

Syllabus

Subject

| | |
|--------------------------------|---|
| Subject / Group | 29023 - English III / 1 |
| Degree | Degree in Tourism (Ibiza Island Council Affiliated Centre) - Third year |
| Credits | 6 |
| Period | 1st 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 III

Anglès III is a compulsory subject within the area of Foreign Languages Applied to Tourism which, in turn, is one of the three components of the Instrumental Module.

As an instrumental subject, Anglès III (i.e. English for Tourism III), 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 III will deal with the language needed to discuss and work with tourism issues at mid-management level. The materials used throughout the course have been designed at Level B2+ of the Common European framework for Languages. The course covers the following topics: Being a manager in the tourism industry (pros and cons, skills, duties, tips for future professional life); hotel branding; the language of meetings and negotiations; sustainability in tourism; airports: facilities, safety procedures and infrastructures; human resources management (job-hunting and job interviews in the tourism sector).

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 Anglés I and Anglés II.

Skills

Specific

- * CE-1 A command of the English language at an 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 Achieve 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 online 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 competences have been acquired by being able to engage in tourism related discussions and develop problem-solving techniques.
- * CG-4 Can communicate information, ideas, problems and solutions in tourism related settings to both specialist and non-specialist audiences.
- * CG-5 Have developed those learning skills that are necessary for them 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

As specified below, tuition in Anglés III is based on the coursebook English for International Tourism, Upper intermediate, which teaches the English needed to discuss and work with tourism issues at a basic managerial level. However, given the vastness of the material to be covered, a part of the coursebook is saved for the next academic year, where it will be covered together with other areas specified in due course.

Range of topics

- 29023. English for International Tourism Up-int.
 - Theme content
 - 1 Trends in tourism and tourist motivations
 - Preliminary meeting arrangements: describing visuals and presenting stats.
 - Meetings: handling feedback.
 - Putting together a package holiday: the tailoring process.
 - 3 Hotel Branding in the hospitality industry.
 - Hotels: The selection process
 - 4 Sustainability
 - The Impacts of tourism: environmental, sociocultural and economic

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Dealing with the threats
 The language of meetings I: Chairing and running a meeting.
 The language of meetings II: verb + noun collocations / reporting verbs
 Writing minutes I. Writing a report
 5. Come fly with me
 Writing minutes II
 8 Careers
 Human Resource Management: the interview
 Writing a personal statement
 Writing a cover letter and a CV
 The selection process: choosing the right candidate
 9 Gastronomy. Food and cooking. Planning a gastronomic tour.

Teaching methodology

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

| Modality | Name | Typ. Grp. | Description | Hours |
|-------------------|------------------------------|------------------|---|-------|
| Theory classes | Theory and practice | 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 will enable students to perform successfully managerial level. The use of English, pronunciation and reading techniques will be taught in an inductive way, i.e. students will work out the rules from their experience of using and being exposed to the language. Likewise, specific vocabulary will be 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 are 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. | 14 |
| Practical classes | professional skills practice | Medium group (M) | The linguistic, sociolinguistic and pragmatic knowledge acquired through the theory modules is put into practice | 20 |

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| Modality | Name | Typ. Grp. | Description | Hours |
|-------------------|----------------------|------------------|---|-------|
| | | | <p>throughout a series of assessable simulations. All the activities are related to tourism-specific professional settings at a mid-management stage in which students get 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 the specific 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. English is used as a medium of instruction and students are encouraged to use English for classroom interaction.</p> <p>Simulation workshops: Students work in small groups of 6-8 to take part in simulation tasks.</p> <p>Here, they are asked to use the language and content input given in class and perform various professional roles at mid-management level in basic settings (scenarios) and key tasks.</p> | |
| Practical classes | oral presentations | Medium group (M) | Each student is required to carry out an oral presentation dealing with a course related topic in order to increase their fluency, develop their skills for speaking in public, learn presentation skills, work on the linguistic aspect of the activity, and for the rest of the group to improve their comprehension of spoken English. | 10 |
| ECTS tutorials | individual tutorials | Small group (P) | <p>Personalised tutorials are advisory sessions where students are encouraged to report on their progress related both to the learning of theory and the acquisition of practical skills.</p> <p>This personalised feedback is a crucial part of the learning process. With respect to composition writing, the students are trained to spot their own mistakes and correct them. They may be encouraged to rewrite passages or to do some extra practice according to the individual needs of each student.</p> | 7 |
| Assessment | Listening test | Medium group (M) | <p>Students are tested on their ability to understand spoken English at the level practised in class. The passages deal with tourism-related tasks.</p> <p>NB To gain access to this test, the student must first obtain a PASS grade in both the Assignments and the Reading and Writing sections.</p> | 1 |
| Assessment | Oral test | Small group (P) | This test is sat in pairs and involves tasks such as describing a photo, discussing a topic related to the photo and to topics dealt with during classes. The students are expected to carry out a specific oral task similar to those already practised in class, namely a role-play, discussion, or a task-based interactive activity. | 4 |

