

Academic guide for First Foreign Language: English II

Tourism Degree in English

I. IDENTIFICATION DETAILS

- ✓ **Name of subject:** First Foreign Language: English II
- ✓ **CodE:** 101182
- ✓ **Qualification:** Tourism degree in English
- ✓ **Academic year:** 2016 -2017
- ✓ **Type of subject:** compulsory
- ✓ **ECTS credits (hours):** 6 credits (150)
- ✓ **Teaching period:** annual
- ✓ **Language in which subject is taught:** English
- ✓ **Teacher:** UAB Idiomes

II. INTRODUCTION

This is the second year of a four year course and students will attain the equivalent of a C1.1 of the Common European Framework of Reference of the Council of Europe (2001). There are 60 hours of interactive classroom activities and 90 hours self-study. It is of utmost importance that students take advantage of all the opportunities for contact with English outside the classroom.

III. GENERAL OBJECTIVES, SPECIFIC COMPETENCES AND LEARNING OUTCOMES

GENERAL OBJECTIVES

The students will acquire a range of linguistic knowledge specified in Section V of this document. They will also develop oral and written communication skills so that at the end of the course they will be able to:

1. Understand long stretches of discourse, which may be loosely structured where meaning is only implied and not signaled explicitly.
2. Understand television programs and films without too much effort.
3. Understand long and complex factual or literary texts, and appreciate their differences in style.
4. Understand specialized articles and longer technical instructions, even if unrelated to their field of tourism.
5. Present clear, detailed descriptions of complex subjects.

6. Argue a point and reach an appropriate conclusion.
7. Express themselves fluently and spontaneously using language flexibly and effectively to social and professional ends.
8. Formulate ideas and opinions and relate them to the discourse of an interlocutor.
9. Create clear and well-structured texts, developing points of view at some length.
10. Write about complex subjects in letters, essays or reports and highlight the issues that are most important.
11. Use a style appropriate to the audience.

SPECIFIC COMPETENCIES (SC) AND LEARNING OUTCOMES (LO)

SC 8 . Handle communication techniques relating to tourism companies and organizations.

LO 8.4 Identify lexical and grammatical forms that apply to the tourism sector.

LO 8.5 Use tourism resources via the Internet.

SC 9 Communicate orally and in writing in a first, second and third foreign languages in the field of tourism, as well as in different ambits.

LO 9.3 Apply specific language in the tourism sector to an advanced level.

LO 9.4 Develop appropriate discourse for various functions and events, paying close attention to context, media, and situations common to the workplace itself.

IV. CROSS-CURRICULAR COMPETENCES (CCC)

By working in groups or in pairs, students gain experience in interpersonal relationships and, more specifically, how to work as a member of a team. Throughout the foreign language course students are required to organize their own time, resolve issues or concerns that may arise during the learning process, reflect on different learning strategies and how to continue learning outside the classroom.

- CT1. Develop the ability to learn autonomously.
- CT2. Be able to self-assess the knowledge acquired.
- CT4. Use communication skills at all levels.
- CT10. Teamwork.

V. LINGUISTIC OBJECTIVES AND COURSE CONTENT

OBJECTIVES

1. Write letters, emails and reports in tourism and other contexts in a fluent, coherent, precise and accurate manner according to the criteria established by the Common European Framework of Reference of the Council of Europe for level C1.1.
2. Write discursive texts in tourism and other contexts in a fluent, coherent, precise and accurate manner according to the criteria established by the Common European Framework of Reference of the Council of Europe for level C1.1.
3. Understand, analyse and reflect on complex written texts in tourism and other contexts.

4. Understand, analyse and reflect on complex oral texts in tourism and other contexts.
5. Talk about complex issues in tourism and other contexts in a clear, concise, coherent, accurate and fluent manner according to the criteria established by the Common European Framework of Reference of the Council of Europe for level C1.1

CONTENT

General thematic areas

- Formal and informal education: past, present and future
- Dealing with people
- Health and the body
- Communication
- Future trends in society
- Science and Technology
- Arts and Entertainment
- Political and Social Issues

General language functions

- Emphasizing
- Formulating hypotheses
- Comparing and contrasting
- Presenting and defending an argument
- Using discourse markers
- Summarizing
- Expressing opinion
- Clarifying
- Paraphrasing
- Interpreting
- Expressing preferences
- Express various feelings
- Hedging and using vague language
- Making small talk
- Being polite and courteous
- Expressing doubts
- Advising

Specific linguistic contents

Grammar

- Conditional (mixed conditionals, alternatives to if..., etc.)

