

Degree	Type	Year
2500894 Tourism	OB	2

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There are no entry requirements but level A1 of the Common European Framework of Reference for Languages is recommended.

Objectives and Contextualisation

Students acquire the knowledge of the language and develop communicative competences in oral and written interaction, being able to do the following at the end of the second year:

1. Use French as a vehicular language in class.
2. Understand and use adequately simple formulas for social interaction.
3. Have interiorised the rhythm and intonation of the French language.
4. Read texts in specialised language (tourism).
5. Understand brief spoken messages (news items, announcements, telephone messages) given by speakers using standard forms of the language about topics from professional life. Copy and dictate telephone messages and answer the messages adequately. Transmit the information.
6. Select the relevant information from a longer spoken or written message according to needs.
7. Describe and compare people, places and things and, if necessary choose the best.
8. Fill in forms and other documents asking for personal information and an evaluation of services.
9. Have a conversation relation to situations of professional social interaction and topic of more personal interest.

10. Suggest, invite or advise in everyday situations both in personal and professional environments.
11. Write simple texts about everyday situations and professional reports.
12. Describe things related to personal experiences.

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

The nature of the learning process for languages in all the skills and abilities are continually related and so the contents below are all worked on together. The linguistic content is subdivided in function of language, grammar, vocabulary and phonetic and prosodic content.

Language functions

The communicative activities listed below have both general and specific language functions in the field of tourism.

1. Social function

- * Say goodbye.
- * Use the usual forms of courtesy (when interested in somebody, offering to do something, etc.).
- * Apologise.
- * Offer and reply to an invitation.
- * Start and hold a telephone conversation.

2. Informative function

- * Ask for and give information about objects, people and places.
- * Ask for and give the necessary information about a product.

- * Express a lack of awareness or a knowledge of something.
- * Pass on information coming from other people.
- * Ask for and give information about someone's state of health or mood.

3. Expressive function (feeling and moods)

- * Express obligation.
- * Express desire or preference.
- * Express necessity or interest.

4. Valorative function

- * Ask for a give opinion and impressions about events, people or things.
- * Show agreement or disagreement with somebody or with an idea.
- * Express approval or disapproval.

5. Indicative function

- * Express necessity, obligation or interest in doing something.
- * Ask for, give and refuse permission to do something.
- * Ask for and give instructions.
- * Ask somebody to do something.
- * Give advice, prevent something from happening, warn someone.
- * Suggest an activity.

6. Metalinguistic function

- * Ask for and provide the translation of a word or expression.
- * Clarify the meaning of a word or expression.

Grammar content

Students must be able to recognise and adequately use the following grammatical structures:

1. Consolidation of the present indicative.
2. Consolidation of possessive adjectives.
3. Comparatives (introduction).
4. Extension and consolidation of masculine and feminine nouns and adjectives. Position of the adjective in the sentence.
5. Consolidation and extension of prepositions of place and time.
6. The imperfect: conjugation and use.
7. The passé composé: conjugation and uses.
8. Expressions of time: quand, il y a, depuis.
9. Future and near future.
10. The imperative.
11. Expressions of obligation: falloir, devoir (+ infinitif).
12. Adverbial pronouns: y, en.
13. Direct and indirect object pronouns.
14. Consolidation of reflexive and tonic pronouns.
15. The conditional (limited use).
16. Relative pronouns: qui, que, où.

Vocabulary

Students should be able to recognise, name, remember, explain and choose the right word, and use it in the communicative situation in which it is required. The vocabulary is basically framed in the following two fields:

1. Landscape, description, geography, artistic and cultural heritage.
2. Leisure and sports activities.
3. Travel: means of transport, accommodation, food (gastronomy), souvenirs and shopping, special diets, types of organisation.
4. Everyday life.
5. People's character and behaviour.
6. Weather and climate.

Phonetic and prosodic content

Student should be able to recognise and adequately use the prosodic elements (intonation, rhythm, etc.) of the language. Students should also be able to recognise and adequately use basic sounds in French as they apply to the following:

1. Consonant endings (s, t, r).
2. Distinction between /y/, /i/, /u/.
3. Double vowels.
4. Nasals.
5. Typical consonants (ch, ll, b, v, ç, s, ss, r, g, j, qu, x).
6. Phonetic units: the most frequent liaisons.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom based	56.5	2.26	2, 4, 5, 6, 7, 8
Non-classroom based	56	2.24	1, 2, 3, 4, 5, 6, 7, 8
Type: Supervised			
On line	5	0.2	3
Tutorials classroom based	3	0.12	3
Type: Autonomous			
Activities	10	0.4	1, 2, 3, 4, 5, 6, 7, 8
Theory	10	0.4	1, 2, 3, 4, 5, 6, 7

Language of instruction

Bachelor's Degree in Tourism (GT / GTA): French

On the French courses the intention is that students should be able to actively use the Language in class and in their practice outside the classroom to carry out tasks which resemble everyday situations in different contexts. Teachers encourage students to use the language actively in order to learn by designing and promoting activities for students to participate in the class and become the main focus of their own learning.

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. The emphasis is placed on the learning process rather than on theoretical input from the teachers.

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 women'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 language 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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attitude and participation	10%	0	0	2, 3, 4, 5, 6, 7, 8
Dossier	20%	5	0.2	1, 2, 3, 4, 5, 6, 7, 8
Final test	40%	1.5	0.06	2, 4, 5, 6, 7
Partial tests	10%	1	0.04	1, 2, 3, 4, 5, 6, 7
Speaking activities	5%	0.5	0.02	1, 2, 3, 4, 5, 6, 7, 8
Writing activities	15%	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 8

ASSESSMENT SYSTEM

The course is assessed by continuous assessment or single assessment. At the beginning of the course, students must choose the assessment system they want to undertake and this cannot be modified later. The two assessment systems are detailed below:

1. **1. Continuous assessment system**

For continuous assessment, students must certify a minimum attendance at classes of 80%.

