

Syllabus of the course “Second Foreign Language 1 (German)”

1. BASIC DETAILS

Name of the subject: Second Foreign Language 1 (German)

Code: 101163

Degree: Bachelor's Degree in Tourism

Academic year: 2016-2017

Type of subject: core

ECTS credits (hours): 6 (150)

Duration: one year

Language of instruction: German

Teaching staff: Teachers from the Language Service

2. PRESENTATION

This initial course in German takes students to level **A1** of the *Common European Framework of Reference for Languages* of the Council of Europe. The content is geared towards the tourism profession.

The course comprises 60 classroom hours. Students unable to attend the classes may take the final exam.

The starting level is that of beginners. Students with some knowledge of the language will be given a level test at the start of the course. Students with a level much higher than that of the course may go directly to the final exam (see section 8).

3. OBJECTIVES, COMPETENCES AND LEARNING OUTCOMES

OBJECTIVES

Content objectives

Students acquire the language content described in section 5 of this document. They also develop communicative competences in oral and written interaction, being able to do the following at the end of the course.

1. Recognise the orthographic marks of German and relate them to the phonemes.
2. Recognise the letters that are pronounced and those that are not.
3. Distinguish between the phonemes of German.
4. Understand brief oral messages in the Media, on the telephone, or in public places.
5. Communicate in simple everyday situations.
6. Understand brief announcements and news items and extract information from a written text aimed at the general public (signs, posters, leaflets, notes, etc.).
7. Write brief, simple texts in German (postcards, notes, personal texts, etc.)
8. Fill in forms with personal details.

Skills objectives

At the end of the course students should have achieved the following.

1. Begin to develop a degree of accuracy (in grammar, pronunciation, use of vocabulary, register, etc.) and fluency (speed of production, ability to express ideas and construct discourse), in both speaking and writing, corresponding to level A1 of the *Common European Framework of Reference for Languages*.
2. Learn strategies and skills to understand simple authentic written and spoken texts.
3. Learn strategies to continue learning independently outside the classroom.
 - a. Develop the ability to use the language efficiently in everyday situations.
 - b. Learn to use language learning resources: dictionaries, grammars, text books, practice exercises, etc.

COMPETENCES AND LEARNING OUTCOMES

CE 8. Use the communication techniques of tourism organisations and companies: internal, external and corporate.

LEARNING OUTCOMES

CE 8.1. Identify vocabulary typically used in business communication in two foreign languages.

CE 8.2. Identify grammatical forms typically used in business communication in two foreign languages.

CE 8.3. Develop theoretical and practical knowledge in two foreign languages and in topics related to the tourism sector.

CE 9. Communicate orally and in writing in three foreign languages in the field of tourism and related areas.

LEARNING OUTCOMES

CE 9.1. Use the specialised language of the tourism sector in two foreign languages.

CE 9.2. Use two foreign languages in specific contexts and real situations.

4. TRANSFERABLE COMPETENCES

By working in small groups or pairs, students gain experience in these types of interactions. Students develop the ability to work in a group (listening, giving opinions, reaching agreements, etc.) and independently (time management and problem-solving). They reflect on different learning strategies and on how to continue learning outside the classroom.

CT 1. Learn independently.

CT 2. Self-evaluate the knowledge acquired.

CT 4. Handle communication techniques on all levels.

CT 10. Work in teams.

5. COURSE CONTENT

The contents listed here are constantly combined together in the learning process, in keeping with the interconnected nature of language learning. The linguistic contents are subdivided into language functions, grammar, vocabulary and phonetics and prosody.

Language functions

The following list includes both general language functions and functions specific to the tourism field.

a) Socialising function

- Establish contact with a person: greet and respond to a greeting, offer a welcome.
- Say goodbye.
- Make introductions.
- Apologise.
- Offer thanks.

b)

- Identify oneself and another person. Ask for and give personal information (name, age, job, address, birthplace, nationality, civil status, family, customs, tastes, holidays).
- Ask for and give information about places (location, characteristics, etc.).
- Ask for and give information about times: time of day, timetables, dates, duration of an activity.
- Ask for and give information about a current situation.

c)

- Express satisfaction or dissatisfaction.
- Expression preference.
- Express a wish.

d) Inductive function

- Ask questions and express willingness or a wish to do something.
- State that something is possible or impossible to do.
- Suggest an activity.

e) *Metalinguistic function*

- Ask and say how to say something or how a word is pronounced in German.
- Ask and say how to spell a word and what orthographic marks a particular written expression needs (accent, apostrophe, comma, point, hyphen, etc.).
- Ask the meaning of a word or expression.

Grammar

Students must be able to recognise and appropriately use the following grammatical structures.

The clause

- Components of the clause.
- Types of clause: declarative, interrogative, exclamative, affirmative and negative.
- Order of the components of a simple (not subordinate) clause.
- Coordinate clauses.

