

## Engaging in Educational Tourism: An Academic Response

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### ABSTRACT

Tourism-related education can determine the value and solutions for developing winning tactics to extend the quality of educational programmes and involve the community of national and international learners by creating an exchange network of top tourism initiatives. In this article, the authors open a discussion on the interconnections of adult learning and educational tourism, providing the framework for a procedural and methodological analysis of several off-line and on-line experiences that can be adapted by specialists of any educational institution. The article provides an academic response to the potential of educational tourism emphasizing its significance for the economy, well-being, and environmental sustainability.

### KEYWORDS

Education, Tourism, Adult Learning, Educational Tourism, Educational Tours, Intercultural Competence, Soft Skills, Virtual Educational Tourism, Virtual Field Trip.

### ARTICLE HISTORY

Received 20 September 2021 | Accepted 26 May 2022

## 1. Introduction

Despite the polyphony and various shades in the palette of its interpretations at the scientific level (Towner & Wall, 1991; Novelli, 2005; Pitman et al., 2010), the term *educational tourism* has its explicit component – a structured study/research/learning of specific subjects based on a tour (Towner, J. & Wall, G. (1991). Looking back over the centuries, we can find multifaceted footprints of this type of tourism and its manifestation. Some examples include the autonomous works of early travel memoirists throughout the 1760s – 1790s: *A Sentimental Journey and Other Writings*, by Sterne (2008) to the conception of globalized ERASMUS educational mobility programmes (European Commission, 2013) or an opened academic market of language courses in host countries. Furthermore, in academic literature, we can find a variety of definitions of educational tourism. Tomasi, Paviotti, and Cavicchi (2020) give some examples, drawing together a variety of terminological descriptors:

“(...) educational tourism as a learning experience organised and managed by educational institutions...Of course, learning takes place during any kind of travel, for leisure or to visit a destination, for example, but in our definition, education is the learner’s primary purpose and tourism the secondary one” (Tomasi et al, 2020, p. 6).

Indeed, the abovementioned practices served different purposes that focused on a wide variety of priority targets. However, the contemporary world has changed. The years 2020, 2021 and the beginning of 2022 have taken away millions of lives and left behind worrying scenarios such as environmental crisis, severe global economic recession, geopolitical tensions, evidence of increasing inequalities at different levels, and the urgency of finding a solution for peace and well-being. The fact is, this world cannot be re-created; thus, at the macro level, any scientist will admit that it is a real duty and responsibility to conduct research to provide an academic response – both to recover the planet and to find appropriate ways for sustainable development. In this respect, interdisciplinary approaches are functionally relevant to various educational tourism projects.

Thus, educational tourism can significantly enrich the pedagogic processes and their outcomes of all levels of the education system which have a primary purpose of emphasizing the message of sustainability and peace to humanity.

This article examines the spectrum of theoretical and practical procedures designed to engage adult learners in educational tourism experiences and includes an outlook for possible models to apply (Coste & Cavalli, 2015; McGladdery & Lubbe, 2017). Subsequently, we present a summary of some individual projects carried out through direct participation of Portuguese adult learners. We also present the analysis of other similar content based on on-line international sources. This article provides an academic response as general feedback explaining the possible interconnection of adult learning and educational tourism. It identifies methodological procedures and perspectives of educational tourism and considers digital content today, providing several examples of virtual alternatives to real-world experiences of educational tourism. Furthermore, based on the concept (Ritchie et al., 2003, p. 5) that educational tourism can be considered as a *product* (such as a University degree for international university students), *process and function* (such as a trip to a marine biology station to learn about marine biology or travelling to an ancient monument after studying the monument). , this article emphasizes the diversifications and heterogeneity identified with a travel, trip, voyage or simple outing for educational purposes as a complex field of study. Thus, educational tourism is a useful tool to leverage within a classroom, taking not only foreign, but also native learners out from their regular scenario. For instance, within the framework of reflections on educational travel in the Finnish education system (Mantua-Kommone et al., 2018) the authors emphasize the importance of designing physical, virtual, social, and mental learning environments as well as using nature as a learning environment.

