Code - Course	062207 – English Communication in Tourism II		
Year	2nd	Credits	9 cr ECTS
Thematic Area	Languages	Course Type	Compulsory Subject
In-class hours	90 hours	Hours of individual work and teacher-led learning	180 hours

BRIEF COURSE DESCRIPTION

Tourism is communication in different contexts and at different levels with individuals from different backgrounds. A foreign language is not only a tool that allows professional fulfilment, but also a vehicle that makes human relationships possible. The general objective of this course is to provide students with the tools they need to be able to use the English language as a means of communication in professional situations, in learning situations, and as a means of personal expression at an upper intermediate level so that by the end the academic year students have obtained a level more or less equivalent to B.2.2 of the Common European Framework of Reference for Languages (CEFR). The focus will be on developing competencies that enable professional qualification in an international environment, lifelong learning and digitalization, as well as academic and work mobility. An innovative perspective that promotes sustainability will be adopted.

BASIC SKILLS

BS04 – Students must be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

GENERAL SKILLS

GS08- Master the techniques of oral and written communication in order to transmit information, ideas, opinions, etc.

GS09- Work in an international context.

SPECIFIC SKILLS

SS09- Understand and use information technology and information management systems in tourism.

LEARNING OBJECTIVES

1. Use the knowledge of the formal aspects of language, both in message reception and production to prepare for the most common professional situations.
2. Communicate orally with a certain degree of linguistic accuracy and adequacy in different professional situations.
3. Understand the main ideas and extract specific information from speech in a professional environment.
4. Understand the main ideas and extract specific information from written texts in a professional environment.
5. Produce written texts, fulfilling previously established objectives and standards, and organizing the information in an appropriate manner.
6. Use the idiosyncratic stress, intonation and rhythm of oral expression correctly.
7. Participate in oral presentations and discussions with a certain degree of fluency, demonstrating an ability to argue someone's point.
8. Show a mastery of the uses and social conventions of the language and its different registers.
9. Use the knowledge of the context and the socio-cultural aspects of the countries where the language is spoken to increase comprehension and enhance communication.
10. Show participative, cooperative, respectful attitudes regarding both human relationships and the environment.
11. Respond immediately and appropriately in different professional situations, showing a service-oriented attitude.
12. Use communicative and learning strategies to reflect and act upon deficiencies in oral and written expression and comprehension.
13. Use available resources effectively to increase knowledge and to answer questions in an autonomous manner outside the classroom.
14. Access different sources of information using different tools.
15. Analyze, interpret, and infer data and results: create and present reports.
16. Be familiar with digital resources as a means of disseminating information.

