UAB
Universitat Autònoma de Barcelona

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Second Foreign Language III, German

Code: 101172
ECTS Credits: 6

Degree	Type	Year	Semester
2500894 Tourism	OB	3	A

Contact

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Use of Languages

Principal working language: (ger)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Teachers

Eva Maria Auracher

Ester Sola Llunell

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

Knowledge-based 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. Use German as the regular classroom language.
2. Understand and appropriately use simple formulaic expressions for social interaction.
3. Identify and relate sounds and graphical symbols to improve pronunciation.
4. Understand the overall meaning of specialised language texts (tourism).
5. Understand the overall meaning of spoken messages from speakers using standard forms of the language to talk about everyday and professional matters. Take down phone messages and respond to them appropriately.
6. Take notes from clear and precise spoken information. Write down brief dictated spoken messages. Respond to those messages adequately.
7. Select the information from a longer written or spoken message that is relevant to your own needs.
8. Give a simple description of people, places and things.
9. Describe personal experiences or those related to other people and experiences in the professional field.
10. Express opinions and personal points of view about topics of general interest.
11. Recognise expressions revealing the mood of the speaker and express personal mood.

Skills objectives

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

1. Develop precision (in grammar, pronunciation, use of vocabulary, register, etc.) and fluency (speed of production, ability to express ideas and hold conversations), both in writing and speaking to the equivalent of level A2.2 of the *Common European Framework of Reference for Languages*.
2. Broaden capacity for applying strategies and abilities to understand real written andoral texts.
3. Broaden capacity for applying strategies for continuing to learn independently outside the classroom.
4. Develop the capacity to be efficient in the use of language in the area of tourism and in everyday situations.
5. Broaden capacity to use the consultation material necessary for language learning: internet, etc.

Competences

- Communicate orally and in writing in three foreign languages within the tourism field and others related to it.
- Develop a capacity for independent learning.
- Implement business communication techniques used by tourism organisations: internal, external and corporate.
- Self-assess the knowledge acquired.
- Use communication techniques at all levels.
- Work in a team.

Learning Outcomes

1. Develop a capacity for independent learning.
2. Identify vocabulary and grammar resources for use in the tourism sector, in three foreign languages.
3. Self-assess the knowledge acquired.
4. Use communication techniques at all levels.
5. Use the idiomatic expressions typical of the tourism sector in three foreign languages, at upper intermediate level.
6. Use tourism resources available on internet, in three foreign languages.
7. Vary the discourse patterns used to fit different functions, contexts, media, activities and situations in the workplace.
8. Work in a team.

Content

As a result of the nature of the learning process, in which all the abilities and skills are constantly related to one another, the objectives listed in section 3 are constantly combined together in the learning process. The language content that is subdivided below into functions, grammatical content, lexical content and phonetic and prosodic content.

Language functions

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

a) Socialising function

- Use conventional forms of courtesy (being interested in people, offering to do something, etc.).
- Make apologies and justifications.
- Use the correct forms of salutation and signing off (e-mail, informal letter).

b) Informational function

- Identify and describe people and workplaces.. Ask for and give information about somebody's personality, training and professional skills.
- Ask for and give information about places (personal environment, tourist destinations, heritage).

- Ask for and give information about tourist services.
- Ask for and give information about everyday activities, facts or events and the same for the world of tourism about things that have happened or will happen in the future.
- Situate a fact or event in time: from when something happens, when it will happen, how long it will last, how often it will happen, etc.
- Ask for and give general information about a person: physical condition (tired, sleepy, thirsty) and mood (sad, happy, afraid).
- Make hypotheses and suppositions from real or possible events and express doubts about the possibility of an event taking place.

c) Expressive function (feelings and moods)

- Expressfeelings of being worried, uneasy, surprised, satisfied, unsatisfied.
- Express hope, excitement or desire for something.
- Show a liking or dislike for someone.

d) Evaluating function

- Express likes and dislikes.
- Show interest or indifference towards someone or an idea.
- Compare and choose things according to given criteria.
- Express a supposition.

e) Inductive function

- Suggest, advise or oblige someone to do something. Offer to do something or refuse to.
- Ask someone what they intend to do.
- Express willingness, obligation, necessity or desire to do something. Ask for the reason and the purpose of an action.
- Calm somebody down.
- Ask for and give advice.

f) Metalinguistic function

- Ask somebody to repeat what they have said or what somebody else has said.
- Ask for and give clarification about the meaning of a word or expression, using examples or paraphrasing where necessary.
- Interrupt someone and take over the conversation.