Looking through such innovative projects, in this article we propose some examples of the engagement of native Portuguese adult students carried out in their own country as an educational tourism experience. For example, we promote study visits, linking pedagogical, psychological, social, linguo-cultural, and tourism-related dimensions involved in adverse working conditions and the creation of multidisciplinary bonds, and producing models of contemporary art such as musical compositions, photo design, paint-

ings, etc. At first glance, these students may not look like tourists or daily visitors; however, these projects actively involve outdoor environments and “increase emphasis on acquiring a new skill set...which include critical thinking, problem solving skills, communication and social skills, and information reading skills” (Mantua-Kommone et al., 2018, p. 24). Furthermore, these projects equip native learners with citizenship skills and working life skills to promote unique national strengths at the global level.

## 2. Adult learning and educational tourism: Levels of interconnection

Educational tourism is a broad area covering numerous potential areas and promoting interdisciplinary approaches (McGladdery & Lubbe, 2017; Maga & Nicolau, 2018). Several advantages could be deployed efficiently by academic units. Firstly, students can benefit from the opportunities to interact with local environments that include many interconnections such as agriculture and natural resources, historic sites, and events and experiences related to national culture. Secondly,

“(...) international students are tourists, taking advantage of the opportunities to visit local attractions or travel to other regions of the host countries, alone or with friends and relatives. Experiential learning is part of studying abroad, and tourism is part of the whole experience. It is a transformative combination of learning and personal growth, thus creating a complete social experience” (Tomasi et al., 2020, p. 1).

In both cases, expenditures for provisions, transport equipment, medical insurance, and entertainment significantly impact the economy. Moreover, unlike other types of tourism, such experiences provide opportunities for supervision and didactic support, specific materials, and graduation certificates, which may open up new development opportunities.

Educational tourism is a promising field with a long-term perspective due to its capacity to engage in multiple cooperative exchanges with different actors. On the one hand, students benefit from the content and formal aspects of well-organized educational tourism-oriented programmes. On the other hand, mainstream leaders such as educational managers, designers, coaches, academics, technical teams, and the organizations involved in the tourism sector have a broad spectrum of opportunities to develop various materials, proposals, and services for educational tourism related to off-line and on-line projects. On a macro level, the government or other public bodies can create a database of the most urgent issues of the specific regions and communities, for instance:

- Noise pollution in some urban areas affected by vehicles concentrated in those areas.
- Lack of adult involvement in environmental protection.
- Reduce of critical natural areas, historical monuments, cultural heritage.
- Occupation of public spaces with destroyed and uninhabited houses or other objects.
- Deficit of equipped meeting points for competent specialists in specific fields in some regions that transmit unique cultural heritages.

To address these abovementioned issues at the micro-level, other project participants can design necessary materials and action plans to propose potential solutions. Educational institutions can adopt a more suitable framework within their curriculum aimed towards understanding a concrete issue and potential strategies for its improvement. For example, an educational tourism-related project on noise pollution caused by vehicles in some urban areas might involve some pre-planned activities integrated into a mixed context linking disciplines such as arts and science. In this case, students might interact with local people to understand their daily reality. The students could analyse types of architectural design in the areas affected by the problem of noise, and directly explore routes and the location of essential points that serve to exchange goods and services. A critical component of this project would be research that is conducted through a variety of tours managed by a responsible professor/teacher/coordinator and with the help of other key community members who provide the necessary connections to carry out the project. Reflective student practices during the process would be enriched with these valuable learning experiences that incorporate individual and collective psychological, social, and cultural aspects (Roussou, 2004).

Moreover, engagement in educational tourism-related projects, such as that proposed above, contributes to the design of new quality pedagogical models. Such models bring together theoretical and practical knowledge, providing a broad platform for empirical evidence based on authentic and reliable information without designing training workshops or a simulated environment. The outcomes of such projects allow meaningful monitoring of problematic issues and facilitate a search for their solutions, serve as an example of sustainable practices, attract learners, join potential and weak students in the same workgroup, and embrace a variety of subjects and thematic networks.

### **3. The methodological perspectives of educational tourism – dynamic experiences**

Educational tourism empowers pedagogical adaptations and the application of heterogeneous strategies and approaches. The studies related to this field identify educational tourism within broad categories and diverse perspectives. As the term tourism itself brings the perception of the complexity of the realities associated with leisure and rest, consecutively, educational tourism favours the development of creativity to provide comfortable, educational support to a target audience. Indeed, the complexity of this subject matter should continue to be explored by academics and commercial units to extend the usefulness of this experience.

