

Academic guide for First Foreign Language: English I

Tourism Degree in English

I. IDENTIFICATION DETAILS

- ✓ **Name of subject:** First Foreign Language: English I
- ✓ **Code:** 101164
- ✓ **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 English course enables students to acquire the equivalent of level B2.2 Common European Framework Council of Europe (2001) by the end of the study period. The course consists of a total of 60 hours of class attendance. Given the characteristics of any foreign language subject, it is essential that the students be actively involved in classes and in all the work that has to be done outside the classroom (90 hours). Given the importance of English not only in the field of tourism, but also in a diverse range of interpersonal, economic and cultural transactions, it is vital that students take advantage of the various situations and media, outside the classroom, which bring them into direct contact with the language. These opportunities of firsthand contact with the language furthermore represent an invaluable input, vital for learning and consolidation, which enable the student to perceive for themselves the need to acquire a good knowledge of this foreign language and to implement and assimilate all that they learn.

III. GENERAL OBJECTIVES, SPECIFIC COMPETENCES AND LEARNING OUTCOMES

GENERAL OBJECTIVES

The student will acquire a range of linguistic knowledge specified in section V of this document. Additionally, they will also develop sufficient oral and written communication skills, so that by the end of the first year they will be able to:

1. Follow the discourse of conferences, debates and public discussions.
2. Maintain conversations in formal and informal register, correctly interpreting the interjections of other speakers.
3. Participate in debates and discussions on issues of general interest or specifically related to tourism using the standard language for either type of communication (using correct vocabulary, giving examples, etc.)

4. Relate facts or events experienced personally or reported by others.
5. Act as an interpreter for people who are unable to communicate English, translating simple phrases, into both written and spoken English.
6. Convey feelings, express needs or give instructions without difficulty, face to face or in writing.
7. Understand texts and reference books containing information directed towards the general public.
8. Read and understand typical administrative and sales documents (contracts, forms, reservations, etc.).
9. Write formal letters or emails (requests for information, etc.) in addition to informal texts (emails to acquaintances, etc.).
10. Read texts which use specialized vocabulary (tourism) and be able to summarize the information they contain.
11. Write reports on actions, trips and events – chronologically arranged with clear, concise descriptions of the most relevant aspects.

After completing this course, students will also have achieved the following:

1. Developed a degree of accuracy (grammar, pronunciation, vocabulary usage, register, etc.) and fluency (production speed, ability to express ideas and develop speech) in both written and oral expression equivalent to UAB Idiomes B2.2.
2. Developed strategies and skills to understand authentic written texts and oral presentations.
3. Developed strategies to continue to learn independently outside the classroom.
4. Developed the ability to function efficiently and with a degree of linguistic precision both in the field of tourism and in everyday situations.
5. Be able to correctly use reference material necessary for learning languages: dictionaries, grammars, textbooks or exercise, etc.

SPECIFIC COMPETENCES (SC) AND LEARNING OUTCOMES(LO)

- SC 8. Use communication techniques relating to companies and organizations
- LO 8.4. Identify lexis and grammatical forms that apply to the tourist sector.
- LO 8.5. Utilize tourism resources available via the Internet.
- SC 9. Communicate orally and in writing in the field of tourism, as well as in different environments related to this field.
- LO 9.3. Apply specific language in the tourism sector to a medium or high level of proficiency.
- 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 will gain experience in interpersonal relationships and, more specifically, when working together in larger groups how to work as members of a team. Throughout the foreign language course students will be given the autonomy to organize their time, skills set and understanding to resolve issues or concerns that may arise during the learning process. Students will also 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

To reflect the process of learning a language in which all skills and abilities are continually interrelated, the objectives listed in section III will be described accordingly. Linguistic content is divided into linguistic functions, grammar content and lexical content.

Linguistic functions

Communicative activities listed below have both general linguistic functions and functions specific to the field of tourism.