ACADEMIC CONTENTS

1. Trends in tourism

   1.1. Grammar. Continuous aspect

   1.2. Vocabulary

1.2.1. The history of tourism

1.2.2. Tourist motivations - push and pull factors

1.2.3. Describing visuals

1.3. Professional skills. Using visuals

1.4. Case study. Tailor a package

2. Get the message

2.1. Grammar. Countable and uncountable nouns

2.2. Vocabulary

2.2.1. Advertising and publicity

2.2.2. Web words

2.2.3. Collocations

2.3. Professional skills. Maintaining a website

2.4. Case study. Improve a media profile

3. Hotel branding

3.1. Grammar. Making predictions - degrees of certainty

3.2. Vocabulary

3.2.1. Brands and branding

3.2.2. Boutique hotels

3.2.3. Hotels of the future

3.3. Professional skills. Creating a business plan

3.4. Case study. Invest in a hotel

4. Sustainability

4.1. Grammar. Reporting verbs

4.2. Vocabulary

4.2.1. Tourism and community

4.2.2. Ecotourism

4.2.3. Verb + noun collocations

4.3. Professional skills. Chairing a meeting

4.4. Case study. Develop an eco-resort

5. Come fly with me

5.1. Grammar. The passive

5.2. Vocabulary

5.2.1. Airport facilities

5.2.2. Airport security procedures

5.3. Professional skills. Dealing with difficult situations

5.4. Case study. Develop airport infrastructure

6. Heritage

6.1. Grammar. Talking about the past

6.2. Vocabulary

6.2.1. Describing a heritage site

6.2.2. Architecture

6.2.3. Guiding expressions

6.3. Professional skills. Working as a tour guide

6.4. Case study. Design a museum exhibition

7. Managing events

7.1. Grammar. Hypothetical situations

7.2. Vocabulary

7.2.1. Collocations with event

7.2.2. Event management

7.2.3. Contracts

7.3. Professional skills. Understanding contracts

7.4. Case study. Make a festival profitable

8. Careers

8.1. Grammar. Dependent prepositions

8.2. Vocabulary

    8.2.1. Applying for a job

    8.2.2. Remuneration

    8.2.3. Adjectives describing personality

8.3. Professional skills. Interviews

8.4. Case study. Recruit the right person

LEARNING METHODOLOGY

Tasks will be designed inside and outside the classroom that allow students to practice communication and learning strategies. The students' resources will be assessed through the integrated observation of their linguistic performance and strategies during the school period.

An integrated teaching-learning-assessment approach will be used, where students will need to devote time to autonomous learning outside the classroom, either on their own or in interaction with other students, and have access to a wide range of resources. This entails a continuous, multidimensional, contextualized, collaborative and learner-centred perspective, as well as the active role of the students. Preparation for lifelong learning requires a positive, responsible attitude, so learning strategies through reflexive processes will also be employed. Furthermore, the integral development of the students' skills will include simulation activities that reproduce real, everyday contexts of application.

On the whole, an array of strategies will be used including:
- Lectures
- Debates
- Team work
- Individual work
- Application activities
- Portfolio
- Simulation
- Readings

ASSESSMENT SYSTEM

The assessment process determines the degree of a student's achieved learning with regards to the competencies of the course in hand.

Students are able to request to be evaluated via a system of continuous, semester-long assessment or a single assessment at the end of each academic period. These two options cannot be combined.

<u>Continuous Assessment</u> consists of the evaluation of the teaching-learning process based on the continuous monitoring of the student's performance through the acquired comprehension, coursework and exams.

<u>Single Assessment</u> consists in the evaluation of the student's learning administered at the end of the established period of time. This system of evaluation is available for all students that provide appropriate proof of their inability to regularly attend class. This assessment is determined based on the learning evidences proven through this evaluation.

The assessment activities planning will be public for the students from the start.

Activities	Type	Continuous	Single	Deadline
Oral 1	Ind./Group	4%		Week 2-15
Writing 1	Individual	5%		Week 10
Oral 2 (OIA)	Ind./Group	6%		Week 21
Writing 2	Individual	5%		Week 23
Oral 3	Ind./Group	10%		Week 22-26
Portfolio	Individual	10%		Week 2-28
In-class tests	Individual	10%		Week 2-26
Involvement	Individual	10%		Week 2-28
Final writing	Individual	10%	50%	Week 28
Final oral presentation	Ind./Group	30%	50 %	Week 27-28 (cont.) Week 29 (single)
	TOTAL	100%	100%	

<u>Continuous assessment</u> involves attending a minimum of 75% of the classes. The activities carried out in the student's absence cannot be made up regardless of whether the absence is excused or unexcused. Those students who do not meet this requirement will be informed

by their teachers that they have to take the final exam. In that case none of the continuous assessment tasks will be taken into account.

To pass the course, students must obtain a grade of 5.00 or higher. In order to collect evidence of the students' effective development, different sources of information will be used during the course. The assessment tools used to gather data on how such learning evolves, along with their percentage breakdown in the final grade is as follows:

Oral production: 50%	Continuous oral production: 20%	In class role plays and/or presentations/interviews outside the classroom
	Final presentation: 30%	Professional PowerPoint presentation of a product including: graphs/SWOT/quality management & sustainable tourism proposals
Written production: 20%	Task 1: 5%	In class written expression
	Task 2: 5%	In class written expression
	Final Task 3: 10%	In class written expression
Portfolio: 10%	Samples of oral and written productions/awareness-raising tasks	
In class assessment tasks: 10%	Oral and written reception tasks/language unit tests	
Attendance and participation: 10%	Student's participation and contributions inside and outside the classroom.	

