

Syllabus

Subject

| | |
|--------------------------------|---|
| Subject / Group | 29038 - English IV / 1 |
| Degree | Degree in Tourism (Affiliated Centre of the Eivissa Island Council) - Fourth year |
| Credits | 6 |
| Period | First semester |
| Language of instruction | English |

Professors

| Lecturers | Office hours for students | | | | | |
|----------------------|---|----------------|-----|------------|----------|-------------------|
| | Starting time | Finishing time | Day | Start date | End date | Office / Building |
| Hector F. Bonet Mari | You need to book a date with the professor in order to attend a tutoring session. | | | | | |

Context

Anglès IV

Anglès IV is an elective subject within the area of Foreign Languages Applied to Tourism which is, in turn, one of the three components of the Instrumental Module.

As an instrumental subject, Anglès IV (i.e. English for Tourism IV), is an essential tool for communicating in international professional settings related to the tourism industry.

The learning of English for Tourism in the Degree of Tourism is organised in four levels of proficiency consisting of 3 compulsory subjects (Anglès I, Anglès II, Anglès III) and an elective one (Anglès IV).

Anglès IV will continue to develop skills and materials introduced in Anglès III - dealing with the language needed to discuss and work with tourism issues at mid- and high management level. The second part of the course teaches the student how to deal with tour management and guiding, including elaboration and delivery of the guide's commentary. The materials used throughout the course have been designed at Levels B2/C1 of the Common European Framework for Languages.

Requirements

Essential

Students must be able to use English easily and fluently for both academic and functional purposes.

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Recommended

Students should have obtained a minimum pass grade in the subjects Anglès I, II and III.

Skills

Specific

- * CE-1 A command of the English language at an upper-intermediate level so that students can develop all language skills and use the specific vocabulary needed to perform effectively in the tourism sector. .
- * CE-8 Achieving a command of foreign languages and attain the information technology skills needed to interact in the tourism market, i.e. collecting and analysing data, carrying out statistics and qualitative data analysis, making on-line bookings and using computer applications. .

Generic

- * CG-2 Apply the acquired technical and methodological knowledge to their work in a professional way by integrating the various areas of knowledge covered in their degree in Tourism. Prove that competencies have been acquired by being able to engage in tourism related discussions and develop problem-solving techniques. .
- * CG-4 Ability to communicate information, ideas, problems and solutions in tourism related settings to both specialist and non-specialist audiences. .
- * CG-5 Refining in the development of those learning skills that are necessary for the student to continue to undertake further study with a high degree of autonomy.. .

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

PART ONE of Anglès IV, which uses some of the second half of the coursebook used in Anglès III, focuses on event management and heritage and wraps up the knowledge and skills imparted to the student in the whole of the Tourism Degree, to enable him or her to function with ease in today's world of tourism.

PART TWO of ANGLÈS IV aims to teach the student of Tourism the basics of tour management and guiding to carry out a successful excursion in the Pityuses. To that purpose, the student will learn:

- * the essential skills and qualities to be a guide.
- * how to talk to a group of visitors to the islands.
- * how to solve problems and deal with difficult situations.
- * about the Pityuses' sights and attractions and regular excursions.
- * the specialised knowledge, including the history and statistical data, needed to show the above in a professional setting.
- * to deliver a commentary professionally and successfully.

PART TWO ends with a practical application of what the student has learnt: the group goes out on an outing where the students take it in turns to do the guiding and to take on the client's role.

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Range of topics

29038. Anglès IV

PART ONE: GETTING TO GRIPS

1. Unit 7 EVENT MANAGEMENT

- Event coordination.
- Troubleshooting.
- The language of contracts.
- Organising an event.

2. Unit 6 HERITAGE

- Describing a heritage site how to describe a work of art.
- From Fahrenheit to Celsius. Measurement units in the English-speaking world.
- Architecture.
- Working as a tour guide: qualities, skills and knowledge.
- How to talk to a group, introduction.
- Designing a museum exhibition. How to guide in an art gallery.

PART TWO: GUIDING IN THE PITYUSES

- * Geography of the Pityuses.
- * History: from prehistory to present day.
- * Architecture.
- * Climate.
- * Tour of Dalt Vila.
- * Ancient customs and folklore: festeig, matances, barrugets, etc.
- * Towns and villages.
- * Pre-tourist Economy: Agriculture and fishing. The Salt industry
- * Present-day economy: Tourism. Prospects for the future.
- * Creating an excursion.