There is no generally accepted definition of educational tourism in academic literature. In conceptualising and researching educational tourism, Ritchie et al (2003) pay attention to a variety of major discussions on the concept from different sources. One of the proposed models reveals that

“... educational tourism may consist of:

- General travel for education (or ‘edu-tourism’) and adult or seniors’ educational tourism, where some form of education or learning is an important (and often motivating) part of the tourist experience...they will be referred to as ‘tourism first’ educational tourism experiences or products...
- University/ college students’ and schools’ tourism (language schools, school excursions and exchange programmes), whereby tourist experiences may be secondary to the educational aspect or intentions and may be considered ‘education first’ educational tourism experiences or products” (Ritchie et al., 2003, p. 12).

Furthermore, considering the history of educational tourism and the existing theories in the field of study, McGladdery reconceptualizes educational tourism “as a process with clearly defined and measurable outcomes, rather than by the content or subject matter of a tourism product” (McGladdery, 2016, p. 16).

Adopting a flexible approach by exploring new potential ways of developing some suitable models for educational communities at different levels, the present article provides the following analysis of projects as a starting point for the improvement of educational tourism models within the framework of adult learning.

The following projects were conducted within educational tourism for the curriculum of social sciences and humanities at the high school level in Continental Portugal and the archipelago of Madeira. These projects underscored the critical role of educational institutions in developing tourism experiences and ensuring well-being across some meaningful and fulfilling practices linked to the tourism sector and education.

“(...) In the contemporary world, language teaching has a responsibility to prepare learners for interaction with people of other cultural backgrounds, teaching them skills and attitudes as well as knowledge” (Byram & Wagner, 2018, p. 1).

Taking this statement into account and considering the 21st-century shifts in the educational field where everyone is entitled to education and equal access, education has gained a new role: ensuring so-

cial inclusion and cohesion. Moreover, other concepts evolved from this assumption or gained new meanings: the notion of culture, intercultural communication, mobility, and otherness. Educators are asked to intervene in this process by teaching core subjects and hard skills, as well as training skills and attitudes to improve students' ability to communicate and interact with a globalized world (Byram, 1997).

Despite the lack of consensus regarding what the phenomenon comprises, educational tourism has the most significant potential to address young learners to adult learners through learning experiences within cultural settings different from one's own culture. It conveys the development of skills and knowledge and envisions social and environmental awareness that leads to behavioural changes.

Setting communication and language teaching as the main processes through which people can understand cultural diversity and interact implies new standards for language learning. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment: CEFR (Council of Europe, 2017) is focused on how languages are used in communication: their functions, notions, and tasks. This document became a reference, and resonated internationally. Underlying these concepts, the Council of Europe prioritized, the establishment of the right to education for all, equality in access to education, and social inclusion and cohesion.

The notion of intercultural dialogue emerges from concepts such as citizenship, identity, and social cohesion since it is a precondition for the necessary societal changes (Byram, 2008, p. 124). This intercultural dialogue imbeds intercultural competencies that are developed through language and foreign language teaching (Guilherme, 2013). Language learning is about linguistic competence, an attitude towards language, and the ability to communicate/interact effectively with people from different languages and cultural backgrounds. Therefore, the role of the teacher is "to develop skills, attitudes, and awareness of values just as to develop a knowledge of a particular culture or country, or different cultures within one's own country" (Byram, Gribkova & Starkey, 2002, p. 13). Moreover, in higher education, institutions that promote tourism-related courses enable teachers to develop projects targeting both adult learning and educational tourism (Pitman, Broomhall, McEwan & Majocha, 2010). Such is the case of the University of Madeira.

Madeira Island is a well-known tourist destination; tourism is the main driver and the most significant source of revenue for its economy (Garcês, Pocinho & Jesus, 2020). Students choose tourism as their field of study in higher education or at a secondary level due to high employability prospects and the opportunities to know other countries and cultures. Therefore, it requires language proficiency and intercultural communication competence to interact with foreign tourists and business partners. Sawyer and Matos state that "tourism students learn, in an integrated way, both how to communicate in a foreign language and to be culturally mindful" (Sawyer & Matos, 2015, p. 133).

The following project aimed (Di Pardo Léon-Henry, 2019, p. 150):

- to design a study-visit that provides a learning experience;
- to develop English language proficiency and the students' interaction with locals and awareness of local environments (regional culture, historic sites, and events);
- to interact with tourists permitting the development of personal attributes such as socialisation, communication competence, and thoughtfulness.