Grammar

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

The clause

- Coordination and subordination.

- Subordinate clauses: temporal (*al*), indirect questions (*wie*, *was*, *wo*, *ob*...), causal clauses (*weil*), conditional clauses (*wenn*), relative clauses, clauses with "dass".

- Order of the components of the clause: *Satzklammer*, *Mittelfeld.*

- Coordinate clauses.

Determiners

- Declination of determinate articles: nominative, accusative, dative.

- Declinationof negative articles: nominative, accusative, dative.

- Declination of indeterminate articles: nominative, accusative, dative.

- Declination of possessive articles: nominative, accusative, dative.

Interrogative articles*: Was für ein...*

Ordinal numbers.

Pronouns

- Indefinite: *einem*, *einem*, *einer*; *jedem*, *jedem*, *jeder*.

- Demonstrative: *dem*, *dem*, *der*; *diesem*, *diesem*, *dieser*.

- Interrogative: *welchem*, *welchem*, *welche; wem*, *was*.

- Dative personal pronouns: *mir, dir, ihm, ihr*...

- Reflexives: *mich*, *dich*, *sich*, *uns*, *euch*...

Adjectives

- Declination of adjectives: nominative, accusative, dative.

- Comparatives and superlatives.

- Genitive constructions, attributes and adverbial complements.

Verbs

- Verb tenses*:* simple past (participles), past of modal verbs.

- Reflexive verbs: *sich ärgern*, *sich freuen*, *sich waschen*...

- The verb *lassen*: most usual meanings.

- Prepositional verbs: *denken an*, *danken für*...

- Modal verbs: *sollen*, *müssen*, *dürfen*, *können*, *wollen*...

Adverbs

- Deshalb, trotzdem.

- Pronominal adverbs: *darüber*, *damit*, *daran.*

Prepositions

- Accusative prepositions.

- Dative prepositions.

- Other prepositions.

Conjunctions

- Weil, *wenn*, *dass*, *ob.*

Vocabulary

Students mustbe able to recognise, name, recall, explain and choose the appropriate term and use it in the communicative situation where it is required. They must also know how to make correct use of a dictionary and be able to establishsemantic relations between the different categories. The vocabulary content falls mainly into the following areas:

1. Educational system and systems of learning.

2. Everyday environment: home, school, neighbourhood, town.

3. Organising leisure time: journeys.

4. Accommodation: hotel, campsite, boat (cruise ship), rural tourism, etc.

5. Transport: air, sea, river, road.

6. Professional profiles in tourism: travel agent, receptionist, tourist information officer, guide, customer service, entertainer.

7. Client or traveller profile.

8. Job profile and tasks: reception, information, organisation, etc., in agencies, hotels, campsites, tourist offices, transport companies and others.

9. Feelings.

10. Others: daily life (biography).

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.

1. Sentence stress.

2. Connecting consonants.

3. The stress in composite words.

4. Syllable separation.

5. The musicality of the clause.

Methodology

Students are encouraged to use the language actively in class and when practicing outside the classroom, to carry out communication tasks similar to those we engage in in real life, in a wide range of situations. Teachers will encourage students to use the language actively to learn; so teachers design and offer activities for students to participate in class and be the centre of their own learning process.

The methodology is basically 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.

[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).

(4) Gender perspective. In this subject:

− Classes include a gender perspective to promote equality between women and men and avoid producing gender stereotypes.

− Strategies to promote the participation of women in the classroom are used and they promote equal gender relations.

− Knowledge of the social and cultural differences between men and women and gender inequalities in the structure of society and in cultural production is offered.