The continuous assessment system is divided into:

- Activities: 60% of the grade
- Final examination: 40% of the grade

The grade for the subject will be NOT EVALUABLE when the student attends less than half of the assessment activities and/or does not attend the final exam.

1. **A. Continuous assessment activities: 60% of the grade**

Writing. Between 2 and 5 essays are done. The teaching staff may request the correction of the original wording by the students if they wish.

Dossier. The dossier contains between 6 and 8 activities, which can assess the four language skills. The activities can be done at home or in class. Below are examples of activities that can be included as dossier activities:

Transformation of sentences

Mini tests

Exercises

Information search

Document production

Speaking activities. Throughout the course, there is at least one speaking activity and a maximum of two. This activity can be individual or in group. Depending on the level speaking activities can be monologues, dialogues, presentations, etc.

Control tests. During the course, one or more tests are held, which can be a written expression test and an oral expression test.

Attitude and participation. Student effort, attitude and participation are assessed.

1. B. Final continuous assessment examination: 40% of the grade.

This final examination consists of two parts: oral expression and written expression. It is held on the same day and time as the final examination for single assessment.

To pass the course, a minimum overall grade of 50% must be obtained between continuous assessment activities and a final examination. If this grade is not attained, you may have the right to resit (see conditions).

The equivalences of the overall grade are set out in the table below:

Overall grade	Numerical grade out of 10 on SIGMA	Pass grade
92.45-100	10	A
87.46-92.45	9.5	A
83.46-87.45	9	A
80.46-84.45	8.5	B
76.46-80.45	8	B
72.46-76.45	7.5	B

69.46-72.45	7	B
64.46-69.45	6.5	C
59.46-64.45	6	C
54.46-59.45	5.5	C
50-54.45	5	C
44.46-49.45	4.5	Fail with right to resit
39.46-44.45	4	Fail with right to resit
34.46-39.45	3.5	Fail with right to resit
29.46-34.45	3	Fail
24.46-29.45	2.5	Fail
19.46-24.45	2	Fail
14.46-19.45	1.5	Fail
9.46-14.45	1	Fail
4.46-9.45	0.5	Fail
0-4.45	0	

Reassessment of continuous assessment

Students who obtain between 3.5 and 4.999 of global grade have the right to recovery, which consists of repeating those parts of the final test of continuous assessment that students have below the overall average grade, that is, those parts that are below 60%.

1. 2. Single assessment system

Single assessment is based on a two-part final examination: an oral expression part and a writing part that are held on the same day and time as the final examination for the continuous assessment.

The written part consists of a written expression test and a test of grammatical and lexical knowledge.

To pass the final exam and pass the course, the following is required:

Obtain a minimum grade of 50% in each part of the exam;

Obtain a minimum total grade of 60% between all parts of the final examination.

If these grades are not attained in the examination you may have the right to resit (see conditions).

With this system, the final grade of the subject is assigned in accordance with the following equivalence table:

Final grade	Numerical grade out of 10 on SIGMA	Pass grade
97-100	10	A
93-96.99	9.5	A
89-92.99	9	A
85-88.99	8.5	B
81-84.99	8	B
77-80.99	7.5	B
73-76.99	7	B
69-72.99	6.5	C
66-68.99	6	C
63-65.99	5.5	C
60-62.99		
55-59.99	4.5	Fail with right to resit

50-54.99	4	Fail with right to resit
43-49.99	3.5	Fail with right to resit
36-42.99	3	Fail
30-35.99	2.5	Fail
24-29.99	2	Fail
18-23.99	1.5	Fail
12-17.99	1	Fail
0.5	Fail	
0-5.99	0	Fail

Resit for single assessment

When students opt for single assessment, the resit will be the same as that for the rest of the students, that is, you have to obtain between 3.5 and 4.999 in the set of tests and work submitted for the single assessment.

Resit consists of repeating those parts of the exam in which students have obtained a grade below the overall average, that is, those parts that are below 60%.

Change of exam date

Examinees who are unable to attend the exams on the established dates for medical, work (travel or other similar obligations) or humanitarian reasons may request a change of date from the teaching staff, *providing the necessary documentation* and (except in extreme cases such as accidents) at least seven calendar days in advance. Where this change is permitted, the exams will always take place within the period established by the University School of Tourism and Hotel Management.

Other aspects of assessment

No level certificates are issued.

Bibliography

Essential Bibliography:

- Textbook (finish the book started in the first year: Illico A1, livre de l'élève). ISBN: 978-2-01-513538-0
- Textbook DUSSAC, Elisabeth: Bon Voyage!, CLE International, (started in second year). ISBN : 978-2-09-034890-3
- Grammar exercise book: Focus Grammaire du français multiniveaux A1, A2, B1. Hachette ISBN: 978201155964. (Used in first, second and third year).
- Dossier with texts, exercises, ideas for classroom work and homework which students should download from Moodle and bring to class.
- Online multimedia learning materials and Websites.
- Online resources of the Centre for Independent Language Learning of the Language Service: <http://pagines.uab.cat/cal/content/francès>, and then the specific section [Francès a Turisme](#).

Supplementary Bibliography:

- Le nouveau BESCHERELLE: L'art de conjuguer.
- MIQUEL, Claire : Vocabulaire Progressif du Français- Niveau Débutant avec 250 exercices, Paris, CLE International. ISBN : 978-209-033878-2

Software

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Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	French	annual	morning-mixed
(TE) Theory	2	French	annual	morning-mixed
(TE) Theory	3	French	annual	morning-mixed