### **Project analysis 1:** Designing an educational tourism experience: Field study.

This activity was developed by students of Higher Professional and Technical Courses in Tourism Information and Commercialization. Firstly, students were asked to organize a recreational tour to promote a learning experience for Madeira Island tourists. The class was divided into three groups, and each group developed an activity. This resulted in the "Study visit in Funchal" comprising a "Tourist Itinerary." Here, tourists are asked to visit some local cultural spots; a "Cultural Guide," Peddy-paper genre activity, with clues to discover sites and regional personalities, and a "Madeira's History Quiz", which consisted of a questionnaire including images to identify historical information (see the Appendix). Secondly, they were invited to do the study visit themselves and test the activities to perceive the effectiveness of the pedagogic process and if such methodology leads to a learning experience for tourists. This project implied reflective work among students and promoted their interaction with locals and tourists. The feedback was very encouraging.

**Project analysis 2:** Educational tourism experiences based on English as a foreign language session: <<https://www.youtube.com/watch?v=qzhriULIKLs>>.

Except for the online interview section, the whole video was filmed at a historic place in Lisbon – Palácio Estoril Hotel – where the British writer, journalist, and naval intelligence officer, Ian Fleming, stayed during the Second World War. The movie *On Her Majesty's Secret Service* (1969) was partly produced in Portugal. The global public around the world can observe the famous scenes produced at the Praia do Guincho, Parque Nacional da Arrábida, Costa do Estoril, Ponte 25 de Abril, etc. Presenting this project, the language teacher directly contributes to the tourism industry by highlighting that Lisbon city is a “golden” opportunity for the education community to develop exciting and memorable experiences linking pedagogical, psychological, social, linguacultural, tourism-related dimensions (Vieira, 2021). For this project, the teacher applied some ideas related to the performance of James Bond in Portugal to promote an interdisciplinary approach and train essential foreign language contents and skills. The primary benefit of this project is that it improves physical and mental health and its positive contribution to the learning process that nowadays is appropriate to promote and strengthen intellectual, spiritual, affective, and emotional bonds. Within the demonstrated English session, the students toured short distances on foot.

The abovementioned educational tourism-related projects outline the pedagogical functions that include knowledge transmission, managing, planning, and organization of information and operations with the help of tourism-related procedures.

#### 4. Looking for virtual alternatives in educational tourism

Considering educational tourism as the tourism that pursues learning as a pretext for a tour, there are several virtual alternatives in educational tourism, namely virtual field trips.

Field trips are learning experiences that permit students to explore their interests and discover new things while exploring natural environments, putting classroom subjects into new perspectives. Klemm and Tuthill (2003) define virtual field trips as providing an alternative strategy for engaging students in the study of the real world.

As field trips are unusual or non-existent for many students, virtual apps, games, and websites bring places and experiences through so called “field trips to the classroom”. Virtual field trips may also include immersive and interactive solutions (Cheng & Tsai, 2019).

The scientific evidence for assessing the educational effects of immersive virtual reality is limited, but it constitutes an alternative in education, significant in educational tourism. Besides several remarkable studies that have already been carried out (Freina & Ott, 2015; Makransky & Lilleholt, 2018), accumulation of academic experience and scientific evidence is needed to assess its virtues and pitfalls.

Virtual educational tourism can become an alternative for those who have restrictions on travel, including students that live in countries with severe restrictions, students who suffer from social stigma, students with financial limitations, and disabled students. Virtual reality makes provides excellent potential for interaction, which educational technologists consider necessary for better learning. Roussou (2004) emphasizes that virtual reality makes education more popular and enables students to experience what would not be possible another way (for instance, virtual challenges, virtual experiments, virtual games).

Portugal is one of the attractive destinations where devices for educational tourism are a case of success. For example, since 2008, the Lisbon National Pantheon has developed the possibility of augmented reality visits that enable tourists to access a variety of multimedia explanations superimposed over the locations being viewed (Miradouro Virtual, 2008).

Research on educational tourism through virtual reality confirms no less educational benefits when compared with traditional ways of educational tourism. Subsequent research on this matter was carried out by Ren and Chen (2021) while developing and testing a scale for school students' educational tourism experiences using a sequential mixed method: a qualitative method to develop the scale (collecting data through interviews) and a quantitative method to test the reliability and validity of the scale.