Teaching methodology

In-class work activities (2.4 credits, 60 hours)

| Modality | Name | Typ. Grp. | Description | Hours |
|----------------|--------|-----------------|--|-------|
| Theory classes | Theory | Large group (G) | The course methodological approach integrates theory and practice of the language and combines both inductive and deductive learning techniques. Theory contents cover the teaching/learning of the theoretical background needed to attain the linguistic, sociolinguistic and pragmatic skills required to interact with the customer in tourism related communicative settings. Theory modules therefore look at the grammar, specific vocabulary and text type features, reading and writing techniques, principles of pronunciation, cross-cultural issues and pragmatic knowledge that enable students to perform successfully at managerial level. The use of English, pronunciation and reading techniques are taught in | 14 |

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| Modality | Name | Typ. Grp. | Description | Hours |
|-------------------|------------------------------|--------------------|--|-------|
| | | | <p>an inductive way, i.e. students work out the rules from their experience of using and being exposed to the language. Likewise, specific vocabulary is elicited from texts and materials used in class or through brainstorming activities. Concerning grammar, students are provided with supplementary materials both for further training and remedial purposes. Familiarity with the genre and domain of tourism specific text types are achieved both inductively (in the practical sessions) and deductively (in the theory sessions). On the other hand, writing techniques are mainly taught in a deductive way i.e. students will be provided with the theory input needed to carry out the corresponding practical writing activities concerning the specific text types learnt in the course. Sociolinguistic and pragmatic competence as well as cross-cultural awareness are partially approached from a theoretical standpoint though these competences are more extensively developed in the practical classes. Exposure to the language is reinforced by using the English language as the medium of instruction.</p> | |
| Practical classes | professional skills practice | Medium group (M) | <p>The linguistic, sociolinguistic and pragmatic knowledge acquired through the theory modules is put into practice through a series of simulations. All the activities are related to tourism-specific professional settings at a mid-management stage in which students become familiar with the language and strategies of meetings and negotiations, human resources management, and quality assurance techniques. All activities are designed to integrate the four skills: reading, writing, speaking and listening; and students are expected to use specific target vocabulary, and be able to identify the text-types which are relevant to every professional setting and communicative function.</p> <p>Regarding sociolinguistic competence, interpersonal and cross-cultural skills, students are exposed to authentic language and made aware of language appropriateness and behaviour in every professional setting.</p> <p>Practical sessions also foster pragmatic competence by progressively increasing the complexity of discourse structure and the functional range of the tasks to be carried out either individually or in a group.</p> <p>English is used as the medium of instruction and students are encouraged to use only English for classroom interaction.</p> <p>Simulation workshops: Students will work in small groups of 6-8 to take part in simulation tasks. Here, they will be asked to use the language and content input given in class and perform various professional roles at a mid-management level in complex settings (scenarios) and key tasks.</p> | 19 |
| Practical classes | oral presentation | Medium group (M) | <p>Each student is required to carry out an oral presentation in order to increase fluency, develop skills for speaking in public, learn presentation skills, and improve comprehension of spoken English (rest of class). In English IV this presentation fosters the development and delivery of leadership skills, and teaches the student about the local history and heritage.</p> | 10 |
| Practical classes | Guiding | Medium group 2 (X) | <p>A bus is provided by the School, and the class goes out on an outing where the students take it in turns to practise all they</p> | 4 |

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| Modality | Name | Typ. Grp. | Description | Hours |
|----------------|------------------------------------|------------------|--|-------|
| | | | have learnt in terms of guiding duties and skills. Some of the guiding is done on the coach, and some in situ. | |
| ECTS tutorials | individual tutorials | Medium group (M) | Students receive personalised feedback, a crucial part of the learning process. With composition writing, the students themselves are taught to spot their own mistakes and to correct them. They may be encouraged to rewrite passages or to do some extra practise. | 10 |
| Assessment | Attendance and class participation | Medium group (M) | This part of the grade reflects the following aspects of the student's performance: * percentage of attendance * attitude regarding classwork, classmates and teacher * activities done on their own for the improvement of their English, such as composition writing and / or grammar exercises * motivation and active participation in both theory-related class work and task-based activities, such as roleplays, simulations and debates, where students should demonstrate acquisition of the skill-based course contents and show their ability to provide professional service and cope with problems. | 2 |
| Assessment | History of the Pityuses test | Large group (G) | After discussing the history of the Pityuses in class and studying at home, students sit a test. | 1 |