- Comparatives Advanced (nowhere near as, slightly, etc.)
- Inversion for emphasis (Not only does she..., etc.)
- Ellipses and substitutions
- Adverbs and adverbial positioning - complex forms of passive (He is believed to have ..., etc.)
- Participle phrases
- The future in the past (was about to... / was due to..., etc.)
- Complex future forms (is bound to..., etc.)
- Prepositional phrases
- So and such, and inverted forms (such was my..., etc.)
- Causatives (have something done, get somebody to do..., etc.)
- Use of hypothetical past
- Whatever, whoever, etc.
- Order of adjectives
- Modal verbs
- Need not have...
- Uses of the auxiliary
- Patterns of verbs in speech
- Use and non-use of the passive

Lexis

- Phrasal verbs
- Position of adverb / adjective
- Prepositional clauses (on account of etc.)
- Adjectival compounds (breath-taking, etc.)
- Noun compounds from phrasal verbs (breakthrough, etc.)
- Connectors
- Fixed binomials (Hustle and bustle, etc.)
- Prefixes and suffixes
- Uses of look, sound and feel.
- Uses of just, way, well

VI. RECOMMENDED READING

Reading is an essential component of the course. Apart from the course book, teachers will assign a variety of texts to help students develop reading comprehension skills and improve in all areas of their linguistic knowledge.

- ✓ Essential:
 - Monolingual dictionary (eg. *Oxford Advanced Study Dictionary*)
 - Student course book
- ✓ Recommended:

- Yule, G. *Oxford Practice Grammar Advance*, O.U.P
- McCarthy, M. & O'Dell, F. *English Vocabulary in Use, Upper Intermediate & Advanced*, C.U.P.

✓ Multimedia learning materials websites: Virtual Campus, Linguassist, and/or other websites and mobile applications suggested by the teacher.

VII. TEACHING METHODS

Throughout this course students will be encouraged to try to actively use the language both in class and outside the classroom, carrying out communication tasks that resemble what we do in real life, in a variety of situations and different contexts. Teachers will design and promote activities based around the student fully participating in the class and in the process so becoming the agent of their own learning.

The methodology is basically interactive. Students will be required to implement all the necessary language skills to perform a number of (oral and written) tasks, in both a general, globalised context as well as in the more specialized field of tourism. In other words, the emphasis will be on the learning process rather than on theoretical presentations by the teachers.

VIII. EVALUATION

a) *Continuous Assessment*

Continuous Assessment activities

- **Essays.** The teacher will ask the student to produce between 4 – 6 essays over the course of their studies (together with any corrections of the original essays by the student where necessary, if so desired.)
- **Portfolio.** The portfolio will contain between 8 and 12 activities, which should exhibit the four language skills. These activities can be done at home or in class.

The following are example of activities that can be included in the portfolio:

- Reading Record
- Mini tests
- Self-assessment forms
- Research projects
- Various self produced documents

The students will be able to take advantage of the mid-term tests to produce activities that will form part of their portfolio, such as mini tests or listening or reading comprehension.

- **Oral Activities.** Throughout the course, the student will produce a minimum of one oral activity (or a maximum of two.) This activity (or activities) can be carried out as an individual or as part of a group. Oral activities will be according to the level and number of students per class, and can take the form of speeches, dialogues, presentations, etc.
- **Mid-Term Testing.** Half way through the course the students will carry out two mid-term tests. This will consist of a written expression test (two tasks) and an oral expression test (one task). These tests will be similar in format to the final exam.

The percentage weightings of each activity are as follows:

ACTIVITIES	TOTAL 100%
Essays	30%
Portfolio	25%
Oral activities	20%
Mid Term tests	25%

Students who have attended a minimum of 80% of the classes, or in the case of justified absences have pacted with the teacher a compensatory set of tasks, and have a global mark from these activities of at least 65%, are eligible for the test at the end of the Continuous Assessment period.