Furthermore, educational tourism will undoubtedly become more dependent on augmented and virtual realities, emerging as an accepted alternative to traditional educational tourism. This is mainly due



to the advantages of new technologies that permit a more significant number of students in the learning process. This situation captures the attention of young students. It also presents an opportunity that allows for creating less costly models, which rely on an initial investment in devices instead of a whole trip and accommodation costs associated with traditional channels used by educational tourism.

## 5. Conclusion

The benefits of educational tourism explore the complex interaction of social, economic, environmental, and other dimensions. Among these benefits, educational tourism-related projects:

- Engage all participants in active learning/research;
- Include structured planning, scheduling, budgeting;
- Allow enhanced cooperation among different social groups for solving urgent issues concerning local communities and contributing to global strategies;
- Involve marketing strategies;
- Provide the quality of educational outcomes;
- Contribute to the personal/professional growth of each participant through the search for self-definition and well-being.

The models demonstrated in this article provide empirical evidence to support future research on educational tourism perspectives. It has also demonstrated the potential for practical implementation and integration of educational tourism attributes into the academic context. Further research is needed to investigate the perceptions of the learners on the proposed projects for further progress in this area of study.

## ACKNOWLEDGEMENTS

This paper is financed by National Funds provided by FCT- Foundation for Science and Technology through project UIDB/04020/2020.

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## APPENDIX

### TOURIST ITINERARY IN FUNCHAL

Study visit

#### Be a tourist in Madeira Island for one day!

Follow the itinerary, do the activities and enjoy yourself!

#### I – Give an example of how Madeira, a touristic destination, is promoted throughout the city (events; activities; thematic attractions; news):

- Make proof of what you have found (photo; brochures...);
- Explain the message/purpose.

#### II - Tourist itinerary

Follow the itinerary and visit the following spots/attractions:

1. Café Teatro.
2. Municipal Garden.
3. Santa Catarina Park.
4. Cristiano Ronaldo statue.

In each passage, make live proof that you were there:

- group photo on the spot,
- point out a curiosity (something interesting and relevant about the place).

#### III – Cultural Guide

Follow your instincts and track the clues! Take a selfie with your group in each place that you find.

1st CLUE

“Sic Parvis Magna – Grandes feitos através de pequenos começos”

“Ser escuteiro é fugir de má companhia e partilhar alegria”

**Who was the world scouting chief?** \_\_\_\_\_

2nd CLUE

**“This gate gave direct access to the beach landing docks existing at that time where today stands the seafront promenade.”** \_\_\_\_\_

3rd CLUE

**At the centre of our city there is a statue of one of the founders of our island.**

**Who is this important figure?** \_\_\_\_\_

4th CLUE

**In the Municipal Garden we can find the statue of the liberator of slavery in six nations.**

**What is his name?** \_\_\_\_\_

5th CLUE

“No abraço do sol  
No Novelo do vento  
Na sede da levada  
No êxtase da Terra  
Voltarás viajante  
Aqui te espero”

**Who was the powerful woman that wrote this poem?** \_\_\_\_\_

6th CLUE

**Who was the doctor that served in the 1st world war?** \_\_\_\_\_

#### IV - Madeira's history quiz

##### You will need:

- 12 images in total – 2 images for each group member.
- questions for each image and the answers.
- someone willing to play the game.

Number of players: maximum 6.

##### Instructions:

1. The game is divided into 6 categories and each category is represented by 2 images.
2. Each member of the group will have to present 2 images with questions and the answers/explanation to the chosen participants/players.
3. Each participant/player will have to answer the questions that will be asked. In case they do not know the answer to the question you will have to give them the explanation/answer. The explanation/answer needs to be short and concise.

### MADEIRA'S HISTORY QUIZ

#### Gastronomy:

##### Filete de Espada-Preta com Banana

##### Questions

1. Do you know this dish?
2. Have you ever tried it? **(if the answer is yes)** what did you think of it?
3. In your opinion what are the main ingredients of the dish?

##### Answers

1. The name of this dish is Filete de Espada com Banana and is one of the most well-known dishes. The filetes de peixe-espada are seasoned with garlic, lemon juice, salt, and pepper. After that, the peeled bananas and the fish fillets are then dipped in egg and flour and then fried in olive oil and sprinkled with sprigs of fresh parsley and served with boiled potatoes.  
Finally, the fish eggs can also be eaten boiled or fried, served with a vinaigrette sauce.
2. **If the answer is no**, ask them **why** and then give them **restaurant recommendations** like for example the restaurant "Preia-Mar" in Madalena do Mar (Ponta do Sol) or the "Maré Alta" in Machico, are some excellent suggestions.
3. Peixe-espada preta and banana.