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

Distance education tasks (3.6 credits, 90 hours)

| Modality | Name | Description | Hours |
|--|-----------------------|---|-------|
| Individual self-study | listening practice | Students practise listening to various passages of spoken English taken from different sources. | 7 |
| Group or individual oral presentation self-study | preparation | Preparing for the oral presentation, including content and structure of the project, grammar, vocabulary, pronunciation, rehearsing for the actual delivery, etc. | 12 |
| Group or individual self-study | Workbook | The Workbook comes with the coursebook used in class and includes plenty of exercises to practise the material covered in class. It involves all kinds of activities, including vocabulary exercises, reading, listening, composition writing, etc. The completion of the Workbook is obligatory. | 12 |
| Group or individual self-study | Reader | Students are offered the option of reading a book in English, in original or in simplified English, or sitting a test on the material covered in the Grammar Pal. | 10 |
| Group or individual self-study | creating an excursion | In combination with the oral presentation, and based on the work done in class, students prepare a project for an excursion on Ibiza and/or Formentera | 14 |

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| Modality | Name | Description | Hours |
|---|---------------------------------|--|-------|
| | | island including a description, itinerary and commentary to be presented in class. | |
| Group or individual composition practice self-study | | Various course-related writing tasks are set in the Study Programme for students to practise text composition. | 15 |
| Group or individual self-study | Grammar and vocabulary revision | Students go through their notes and the Study Guide, which focuses on specific grammar and vocabulary items, expanding their knowledge, and when appropriate preparing questions to bring up in class or in a private tutorial session. | 12 |
| Group or individual self-study | Study Guide | The Study Guide is provided to the student via the class blog. It includes: 1: Key vocab.: a list of key vocabulary seen in each unit which the student is expected to learn. 2: Attended Work: a list of the activities carried out in class so that students who were not able to attend can keep track and work by themselves in order to keep up with the rest of the class. 3: the CSP, i.e. Complementary Study Programme. Sets of activities to complement the work done in class, including exercises to practice different aspects of grammar and vocabulary, listening exercises, pronunciation, reading, writing, etc. They are mostly exercises not done in class for lack of time and generally considered suitable for homework. The CSP is an essential complement to the work carried out in class. | 8 |

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

Evaluation of Anglès IV involves different techniques, such as direct observation, papers and projects, and self-assessment systems.

NB. DEADLINES: Assignments must be handed in by the set dates. In the event that a student has a problem with a deadline, they must speak to the teacher beforehand.

FEBRUARY EXAMS: Students retaking the subject in February will need to do the parts which they did not pass during the course. They may also need to do some extra work, regarding which they will need to contact the teacher.

Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

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oral presentation

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|-----------------------------|--|
| Modality | Practical classes |
| Technique | Real or simulated task performance tests (retrievable) |
| Description | Each student is required to carry out an oral presentation in order to increase fluency, develop skills for speaking in public, learn presentation skills, and improve comprehension of spoken English (rest of class). In English IV this presentation fosters the development and delivery of leadership skills, and teaches the student about the local history and heritage. |
| Assessment criteria | Student's ability in public speaking after due training. |
| Final grade percentage: 15% | |

Guiding

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|-----------------------------|--|
| Modality | Practical classes |
| Technique | Real or simulated task performance tests (non-retrievable) |
| Description | A bus is provided by the School, and the class goes out on an outing where the students take it in turns to practise all they have learnt in terms of guiding duties and skills. Some of the guiding is done on the coach, and some in situ. |
| Assessment criteria | The students themselves assess each other's performances. |
| Final grade percentage: 15% | |

Attendance and class participation

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|-----------------------------|--|
| Modality | Assessment |
| Technique | Observation techniques (non-retrievable) |
| Description | This part of the grade reflects the following aspects of the student's performance: * percentage of attendance * attitude regarding classwork, classmates and teacher * activities done on their own for the improvement of their English, such as composition writing and / or grammar exercises * motivation and active participation in both theory-related class work and task-based activities, such as roleplays, simulations and debates, where students should demonstrate acquisition of the skill-based course contents and show their ability to provide professional service and cope with problems. |
| Assessment criteria | This includes attendance;attitude regarding classwork, class activities done ontheir own to improve their English, such as e.g. composition writing and/or completion of grammar exercises;motivation;active participation;preparation of activities, and active involvement in research needed for projects and task-based activities. |
| Final grade percentage: 20% | |

History of the Pityuses test

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|-----------------------------|--|
| Modality | Assessment |
| Technique | Objective tests (retrievable) |
| Description | After discussing the history of the Pityuses in class and studying at home, students sit a test. |
| Assessment criteria | |
| Final grade percentage: 10% | |

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Workbook

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|-------------------------|---|
| Modality | Group or individual self-study |
| Technique | Papers and projects (retrievable) |
| Description | The Workbook comes with the coursebook used in class and includes plenty of exercises to practise the material covered in class. It involves all kinds of activities, including vocabulary exercises, reading, listening, composition writing, etc. The completion of the Workbook is obligatory. |
| Assessment criteria | Factors considered are presentation and quality of the work done. |
| Final grade percentage: | 10% |

