

Degree	Type	Year
Tourism	OT	4

Contact

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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.

Objectives and Contextualisation

Students acquire the 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:

- * Recognise the orthographic marks of French and relate them to the corresponding phonemes.
- * Recognise the letters that are pronounced and those that are not.
- * Distinguish between the phonemes /y/, /u/, /e/, /E/...
- * Progressively interiorise the rhythm and intonation of French.
- * Understand brief oral messages emitted in the media, by telephone or in public places.
- * Have a simple conversation related to basic situations in everyday life.
- * Understand announcements, news and brief pieces of journalistic information and extract information from a written text aimed at the general public (notices, posters, brochures, notes, etc.).
- * Write brief and simple message in French (postcards, notes, personal texts, etc.).
- * Fill in forms asking for personal information.

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.

a) Social function

- * Establish contact with people: greet and respond to greetings. Welcome people.
- * Say goodbye.
- * Introduce yourself and others.
- * Apologise.
- * Give thanks.

b) Informative function

- * Identify yourself and others. Ask for and give personal information (name, age, profession, address, nationality, civil status, family situation, customs, tastes, and holidays). Describe somebody's character.
- * Ask for and give information about places (situation, characteristics, etc.).
- * Ask for and give information about time: the time, timetables, dates, duration of an activity.
- * Ask for and give information about a present or future event.

c) Expressive function (feelings and sentiments)

- * Express satisfaction or dissatisfaction.
- * Express preference.
- * Express desires.

d) Inductive function

- * Ask questions and express the wish or desire to do something.
- * Show the possibility or impossibility of doing something.
- * Suggest an activity.

e) Metalinguistic function

- * Ask and tell how to say or pronounce words in French.
- * Ask and tell how to spell a word and which graphic signs are required (accents, apostrophes, commas, full stops, hyphens, etc.).
- * Ask to have spoken communication respected, to speak more slowly or louder.
- * Ask for the meaning of a word or expression.

Grammatical content

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

Determinants

- * Definite articles: le, la, les.
- * Indefinite articles: un, une, des.
- * Contractive articles: au, aux, du, des.
- * Partitive articles: du, de la, de l', des (introduction).

Adjectives

- * Demonstratives: ce, cet, cette, ces.
- * Possessives: mon, ton, son and their agreements.
- * Numerals: cardinals and ordinals.
- * Exclamations and interrogatives: quel, quelle, quels, quelles.

Nouns and adjectives

- * Noun: gender and number.
- * Qualificative adjectives: agreement.

Verbs

- * Simple present tense of regular and irregular verbs.
- * Auxiliary verbs être and avoir.
- * Present conditional (courtesy).
- * Verbs of possibility (pouvoir + inf.), and the near future (aller + inf.).

Adverbs

- * Of quantity (beaucoup, peu, assez, très, trop).
- * Of frequency: (souvent, toujours...).
- * Of judgement (bien, mal).
- * Of time.
- * Of place.
- * Of affirmation or negation.

Pronouns

- * Personal pronouns as subjects: je, tu, il, elle, on.
- * Personal pronouns as direct objects: le, l', la, les.
- * Reflexive pronouns: me, te, se, nous, vous.
- * Tonic pronouns and pronouns of preposition: moi, toi, lui, elle.

Basic conjunctions

- * Coordination: et.
- * Opposition: mais, ou.

Prepositions

- * Of place: à, en, dans, devant, entre, sur.
- * Of time: en, à, après, avant.

Vocabulary

The vocabulary content is based around the following areas: presentations (professions, nationality, family, description of people), tastes, entertainment and sports, everyday activities and leisure activities, description of places (neighbourhood, city, house) holidays, tourist trips, transport, climate, accommodation, shopping (businesses or transactions), food and drink.

Phonetic and prosodic content

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

- * Consonant endings (s, t, r).
- * Distinction between /y/, /i/, /u/.
- * Double vowels.
- * Typical consonants (ch, ll, b, v, ç, s, ss, r, g, j, qu, x).

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			
On line	5	0.2	2, 3
Tutorials classroom based	3	0.12	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

Language of instruction

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

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 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.

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	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 Test	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. 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.

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
39.46-44.45	4	Fail
34.46-39.45	3.5	Fail
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 have the right to recovery, which consists of repeating those parts of the final test of continuous assessment in which students have obtained a grade below 60%.

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.

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
50-54.99	4	Fail
43-49.99	3.5	Fail
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

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: Focus Grammaire du français multiniveaux A1, A2, B1. Hachette ISBN: 978201155964. (Used in first, second and third year). ISBN: 978-209-038103-0.
- 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.

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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Groups and Languages

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