Passing the course is conditional upon passing this test.

The final test (for continuous Assessment students only)

The final continuous assessment test assesses the four key skills: reading, writing, listening and speaking and follows the oficial exam specifications, correction procedures and evaluation criteria established by the Servei de Llengües of the UAB.

Speaking ability is evaluated through an oral exam where the student will have to produce a structured monologue on a topic of general interest and maintain an interactive discourse with a partner.

Writing is tested through the production of two texts. One transactional and the other discursive in nature.

Students must pass this exam in order to be able to pass the course and for the global continuous assessment mark to be taken into consideration when the final course mark is established.

On passing this course you are eligible for a level certificate C1.1

b) The final exam

This exam is for students who have not done the Continuous Assessment activities or exams or who have failed the Continuous Assessment exam.

Speaking ability is evaluated through an oral exam where the student will have to produce a structured monologue on a topic of general interest and maintain an interactive discourse with a partner.

Writing is tested through the production of two texts. One transactional and the other discursive in nature.

This exam follows the official exam specifications, correction procedures and evaluation criteria established by the Servei de Llengües of the UAB at C1.1 level

c) Resit

Only those students who fail the final exam with a result between 4 and 5 on SIGMA are eligible for a resit.

Their final course mark on SIGMA cannot exceed a 5.

IX. ORGANIZATION OF STUDENT TIME TABLE

Type	Activity	Hours	Cr. ECTS	Learning outcomes
Teacher led activities	Lectures Seminar	30	1, 2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC4, CCC10
	Distance Learning	30	1, 2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 1, CCC 2, CCC 4
Teacher led activities (1)		30		SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 4
	Distance Learning	30	1, 2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC1, CCC 2, CCC 4
Supervised activities	Tutoring Seminar	5	0, 2	CCC 2
	Online (2)	5	0, 2	CCC 2
Independent learning activities (3)	Theory	10	0, 4	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 1, CCC 2, CCC 4
	Teacher led activities	10	0, 4	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 1, CCC2, CCC 4
TOTAL		150		

X. PROVISIONAL TEACHING TIMETABLE

Week 1 (2 hours)

INTRODUCTION TO THE COURSE (objectives, evaluation):

- Interactive, collaborative and analytical activities
- Needs analysis
- Revision and extension of grammar and vocabulary
- Diagnostic test

Week 2-5 (12 hours)

EDUCATION, ARTS AND ENTERTAINMENT:

- Interactive, collaborative and analytical activities

Week 6-9 (12 hours)

SCIENCE AND TECHNOLOGY:

- Interactive, collaborative and analytical activities

Week 10-12 (9 hours)

HEALTH AND THE BODY / POLITICAL AND SOCIAL ISSUES:

- Interactive, collaborative and analytical activities

Week 13-15 (6 hours)

MID-TERM TEST AND FEEDBACK

Week 16-17 (12 hours)

COMMUNICATION, DEALING WITH PEOPLE / INTERNSHIP:

- Interactive, collaborative and analytical activities

Week 18-end (7 hours)

REVISION AND EXAM PREPARATION:

- Interactive, collaborative and analytical activities

XI. ENTREPRENEURSHIP AND INNOVATION

This is introduced to the students via the evaluation system of the student portfolio which encourages independent learning and critical thinking skills through constructive self and peer evaluation strategies.

Among the various learning strategies proposed, informal learning is promoted using Communities of Practice and Web Tools 2.0 where the requisite technical conditions are met and there is an existing knowledge on how to use these systems (blogs, networking, virtual learning, diachronic and/or synchronic collaborative work).

XII. RECOMMENDATIONS

Given the characteristics of any foreign language subject, it is imperative that students are actively involved in classes and in all the work required outside the classroom.

As mentioned earlier, it is vital that students make the most of all opportunities presented to them, outside the classroom, to come into direct contact with the language. These opportunities represent an essential input for learning, helping the students to understand firsthand the need to acquire a good working knowledge of this foreign language and to implement and assimilate what they learn during the four English courses.