− Knowledge is also offered on sexual and emotional diversity, gender identity and expression, knowledge and reflection on feminist thought and movements, the history of movements for womern's rights, its evolution and critical repercussions in society, culture and philosophical and scientific thought, and the knowledge of the values of gender equality in professional practices.

− Non-sexist and non-androcentric language is used in written, visual and audiovisual documents and other class materials. Since this is a langauge class specific resources are also provided in the language being studied for non-sexist language and critical reflection is encouraged on non-sexist language and its uses.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom-based	56.5	2.26	5, 1, 7, 2, 4, 3, 8, 6
Non-classroom based	56	2.24	5, 1, 7, 2, 4, 3, 6
Type: Supervised			
On line	5	0.2	3
Tutorials classroom-based	2	0.08	3
Type: Autonomous			
Activities	10	0.4	5, 1, 7, 2, 4, 3, 6
Theory	10	0.4	5, 1, 7, 2, 4, 3, 6

Assessment

Continuous assessment

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

Continuous assessment activities

Writing and speaking activities

Between three and seven activities are performed. Students may be asked to rewrite their texts to improve on the first version. Speaking activities may be individual or in group, 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.

Portfolio

The portfolio contains between six and eight 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.

Mid-course tests

One or more mid-course tests are held on the days set aside for this purpose, consisting of a writing test (one or two tasks) and/or a speaking test. These tests are in the same format as the final exam.

Attitude and participation

Students' degree of effort, attitude, and participation are assessed.

Final continuous assessment test

This test assesses the four skills (reading, writing, listening and speaking) in accordance with the general exam specifications established by the Language Service.

Students must obtain a minimum of 50% in each of the four parts to pass the test and an overall average of 60%. Failure to pass this test means a fail for the course. A pass in this test has a weighting of 40% of the total continuous assessment grade.

The final continual evaluation test takes place on the same day as the final exam.

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.

Exam resits

Students with an average score between 3.5 and 4.999 in the final exam or the final continuous assessment test are entitled to a resit.

Resits involve retaking the parts of the exam on which their scores were below the overall average mark, in other words, the parts in which they obtained scores below 60%.

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 pass the final exam or the final continuous assessment test are entitled to a Level A2 certificate issued by the Language Service and recognised by the Government of Catalonia.

Students who attend the resit exam are not entitled to the Level A2 certificate in French from the Language Service.

*To pass, students must obtain a pass in the final test. Students must obtain a minimum of 50% in each of the four parts to pass the test and an overall average of 60% to pass.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attitude and participation	10%	0	0	5, 1, 7, 2, 4, 3, 8, 6
Final exam*	40%	2.5	0.1	5, 7, 2, 4, 6
Mid-course tests	12%	1	0.04	5, 7, 2, 4, 6
Portfolio	14%	5	0.2	5, 1, 7, 2, 4, 3, 8, 6
Writing and speaking activities	24%	2	0.08	5, 1, 7, 2, 4, 3, 8, 6

Bibliography

Classbooks German - Tourism

Menschen im Beruf, A2, Editorial Hueber

Studio [21], A2.1, Editorial Cornelsen

Grammar

Level A1 - B1

Andreu Castell, Brigitte Braucek: Gramàtica bàsica de la llengua alemanya - con exercicis, Editorial Idiomas - Hueber

Level A1 - C2

Brigitte Corcoll, Roberto Corcoll: Programm - Gramática A1-C2. Alemán para hispanohablantes - Herder

Brigitte Corcoll, Roberto Corcoll: Programm - Ejercicios A1-C2. Alemán para hispanohablantes - Herder

On line

Networked multimedia materials for learning.

Websites recommended by the teachers.

Dictionary

Langenscheidts Universalwörterbuch: Diccionario Moderno Alemán Spanisch-Deutsch/Deutsch-Spanisch - Langenscheidt

Langenscheidts Universalwörterbuch: Katalanisch: Katalanisch-Deutsch / Deutsch-Katalanisch - Langenscheidt

Software

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