Determiners

- Determinate articles: *der, das, die*.
- Indeterminate articles: *ein, eine*.
- Negative articles: *keine, kein*.
- Possessives: *mein, meine; dein; sein...*
- Declination of the determiners: nominative, accusative.
- Cardinal numbers.

Pronouns

- Personal: *er, sie, es, wir, ihr, sie*.

- Indefinite: *einer, eine, eins; jeder, jede, jedes.*
- Demonstrative: *der, das, die; dieser, diese, dieses.*
- Interrogative: *welcher, welche, welches; wer, was, wann, wo, woher, wohin, wie.*

Nouns

- Inflection for gender and number.
- Declination of the noun: nominative, accusative.
- Formation of compound nouns (noun + noun): *die Hausfrau, das Weinglas.*

Adjectives

- As a predicative complement.

Verbs

- Conjugation of the verbs in present, imperative (formal: “Sie”) and past (of the verbs “haben” and “sein”).
- Verbs with a separable prefix: *einkaufen, aufstehen, anfangen...*
- Verbs with a non-separable prefix: *beginnen, erzählen, verkaufen..*
- Modal verbs: *können, wollen, müssen, möchten.*

Adverbs

- Of degree: *viel, wenig...*
- Of manner: *gern, sehr, viel, gut...*
- Of time: *heute, bald, später...*
- Of place: *hier, dort...*
- Of affirmation or negation: *auch, nicht, nie.*

Prepositions

- Of place: *in, aus, nach.*
- Of time: *an, um, von... bis, ab.*
- Of mode: *als.*

- Others: *Wechselpräpositionen in, an, auf, neben... unter.*
- Cases governed by the prepositions: dative, accusative.

Connectors

- *und, oder, aber, denn, sondern.*

Vocabulary

The vocabulary content falls mainly into the following areas: shopping (shops and transactions), food and drink, weather, leisure and sport, everyday activities, the home, and describing people and places.

Phonetics and prosody

Students must recognise and appropriately use the prosodic features (intonation, rhythm, etc.) of the language. They must also recognise and appropriately use the basic sounds and sound symbols of German, as specified below.

Long and short vowels.

1. Discrimination between *o/ö, u/ü, a/ä, ä/e.*
2. Diphthongs: *ei, ai, ay, eu, , äu, au.*
3. Unstressed vowels.
4. The vowel *e* (discrimination).
5. Nasals *ng, nk.*
6. The consonant *r.*

6. RECOMMENDED READING

Reading is a crucial part of the course. At the start of the academic year the teaching staff will inform students about the books to be used. As well as the course book, students will be provided throughout the course with simple texts adapted to their level, to help them improve

their reading comprehension and language acquisition. The texts used on the course will assist students' learning until they are able to cope with short graded readers.

7. TEACHING METHODOLOGY

Students are encouraged to use the language actively in class and when practising outside the classroom, to carry out communication tasks similar to those we engage in in real life, in a wide range of situations. To this end, class activities are designed to maximise students' participation and help them take responsibility for their own learning.

The methodology is highly interactive. The students put all their knowledge of the language into practice in order to accomplish a set of oral and written tasks, both of a general nature and specifically related to tourism. In other words, the emphasis is placed on the learning process rather than on theoretical input from the teachers.

8. ASSESSMENT

First assessment process (continuous assessment)

1. Continuous assessment activities

1. Writing tasks. From four to six writing tasks are performed. Students may be asked to rewrite their texts.

2. Portfolio. The portfolio contains between eight and twelve tasks, covering the four language skills. These may be done at home or in class.

The following are examples of these tasks.

Reading worksheets

Transformation exercises

Mini-tests

Self-assessment sheets

Information search

Production of documents

The days allocated to mid-course exams can be used to work on portfolio activities, such as the listening and reading mini-tests.

3. Speaking activities. Over the year between one and two speaking activities will be conducted. These may be individual or group activities, and may take place in the classroom or be recorded and sent in. Depending on the level and the number of students in the class, they could be monologues, dialogues, presentations, etc.

4. Mid-course tests. Two mid-course tests are held on the days set aside for this purpose: one writing test (two tasks) and one speaking test. These tests are in the same format as the final exam.

Students must have attended at least 80% of their classes in order to be included in the continuous assessment process.

The weighting of each part of the continuous assessment process is as follows.

2. Weighting of the continuous assessment activities

Weighting of the final continuous assessment test: 40 %.

Weighting of the other continuous assessment activities: 60 %. This is distributed as follows.

ACTIVITIES	TOTAL 60 %
Writing tasks	15 %
Portfolio	25 %
Speaking activities	10 %
Mid-course tests	10 %

The final continuous assessment test focuses on writing and speaking.

To pass the course an overall mark of 60% must be obtained.

Final exam

Students who have failed or not taken the continuous assessment are entitled to take a final exam that tests the four language skills. In order to pass the exam, and therefore the course itself, a minimum mark of 50% must be obtained in each skill (each part of the exam) and a minimum 60% overall.

