crust of pistachios from Bronte, served with spinach and steamed asparagus.

Proleptic narration





5. Homework: time to finalise

*Finalising the style of the Italian menu
and practicing the other languages:*

- **have you made up your minds about how many menus?**
- **have you revised the Italian, English and French versions of the dish names?**
- **have you decided the style of our menu/s in terms of visuals?**



Bon Appetit!





1. Evaluation stage: have we reached our objectives?

- ✓ Have we learnt about how to match menu and restaurant style?
- ✓ Have we learnt how to inform through dish names?
- ✓ Have we learnt how to market through dish names?
- ✓ Have we produced a multilingual menu?
Have we improved in all the three languages?
- ✓ Does everyone feel they have learnt something new?





2. Can we evaluate the method? (not only for teachers)



- ✓ Has the teacher suggested a task-based approach?
- ✓ Has the teacher involved the Ss in stimulating activities? Both cognitive and emotional?
- ✓ Has the teacher used a learner-centred method? Has she aimed at personal observation and creativity?
- ✓ Have we adopted a cooperative approach to learning? Has the CLIL TEAM worked all right?
- ✓ Have we made use of ICTs, visuals or social networks? Can we improve on this?



3. Final tips: how to be learner-centred teachers



- Don't be *the sage on the stage*! You are a learner yourself!
- Use inductive observation and problem-solving
- Design meaningful tasks to get to a practical output
- Set students to cooperate by creating teams where each one is responsible
- Use audiovisual inputs and ask for audiovisual re-elaboration
- Ask Ss to do some internet research
- As to language teaching, always consider the level of your Ss
- For every objective and every activity always ask Ss to reflect
- and to evaluate themselves and peers.



4. An index to CLL activities in this course

- Humanistic warm-ups connected to the topic (or not)
 - Internet or outdoor research for «real» menus
 - Storytelling about eating places and their menus
 - Graphic organizers and Ppt with adequate images
 - Creating a pertinent logo/tag cloud
 - Compiling an interactive glossary
 - Debating (the *hot seat*)
 - Matching activities; chart filling
 - Observing case studies of translation
- Practicing translation, making mistakes and analysing them
 - Guess games and error finding exercise
 - From dish name to recipe and vice versa
- ... lastly, designing the class menu in more languages and styles.





5. An index to CLIL scaffolding in this course

- Brainstorming/mind-mapping/spidergrams/Q&A
- Pre-requisites revision and cyclic return
- Defining the communicative genre and the marketing ideologies
- Building a menu taxonomy
- Error analysis at all levels
- Caring for spelling
- Translation macro- and micro-strategies
- Familiarizing with specialised dictionaries
- Caring for culture-bound and technical terminology
- Comparing English and Italian/French morpho-syntax





6. CLIL evaluation of our Ss' menu

The menu as learning outcome:

- Was working at the menu «tasty»? i.e.:
- Have they learnt something new?
- Have they learnt to cooperate?
- Have they learnt to learn?
- Have they improved digitally?

The menu as output:

- Is it «tasty»? i.e.:
- Is the layout well realized?
- Is it coherent with the style?
- Is it attractive but also elegant?

The menu as language:

- Is it «tasty»? i.e.:
- Is it informative?
- Is it efficient?
- Is it appropriate?



**A trilingual (Italian/English/French) menu in four info-marketing versions
(read more here: <https://doi.org/10.20368/1971-8829/1567>)**





Bon Appetit!



...learning language, learning through language, learning about language

M. A. K. Halliday, *Towards a Language-Based Theory of Learning*