##### Espetada madeirense

##### Questions

1. Do you know this dish?
2. Have you ever tried it? **(if the answer is yes)** what did you think of it?
3. In your opinion what are the main ingredients of the dish?

##### Answers

1. The name of this dish is Espetada madeirense and like the Filete de Espada com Banana is also a very traditional dish. How do we make it: 1. Cut the meat into small cubes; 2. Crush the garlic heads and the laurel leaves; 3. Place the meat on the laurel skewers (if not, you can choose to use iron skewers); 4. Season with salt, garlic, and bay leaf; 5. Bake well on both sides; 6. When removing from the brazier, shake the skewers together in order to eliminate excess salt; 7. Remove the meat from the skewer as you serve, and 8. Serve with milho frito, bolo do caco, and manteiga de alho.
2. If the answer is no, ask them why and then give them restaurant recommendations like for example the restaurant "O Lagar" in Estreito de Câmara de Lobos or the "Santo António" restaurant also located in Estreito de Câmara de Lobos, are the most popular to try this specialty.
3. It can be cow meat or pork meat, and laurel leaves as well as laurel skewers.

**Sports:****Largo da Achada (Camacha)****Questions**

1. Do you know this place?
2. Do you know the importance of this place and why?

**Answers**

1. Yes or No.
2. It was here that football was played for the first time in Europe, and this event was remarkable for the football history.

**Campo Almirante Reis****Questions**

1. Do you know this place?
2. Do you know the importance of this place and why?

**Answers**

1. Yes or No.
2. It was the original home of C.S. Marítimo before the team relocated to their current home, the Estádio dos Barreiros in 1935, though to this day it still very much remains a spiritual home to the club. Though being deserted by Marítimo, the clubs' original headquarters building adjacent to the site, remained in use until 2005. The ground was the venue of Marítimo's famous 10-0 victory in the local derby against Nacional, which took place on December 12, 1925.

**Monuments:****Igreja da Sé /Church of Sé****Questions**

1. Do you know this monument?
2. Do you know anything about the history of the monument?

**Answers**

1. Yes or No.
2. It is one of the most emblematic places in the city of Funchal. It was thanks to D. Manuel I, that this Cathedral was built. From the time of colonization to the present day, it is a temple that has remained unscathed, resisting well over the years.

**Varadouros door****Questions**

1. Do you know this monument?
2. Do you know anything about the history of the monument?

**Answers**

1. Yes or No.
2. This architectural work is known as the gateway to the city. Previously this portal was part of the old Wall that served as the defence of the city. It was one of the best accesses to the beach (current avenue to the sea) to reach the boats that docked there.

**Places/Porto Santo:****Praia do Porto Santo****Question 1**

Can you identify where this beach is and tell us a curiosity about it?

**Piscinas naturais Porto Moniz****Question 2**

Can you identify where this place is and tell us a curiosity or something about it?

**Monte Palace Tropical Garden****Question 3**

Identify where this place is and tell us a curiosity.

**Regional Festivities:****Noite do Mercado****Questions**

1. Do you recognize this festival? **(If she/he says no, tell her/him the event's name).**
2. Do you know when this event occurs?
3. Do you know what we celebrate?

**Answers**

1. Noite do mercado.
2. It takes place on December 23rd at Mercado dos Lavradores.
3. It is a traditional popular festival in Madeira and several food and drink stalls are set up and there are Christmas carols.

**Festa do Vinho (Madeira Wine Festival)****Questions**

1. And this one, do you recognize? **(If she/he says no, tell her/him the event's name).**
2. Do you know when this event occurs?
3. Do you know what we celebrate?

**Answers**

1. Wine Festival.
2. This event is scheduled from 8 to 24 October.
3. This event seeks to recreate old habits of the Madeiran population. The celebrations of this event begin in Funchal, where they include the European Folklore Week, decorations, exhibitions, and live paintings alluding to wine, and various shows of light and traditional music.  
At the end of this "party", the Festa das Vindimas takes place in the Estreito de Câmara de Lobos.

**The Traditional Costume:****Question**

1. Which one is Madeira traditional costume? **(Compare the two images)**

**Answer**

1. The Minho costume was responsible for inspiring the Madeira traditional costume.