Changing the exam date

Students who cannot take the exam on the set dates due to health, work (trips or other similar obligations) or on compassionate grounds may ask their teacher for a change of date, **supplying any necessary documents**, and giving notice of at least seven calendar days except in extreme cases such as accidents. If the request is accepted the exams must still be taken within the period set by the School of Tourism and Hotel Management.

Further points regarding assessment

Students who have passed the continuous assessment may not, under any circumstances, take the final exam in order to obtain a higher grade.

No level certificates of any kind are issued.

9. DISTRIBUTION OF STUDENTS' WORKLOAD

		<i>Student workload hours</i>	<i>% of the total</i>	<i>ECTS credits</i>	<i>Learning outcomes</i>
<i>Sessions on theory</i>	On-site	30	20	1.2	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 CT 4, CT 10
	Distance learning	30	20	1.2	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 CT 1, CT 2, CT 4
<i>Teacher-directed activities</i> ⁽¹⁾	On-site	30	20	1.2	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 CT 4, CT 10
	Distance learning	30	20	1.2	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 CT 1, CT 2, CT 4
<i>Tutoring</i>	On-site	5	3.3	0.2	CT 1, CT 2
	Online ⁽²⁾	5	3.3	0.2	CT 1, CT 2
<i>Self-directed study</i> ⁽³⁾	Theory	10	6.6	0.4	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 CT 1, CT 2, CT 4
	Teacher-directed activities	10	6.6	0.4	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 CT 1, CT 2, CT 4
<i>Other activities: visits, etc.</i>					
<i>TOTAL</i>		150	100	6	

⁽¹⁾ Teacher-directed activities include problem solving, exercises, writing tasks and case studies.

⁽²⁾ Online tutorials comprise not only email exchanges between teachers and students but also the compulsory viewing of the assessment documents that the teachers post in a virtual environment throughout the semester.

⁽³⁾ Self-directed study involves learning the theory corresponding to the subject plus the (teacher-directed) practical work on problem solving, exercises, case studies and projects (information search, writing, presentation to an audience).

10. TEACHING SCHEDULE

First semester

<i>Week</i>	<i>Topic</i>	<i>Method</i>	<i>Hours</i>
1-2-3-4	1. Introduction and likes/dislikes. Alphabet. Phonetics. Greetings (formal and informal). Formal and informal introductions (name, nationality, origin, age, activity, personal details, jobs). Identification.	Grammar and vocabulary. Participation in class (reading, speaking). Reading and listening exercises. Writing assignment. Self-assessment exercises (in class and online).	8
5-6-7-8	2. Numbers. Family. Describe a person. Ask for information about a person. Likes and dislikes.	Participation in class (reading, speaking). Reading and listening exercises. Writing assignment. Self-assessment exercises (in class and online).	8
9-10	3. Meals. Food and drink.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	4
11-12	3.1. The town: shops and offices (location, itinerary, food and drink, other products). Shopping. Going to a bar or a restaurant. Order a meal and a drink, ask about the price, pay.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	4

13-14	4. Ask for and give information about tourist accommodation, understand tourist announcements.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Revision exercises (in class and online). Writing assignment.	4
15	4.1. The home: present your home, furniture. Express likes and dislikes.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	2

Second semester

1	4.2. Describe a house or a flat. Search for information in a magazine – understand announcements.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	2
2-3	5. Activities: leisure, sport, everyday activities and hobbies. Dates, holidays, days of the week. Telling the time.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	4
4-5	5.1. Planning a day out: museums, restaurants, cinema.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	4
6-7	6. Speak about the present: leisure activities and hobbies.	Grammar and vocabulary. Participation in class.	4

	Conversation in a restaurant. Confirm, contradict, disagree.	(speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	
8-9	6.1. Arrange to meet, make an appointment. Compare schedules.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	4
10-11-13	7. Talk about interests, hobbies, studies, possibilities and wishes. Speak about the present.	Grammar and vocabulary revision and extension. Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	6
14-15	7.1. Getting around a house or a commercial building. 7.2. Say where things are using prepositions.	Grammar and vocabulary revision and extension. Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	6

11. ENTREPRENEURSHIP AND INNOVATION

Regarding methodology, the teachers offer guidance on the levels of the tasks, of the materials, of the productions obtained and of the students' progress, and on the resources available for lifelong learning (fostering self-directed learning and self-assessment skills).

Regarding the mechanisms or strategies proposed, informal learning is fostered by using communities of practice, and Web 2.0 tools are used whenever this is technically possible: blogs, networks, virtual learning environments, and documents produced collaboratively for diachronic and/or synchronic assignments.

12. RECOMMENDATIONS

As with any foreign-language course it is vital for students to participate actively in the on-site classes and in all the work to be done outside the classroom.

It is also vital for them to use all the means at their disposal to stay in touch with the language outside the classroom.

To this end they are recommended to consult the online resources of the Centre for Independent Language Learning of the Language Service, which have been specially selected by the Language Service teachers: <http://pagines.uab.cat/cal/content/alemany>, and then the specific section [Alemany a Turisme](#).