Reader

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|-------------------------|---|
| Modality | Group or individual self-study |
| Technique | Objective tests (retrievable) |
| Description | Students are offered the option of reading a book in English, in original or in simplified English, or sitting a test on the material covered in the Grammar Pal. |
| Assessment criteria | |
| Final grade percentage: | 10% |

composition practice

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|-------------------------|--|
| Modality | Group or individual self-study |
| Technique | Papers and projects (retrievable) |
| Description | Various course-related writing tasks are set in the Study Programme for students to practise text composition. |
| Assessment criteria | |
| Final grade percentage: | 10% |

Study Guide

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|-------------------------|---|
| Modality | Group or individual self-study |
| Technique | Papers and projects (retrievable) |
| Description | The Study Guide is provided to the student via the class blog. It includes: 1: Key vocab.: a list of key vocabulary seen in each unit which the student is expected to learn. 2: Attended Work: a list of the activities carried out in class so that students who were not able to attend can keep track and work by themselves in order to keep up with the rest of the class. 3: the CSP, i.e. Complementary Study Programme. Sets of activities to complement the work done in class, including exercises to practice different aspects of grammar and vocabulary, listening exercises, pronunciation, reading, writing, etc. They are mostly exercises not done in class for lack of time and generally considered suitable for homework. The CSP is an essential complement to the work carried out in class. |
| Assessment criteria | Quantity and quality of the work submitted, with a mark for presentation quality. |
| Final grade percentage: | 10% |

Resources, bibliography and additional documentation



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The first half of Anglès IV uses some of the second half of the coursebook used in Anglès III, Oxford English for Careers. Tourism 3. Management (saved from last year).

The second half uses a dossier from various sources and is provided to the students.

Basic bibliography

For PART ONE: Peter Strutt, English for International Tourism, Upper-Intermediate. Pearson, 2013. Student's book and Workbook.

For PART TWO: History of the Pityuses, available on the blog.

Complementary bibliography

Vibot, Tomàs (2009). Guide to Eivissa and Formentera. El Gall Editor.
Steward, Iain (2013). The Rough Guide to Ibiza and Formentera. Rough Guides.
Davis, Paul R. (2009). Ibiza and Formentera's Heritage. Barbary Press.
Kaufman, Emily (2000). The History Buff's Guide to Ibiza. Tarita, S.L.
Ramón Fajarnés, Ernesto (2001). Història del turisme a Eivissai Formentera. Genial Edicions Culturals.
Armstrong, Stephen (2005). The White Island. Corgi Books.
Garrido, Carlos (2011). Eivissa Màgica. La Islad de la Calma.
Garrido, Carlos (2011). Formentera Màgica. La Islad de la Calma.
Valero, Vicente (2004). Viajeros contemporàneos. Ibiza, siglo XX. Pre-textos.
Castelló Guasch, Joan (2009). Tales of Ibiza, vol.1 and 2 Ca'n Imprès.
Joan i Marí, Bernat (1997). Història d'Eivissa. Ed. Mediterrània-Eivissa.
Losse, Hans (2007). Landscapes of Ibiza and Formentera. Sunflower Books.
Blakstad, Rolph (2013). La Casa Eivissenca. Institut d'Estudis Balearics.
Fajarnés Cardona, Enrique (2012). Lo que Ibiza me inspiró. Consell Insular d'Eivissa.
Paul, Elliot (1937). The Life and Death of a Spanish Town. Random House, NY.
Enciclopèdia d'Eivissa i Formentera. Consell d'Eivissa (2017).
Assorted Readers (Vocab 2000 words and up)

Other resources

SOME USEFUL WEBSITES. The internet is full of useful websites to aid the student in their learning process. Here are a few.

DICTIONARIES ONLINE

Bilingual: www.wordreference.com

Excellent monolingual: www.thefreedictionary.com

Pronunciation: www.howjsay.com

For slang: www.urbandictionary.com

Online etymology dictionary : www.etymonline.com

FOR VARIOUS ACTIVITIES

www.oup.com/elt/englishfile/intermediate

www.englishclub.com

www.free-english.com for activities, games

www.bbc.co.uk for news, videos, and different activities, puzzles, quizzes, ...

IBIZA RELATED

www.theibizan.com

RADIO

Recommended stations:

BBC World Service

BBC Radio 4

Recommended podcasts:





Syllabus

<http://www.bbc.co.uk/podcasts>