- Expressing satisfaction, dissatisfaction, happiness, hope, worry, irritation, anger, sadness or sympathy in an appropriate registre.
- Making and answering complaints.
- Speculating.
- Making decisions and reaching conclusions.
- Asking for and giving opinions; showing agreement or disagreement with others.
- Judging, assessing and comparing projects and proposals, facts, people or things.
- Describing, judging, assessing and comparing tourism and related products and services.
- Participating in a job interview.
- Expounding on a topic.
- Negotiating and reaching decisions.

Grammar content

The students should be capable of recognizing and using the following grammar points appropriately in the correct situations:

- Use of auxiliary verbs.
- Using the infinitive and the gerund.
- Reported speech and reporting verbs.
- Passive forms.
- Phrasal verbs and multi-word verbs.
- Perfect and continuous aspect.
- Complex comparative forms.
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- Mixed conditional forms and variants of conditional forms (provided, as long as, unless). Use of wish and if only.
- Inversion and emphatic forms
- Adverbs (of opinion, of speech, of degree).
- Clauses of reason, concession, result and purpose

Lexical contents

The lexical content of the course will be framed within the following aspects: education and work, travel and tourism, the environment and sustainability, health and lifestyle, the modern world, technology and consumerism, human relationships and communication.

Students should be able to use the language functions, grammar and vocabulary described above and develop written expression in the following areas:

- Formal letters: making and responding to enquiries, complaining and apologizing, accepting and rejecting proposals, job applications
- Reports, articles and essays

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:

- The free dictionary.com (monolingual)
- <http://diccionario.reverso.net>

✓ Recommended:

- Eastwood, J. *Oxford Practice Grammar Intermediate*. O.U.P.
- My Grammar Lab. B1 B2. Pearson //www.mygrammarlab.com
- McCarthy, M. & O'Dell, F. *English Vocabulary in Use*. C.U.P.
- Monolingual dictionary (e.g. *Oxford Advanced Study Dictionary*).
- Student course book.

- ✓ 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 pact 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.

Reading and listening comprehension are evaluated with a computer test: the CBT (computer based test) and it is a test of general English.

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 B2.2.

b) The final exam with an ACLES seal

The Servei de Llengües level certificate has obtained the quality seal CertAcles from the *Associació de Centres de Llengües de l'Ensenyament Superior*. This seal is recognised by the CRUE, national and European universites.

Who can sit this exam?

- Students who have not done the Continuous Assessment activities or exams.
- Students who have failed the Continuous Assessment exam.
- Students who have passed the Continuous Assessment exam, already have the level certificate, but who want to obtain the official certificate with the CertACLES seal.

Due to the official nature of this exam certain stricter procedures and evaluation criteria have to be followed.

The writing exam is on an official date designated by the l'Associació de Centres de Llengües de l'Ensenyament Superior and on no account can it be changed.

However, examinees who cannot attend the tests on the scheduled dates for medical reasons, work (business trips or other similar obligations) or personal issues can request a date change from their teacher, providing they submit the necessary documentation and (except in extreme cases such as accidents) with a minimum of 7 calendar days in advance. In the case of a change being granted, the new test will always be held within the deadline set by the School of Tourism and Hotel Management.

c) Resit

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

Passing the exam gives them the right to a level certificate (Pass).

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	30	1, 2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC4, CCC10
	Seminar			
	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	5	0, 2	CCC 2
	Seminar			
	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 (8 hours)

EDUCATION AND WORK:

- Interactive, collaborative and analytical activities

Week 6-9 (8 hours)

TRAVEL AND CULTURE:

- Interactive, collaborative and analytical activities

Week 10-15 (12 hours)

THE ENVIRONMENT, THE NATURAL WORLD AND SUSTAINABILITY:

- Interactive, collaborative and analytical activities

MID-TERM TEST AND FEEDBACK

Week 16-19 (8 hours)

HEALTH AND LIFESTYLES:

- Interactive, collaborative and analytical activities

Week 20-23 (8 hours)

CONTEMPORARY SOCIETIES AND NEW TECHNOLOGIES:

- Interactive, collaborative and analytical activities

Week 24-end (14 hours)

ISSUES, REVISION AND EXTENSION/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.