

Degree	Type	Year
Tourism	OT	4

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Teachers

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Teaching groups languages

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

Prerequisites

Level A2 of the Common European Framework of Reference for Languages is recommended.

Objectives and Contextualisation

Students acquire knowledge of the language and they develop communicative competences in oral and written interaction, being able to do the following at the end of the course.

1. Express oneself with correct pronunciation and intonation.
2. Understand the meaning of medium-high level phrases and expressions with different language registers.
3. Hold a conversation in the field of hotel and tourism.
4. Understand announcements, complex messages and usual terms and expressions in hotel and tourism management.
5. Write more complex notes or texts in French in the professional field.
6. Use exclusively French as a language of communication.
7. React appropriately to any situation in the professional field.
8. Acquire broader geographical and cultural knowledge of France (related to the hotel's treatment of the client).
9. Select relevant information from an oral or written message for one's own needs or to pass on.
10. Describe people, places and things accurately.
11. Explain one's own experiences or relations with other people and experiences in the professional field.
12. Acquire a higher level of comprehension and express oneself with greater grammatical, syntactic and lexical precision.
13. Develop more elaborate strategies and skills to understand real written and oral texts.

14. Develop the ability to function linguistically efficiently in the field of tourism and hotels.
15. Continue developing strategies for independent learning outside the classroom.
16. Use all kinds of material necessary for the most advanced learning of the language: dictionaries, grammars, textbooks, real documents of all the departments of the hotel.
17. Use documentation to organize a professional or linguistic stay in France or in a French-speaking country.

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 linguistic content is subdivided in accordance with language, grammar, vocabulary and phonetic and prosodic content.

LINGUISTIC FUNCTIONS

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

Social function

Get in touch: specific forms of communication in the hotel work world.

Make apologies appropriate to the situation.

Use expressions of courtesy towards clients.

Apologize more elaborately.

Order someone to carry out an action.

Give advice to someone.

Use general courtesy formulas.

Ask permission or prohibit something.

Informative function

Engage in a dialogue at a reception with a higher level of precision and correction.

Make, modify and cancel a room reservation with all the details.

Narrate experiences in the personal and professional field and express your feelings about these.

Describe different types of hotels and professional functions.

Analyse different hotel services.

Prepare a personnel recruitment questionnaire.

Expressive function

Express interest.

Express an apology,

Express your gratitude.

React to opinions.

Express dissatisfaction with a job done wrong.

Express a physical ailment.

Inductive function (feelings and sentiments)

Ask more complex questions.

Formulate proposals.

Plan an activity.

Verify the feasibility of a specific action.

Formulate hypotheses.

Make a complaint.

Suggest or advise what to do or force someone to do something.

Offer to do something or refuse.

Reassure a person.

Metalinguistic function

Request and provide clarification.

Ask a person what they said or what someone said.

Sort vocabulary according to various criteria.

Create word networks.

GRAMMATICAL CONTENTS

Students should be able to recognise and use the following grammatical structures properly.

* Adjectives and demonstrative pronouns.

* Adjectives and indefinite pronouns

* Review of simple relative pronouns (qui, que, où) systematization of "dont".

* Relative compounds (duquel, auquel, desquels, ...)

* Chronological indicators

* Logical connectors

* Review of pronouns: direct and indirect object, en, y, double pronoun

* Prepositions

* Review of the comparative

* Review of the past tenses: present perfect, imperfect

* Past perfect (plus-que-parfait)

* Present perfect, imperfect, past perfect within the story

* Review of the gerund/imperative

* Present and past conditional (le conditionnel présent et passé)

* Presentation of the hypothetical system

* si + présent + futur

* si + imparfait + conditionnel

* si + plus que parfait + conditionnel passé

* Introduction of the présent du subjonctif (je veux que, il faut que, J'aimerais que etc.)

* Negation and restriction: ne ... plus, ni rien, ne jamais, ne personne, ne que.

* Sustained interrogative form

* Expressions of time (cela fait, depuis, il y a, etc.)