These are the assessment criteria for written expression (out of 10):

- Language use (grammar/vocabulary accuracy, range & adequacy): 5
- Task achievement (efficient achievement of communicative purpose, content relevance & extent): 3
- Topic development (structure, progression & coherence): 2

While the assessment criteria for oral expression are the following (out of 10):

- Language use (grammar/vocabulary accuracy, range & adequacy): 4
- Task achievement (efficient achievement of communicative purpose, content relevance & extent): 3
- Fluency & pronunciation (speech flow, intonation, stress & rhythm): 2
- Communicative resources (use of linguistic and non-linguistic resources, supporting material, attitude): 1

However, these are the assessment criteria for the final oral presentation (out of 10):

- Language use (grammar/vocabulary accuracy, range and adequacy, fluency and pronunciation): 5

- Task achievement (efficient achievement of communicative purpose, content relevance and extent, structure, coherence, use of communication strategies and supporting material, attitude, interaction with the audience): 5

Students must achieve a minimum score of 2.5 out of 5 in each one of these two blocks. If such a minimum score is not achieved in one of the blocks, the oral presentation grade will be an automatic 4 out of 10 maximum.

The final oral presentation should last 15 minutes per person, which cannot be exceeded. PowerPoint or similar must be used, and visual aids and other additional supporting material will also be accepted. At the end of the presentation students will be required to reply to the examiners' questions.

Students must make a study of an existing tourism product (such as a hotel, a theme park, a holiday package, an airline, etc.). It must be noted, however, that proposals for oral presentations related to Vueling, Ryanair, Port Aventura, Tibidabo and W Hotel will be rejected. Students can access http://www.tripadvisor.co.uk or a similar website and choose a product that may be improved taking into account the customer reviews.

The presentation must include the following sections:

- Introduction: The topic and approach must be stated.
- Description: The selected product must be specified and described.
- Methodology: Report on how this project has been conducted.
- Analysis: A statistical analysis of customer reviews with graphs must be included, as well as a SWOT analysis pointing out the strengths, weaknesses, opportunities and threats.
- Improvement plan: Improvement proposals must be made regarding the quality system and from the point of view of sustainability.

As for **Single assessment**, those students who do not choose the continuous assessment system should contact their professors and take the final exam on the official dates. The final exam will take place on two separate days. Most of the exam sections will be given on the first day and their breakdown of the final grade is as follows:

- Use of English (grammar and vocabulary): 10%
- Listening comprehension: 10%
- Reading comprehension: 10%
- Written expression: 20%
- Oral expression: 50%

Written assessment tasks that do not address the issues proposed on the exam will be considered invalid and, consequently, will not be corrected. Moreover, if the written assessment tasks exceed the word limit stated in the rubrics, the extra text will not be corrected either.

On the second day the oral expression will be assessed. The speaking assessment task will consist of an oral presentation that students ought to prepare in advance by following the guidelines provided for the final oral presentation of the continuous assessment system. Two weeks before the date of the oral presentation, students must send their professors the abstract and index of their presentation. If students do not meet this requirement, one point may be deducted from their final grade.

The assessment criteria for both the oral and written expression are the same as for the final continuous assessment tasks.

Review and Reassessment of the Course

The student has the right to revise all the evidences that have been designed for the assessment of learning.

If a student fails to achieve the learning objectives of the course, in order to opt for the subject reassessment, it will be necessary to have obtained a final grade of the subject between "4-4.9", and to have attended the individual final exam/s or final work/s of the course.

The reassessment process will only involve the modification of the final grade in the case that the new assessment activity is passed and, in any case, the maximum grade will be "5". This grade will be averaged with the other grades of the assessment activities carried out by the student during the corresponding academic period, considering the percentages established in each subject, setting the final grade for the course.

Reassessment will be carried out through a complete written exam and/or a 10-minute oral exam. The students' reassessment tasks will not be corrected by their own professors.

REFERENCES

Basic bibliographic resources:
- Strutt, P. (2013). English for International Tourism New Edition: Upper Intermediate Course Book. Pearson Education.
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Reference bibliographic resources:
- Murphy, R. (2004): English Grammar in Use. Cambridge: Cambridge University Press.

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- Holloway, J.C. (2006): The Business of Tourism. London: Pearson.
- Luecke, R. & B J Hall. (2006): Performance Management. Harvard: Harvard Business Essentials.
- Pender and Sharpley (eds). (2005): The Management of Tourism. London: SAGE Publications.
- Yeoman, I. (2008): Tomorrow's Tourist: Scenarios and Trends. Oxford: Elsevier.

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