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|--|--|--------------------|---------------------|-------------------|-----------|
| <b>Code - Course</b>                   | <b>061207 – English Communication in Tourism I</b> |                    |                     |                   |           |
| <b>Type</b>                            | Compulsory   |                    | <b>Year</b>         | 1 <sup>st</sup>   |           |
| <b>Thematic Area</b>                   | Languages  |                    | <b>Credits</b>      | 9 ECTS            |           |
| <b>Teacher in charge of the course</b> |  |                    | Montserrat Iglesias |                   |           |
| <b>In-class</b>                        | 90 hours   | <b>Teacher-led</b> | 0 hours             | <b>Individual</b> | 105 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 fulfillment, 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 intermediate level so that by the end the academic year students have obtained a level more or less equivalent to B.1.2 > B.2.1 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.



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## LEARNING OBJECTIVES

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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. Show participative, cooperative, respectful attitudes regarding both human relationships and the environment.
8. Use available resources effectively to increase knowledge and to answer questions in an autonomous manner outside the classroom.
9. Access different sources of information using different tools.

## ACADEMIC CONTENTS

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1. Selling dreams
  - 1.1. Grammar. Tense review: present and past tenses
  - 1.2. Vocabulary
    - 1.2.1. Money matters
    - 1.2.2. Describing locations
    - 1.2.3. Working out the price of a package
  - 1.3. Professional skills. Marketing
  - 1.4. Case study. Design a tour
2. Getting there
  - 2.1. Grammar. Multi-word verbs
  - 2.2. Vocabulary. Transport and travel
  - 2.3. Professional skills. Dealing with the public
  - 2.4. Case study. Improve a service
3. Accommodation
  - 3.1. Grammar. Modal verbs
  - 3.2. Vocabulary
    - 3.2.1. Types of accommodation
    - 3.2.2. Facilities and services
  - 3.3. Professional skills. Dealing with complaints



- 3.4. Case study. Investigate customer complaints
- 4. Destinations
  - 4.1. Grammar. Articles
  - 4.2. Vocabulary
    - 4.2.1. Weather and climate
    - 4.2.2. Features and attractions
    - 4.2.3. Statistics for economic development
  - 4.3. Professional skills. Offering advice
  - 4.4. Case study. Develop a destination
- 5. Things to do
  - 5.1. Grammar. Conditional structures with if
  - 5.2. Vocabulary
    - 5.2.1. Describing attractions
    - 5.2.2. Geographical fetures
    - 5.2.3. Activities
    - 5.2.4. Works of art
    - 5.2.5. Calculating entrance fees and prices
  - 5.3. Professional skills. Speaking to a group
  - 5.4. Case study. Plan a coach tour
- 6. Niche tourism
  - 6.1. Grammar. Verbs + infinitive or-ing form
  - 6.2. Vocabulary
    - 6.2.1. Sectors in niche tourism
    - 6.2.2. Dealing with numbers and statistics
  - 6.3. Professional skills. Dealing with figures
  - 6.4. Case study. Improve client security
- 7. Running a hotel
  - 7.1. Grammar. Have/get something
  - 7.2. Vocabulary
    - 7.2.1. -ed/-ing adjectives
    - 7.2.2. Hotel statistics
  - 7.3. Professional skills. Making presentations
  - 7.4. Case study. Transform the team
- 8. Customer service
  - 8.1. Grammar. Question forms
  - 8.2. Vocabulary
    - 8.2.1. Customer service terms
    - 8.2.2. Personal qualities
    - 8.2.3. Telephone numbers
    - 8.2.4. Multi-word verbs
  - 8.3. Professional skills. Handling telephone calls
  - 8.4. Case study. Improve customer service



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These contents will be complemented with a revision of transversal grammar contents including articles, verb tenses, relative pronouns, comparatives and superlatives, prepositions, modal verbs, gerunds and infinitives, the passive voice, sentence structure and linkers.

## LEARNING METHODOLOGY

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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

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The assessment system measures the student's achievement of learning outcomes regarding the subject's competences and contents.

Students may choose continuous assessment or single assessment:

**Continuous Assessment:** the teaching-learning process is assessed by a continuous monitoring of the work done by the students throughout the course



and a final individual examination. Students must attend classes in order to be assessed by continuous assessment.

**Single Assessment:** for those students who cannot come to class regularly, they can choose to be assessed by single assessment. The teaching-learning process is assessed by means of the assessment of all activities and in-person individual examination at the end of the course.

To qualify for this form of assessment, students must apply within the first 15 days of the start of the course through the assessment section of Virtual Campus.

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

| Activities              | Type       | Continuous  | Single      | Week deadline  |
|-------------------------|------------|-------------|-------------|----------------|
| Oral 1                  | Ind./group | 6 %         | ---         | Week 2-13      |
| Writing 1               | Individual | 5 %         | ---         | Week 14        |
| Oral 2 (OIA)            | Ind./group | 9 %         | ---         | Week 15        |
| Writing 2               | Individual | 5 %         | ---         | Week 21        |
| Oral 3                  | Ind./group | 15 %        | ---         | Week 16-27     |
| Portfolio               | Individual | 10 %        | ---         | Week 2-30      |
| In-class tests          | Individual | 10%         | ---         | Week 2-28      |
| Involvement             | Individual | 10%         | ---         | Week 2-30      |
| Final writing           | Individual | 10 %        | ---         | Week 28        |
|                         | Individual | ---         | 60 %        | Exams schedule |
| Final oral presentation | Ind./group | 20 %        | ---         | Week 29-30     |
|                         | Individual | ---         | 40 %        | Exams schedule |
| <b>Total</b>            |            | <b>100%</b> | <b>100%</b> |                |

**Continuous assessment** 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.

Those students who did a placement test and performed below the required standards should enrol in the intensive English course of level 1. If they fail to do so, they will not be assigned to a specific group and will not be able to opt for the continuous assessment system.

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:<br>50%           | Continuous oral production: 30%  | In class role plays and/or presentations/interviews outside the classroom |
|                                   | Final presentation: 20%  | Presenting a holiday package  |
| Written production:<br>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 production/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.

Each final oral presentation should last 10 minutes per presentation if it is delivered by two students, or 8 minutes in the case of individual presentations. Visual aids and other supporting material will be accepted, but Powerpoint slides should not include text or links to videos. At the end of the presentation students will be required to reply to the examiners' questions.

Students must present a niche holiday package and promote it as a tour operator including the following features:

- Name of the package and reason for choosing it
- Target customer
- Destination and itinerary
- Length and staff
- Transport
- Accommodation
- Gastronomy
- Tourist attractions and leisure activities
- Sustainability
- Recommendations

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



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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): 20%
- Listening comprehension: 10%
- Reading comprehension: 10%
- Written expression: 20%
- Oral expression: 40%

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.

### **Revision 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".

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

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- Murphy, R. (2004): *English Grammar in Use*. Cambridge: Cambridge University Press.
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Additional bibliographic resources:

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