* Expressions of opinion (je trouve que, je considère que, je suis pour, je suis contre etc.)

* Introduction of a comment with verbs followed by the conjunction: que (avouer que, trouver que, avoir

l'impression que + indicatif)

- * Introduction of the comment with adjectives followed by the conjunction: que (c'est étonnant que, c'est intéressant que, être surpris que + subjonctif)
- * Phrases in the passive voice
- * Reported speech: introductory verbs in present and past
- * Subordinates clauses (the relative subordinates of time, goal, consequence, etc.)

VOCABULARY

The vocabulary content of the fourth course comes from the following semantic fields: daily experiences, sports activities, health and the French health system, travel (car rental, itineraries, etc.), the French education system, recruitment issues, labour, banking, organization of the company, architecture, hotel (departments, functions, personnel, employment rate, type of clientele, etc.), hotel equipment and tourism geography. Customs of the different nationalities.

PHONETIC AND PROSODIC CONTENTS

Students must recognise and appropriately use the prosodic features (intonation, rhythm, etc.) of the language. The pronunciation should be clear enough for a native to understand without effort.

They must also speak more fluently and improve the degree of correction in pronunciation.

- * Review the main difficulties
- * Discrimination of all vowels
- * Production of one [Y] opposite to [i] and [u]
- * The nasal vowels
- * The consonants [f] [v] [s] [z]
- * Phonic units: more frequent and important "liaison" phenomena.
- * Relate phonetics and spelling: S, Z, SS, TI

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 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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom based	56.5	2.26	5, 7, 2, 4, 8, 6
Non-classroom based	56	2.24	5, 1, 7, 2, 4, 3, 8, 6

Type: Supervised

Classroom based tutorials	3	0.12	3
On line	5	0.2	3
Type: Autonomous			
Guided activities	10	0.4	5, 1, 7, 2, 4, 3, 8, 6
Theory	10	0.4	5, 1, 7, 2, 4, 3, 6

Imparted language

The classes wil be taught in French

Methology

Starting from the functional and grammatical objectives, following a basically communicative didactic method that requires the active participation of the students, we will put into practice communicative tasks that reflect the situations of real life in the hotel and tourism world. The teacher constantly encourages the active use of the language and the use of common expressions typical of the French of the profession. Also, the learning of the grammar will be done, whenever possible, in an inductive way.

The teacher seeks at all times to make the students more aware of their learning progress.

In the French classes, the use of computers, tablets and mobile phones is strictly limited to specific activities proposed by the teacher and always with prior authorization. For this reason, both the textbook and class notes must be in paper format.

Electronic devices must remain turned off during the sessions.

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

Continous Assessment Activities

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

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

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	Fail

Reassessment of continuous assessment

Students who obtain between 3.5 and 4.5 of global grade have the right to recovery, which consists of repeating those parts of the final test of continuous assessment 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	5	C
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
6-11.99	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 4.5 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.

Plagiarism o academic dishonesty

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place.

Use of AI

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero.

Bibliography

Essential Bibliography

Textbook (recommended at the beginning of the course).

Grammar exercise book: Grammaire Progressive du Français avec 680 exercices (nouvelle version). Niveau intermédiaire. CLE International. (Used in first, second and third year). ISBN: 978-209-038103-0.

Dossier with texts, exercises, ideas for classroom work and homework, which students must print and bring to class.

Online multimedia learning materials and websites (see the Campus Virtual platform).

Supplementary Bibliography

- Le Robert : Dictionnaire de la Langue française
- BESCHERELLE (nouvelle édition): La conjugaison pour tous
- Vocabulaire progressif du français: Niveau intermédiaire (A2/B1) CLE international

Pàgines web

- www.podcastfrancaisfacile.com
- www.apprendre.tv5monde.com
- www.lepointdufle.net
- www.lebaobabbleu.com
- www.bonjourdefrance.com
- www.capsurlefle.com
- www.ressourcesfle.fr
- www.flenantes.org
- www.gabfle.blogspot.com

Software

Groups and Languages

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