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| Modality | Name | Typ. Grp. | Description | Hours |
|------------|------------------------------|------------------|--|-------|
| | | | NB To gain access to this test, the student must first obtain a PASS grade in both the Assignments and the Reading and Writing sections. | |
| Assessment | Reading and Writing exam | Medium group (M) | To assess the achievement of the course objectives, students sit an end-of-term exam lasting up to 90 minutes. This has two parts: Part One focuses on the grammar and vocabulary learnt during the course and carries a total of 30 marks. Part Two, composition test, rates the student's ability to compose a text, such as a formal letter, an email, a magazine article and so on, and carries 10 marks. NB A PASS grade in this section is a necessary requirement to gain access to the Speaking & Listening tests. | 3 |
| Assessment | Attendance and participation | Large group (G) | 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. | 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 | 3Y Grammar Pal | 3Y Grammar Pal is a compendium covering the grammar side of the third year of the tourism course. It covers the structures included in the Grammar Reference of the coursebook, as well as other structures which are taught and practised. 3Y Grammar Pal, providing both theory and practical activities, is supplied through a blog. Students work at home, by themselves, bringing up any problematic structures they may encounter to be discussed in class. They then sit a test on a set date. The Grammar Pal is intended to establish a common ground and give cohesion to the class with regard to the grammar aspect of the course. | 16 |
| Individual self-study | composition practice | To improve their writing, various writing tasks are set, such as writing emails, formal letters, job applications, magazine articles, reports and so on. | 10 |
| Individual self-study | Study Programme | The Study Programme is provided to the student via the class blog. It includes | 20 |

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| Modality | Name | Description | Hours |
|--|-------------|---|-------|
| | | <p>1: a Study Guide: a list of key vocabulary seen in each unit which the student is expected to learn.</p> <p>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</p> <p>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. Though no marks are avoided directly for the completion of the CSP, this is obligatory and contains material covered in the final exams.</p> <p>4. instructions for both obligatory and suggested writings related to the topic covered by each of the units done.</p> | |
| Individual self-study | Reader | Students will be offered the option of reading one book in simplified English. A list of books to choose from will be made available to the students. The activity will include a comprehension test on a set date. | 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. | 9 |
| Group or individual oral test preparation self-study | | Students practise various oral tasks such as describing a tourism topic related photo, discussion of general topics, opinion giving, and a determined number of oral activities done in class, a list of which is provided to them beforehand. | 8 |
| Group or individual self-study | Workbook | The Workbook comes with the coursebook used in class. It 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. Though no marks are avoided directly for the completion of the Workbook, this is obligatory, and contains material covered in the final exams. | 20 |

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 III involves different techniques, such as direct observation, papers and projects, objective tests and self-assessment systems, and is divided into three areas:

a) Assignments (including text composition, compulsory grammar exercises, oral presentations, English readers, and others) (30% of the grade).

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b) Reading and Writing (use of English and vocabulary, plus text composition, 40% of the grade). NB Students need to obtain a PASS grade in this section in order to access the next section, Speaking & Listening.

c) Speaking and Listening tests (20% of the grade) done only after passing the section above, Reading & Writing.

STUDENTS ARE REQUIRED TO OBTAIN 60% OF THE MARKS IN ALL THREE AREAS before they receive a final pass in the subject.

The remaining 10% of the grade is accounted for by factors which include attendance; attitude regarding classwork, classmates and tutor; activities done on their own to improve their English, such as extra 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.

NB. TEST DATES and DEADLINES: Assignments must be handed in by the set deadline, and tests will be given on the set dates. In the event that a student has a problem with either, they must speak to the teacher BEFOREHAND. Projects handed in late or failure to do a test will result in the student's being penalized or their scoring 0 points on it.

JULY EXAMS: Students retaking tests in July will only need to sit the exams corresponding to the parts they did not pass during the course: Assignments (students will also need to submit any project which did not obtain a pass mark during the course) and/or Reading and Writing and/or Speaking and Listening (done only after passing the Reading & Writing exam. Depending on which part they failed, students may be offered the possibility of doing some extra work before the exams with the purpose of helping them to pass the subject, and so it is in their interest to see the teacher at the end of the course.

NB. GRADES are NOT saved from one academic year to the next.

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "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".

oral presentations

| | |
|---------------------|---|
| Modality | Practical classes |
| Technique | Real or simulated task performance tests (retrievable) |
| Description | Each student is required to carry out an oral presentation dealing with a course related topic in order to increase their fluency, develop their skills for speaking in public, learn presentation skills, work on the linguistic aspect of the activity, and for the rest of the group to improve their comprehension of spoken English. |
| Assessment criteria | Public speaking skills after training. |

Final grade percentage: 10%

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Listening test

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|-------------------------|---|
| Modality | Assessment |
| Technique | Objective tests (retrievable) |
| Description | Students are tested on their ability to understand spoken English at the level practised in class. The passages deal with tourism-related tasks. NB To gain access to this test, the student must first obtain a PASS grade in both the Assignments and the Reading and Writing sections. |
| Assessment criteria | Listening skills |
| Final grade percentage: | 10% |

Oral test

| | |
|-------------------------|---|
| Modality | Assessment |
| Technique | Oral tests (retrievable) |
| Description | This test is sat in pairs and involves tasks such as describing a photo, discussing a topic related to the photo and to topics dealt with during classes. The students are expected to carry out a specific oral task similar to those already practised in class, namely a role-play, discussion, or a task-based interactive activity. NB To gain access to this test, the student must first obtain a PASS grade in both the Assignments and the Reading and Writing sections. |
| Assessment criteria | Class instruction based speaking skills |
| Final grade percentage: | 10% |

Reading and Writing exam

| | |
|-------------------------|--|
| Modality | Assessment |
| Technique | Objective tests (retrievable) |
| Description | To assess the achievement of the course objectives, students sit an end-of-term exam lasting up to 90 minutes. This has two parts: Part One focuses on the grammar and vocabulary learnt during the course and carries a total of 30 marks. Part Two, composition test, rates the student's ability to compose a text, such as a formal letter, an email, a magazine article and so on, and carries 10 marks. NB A PASS grade in this section is a necessary requirement to gain access to the Speaking & Listening tests. |
| Assessment criteria | It has two parts: Part 1: Grammar and vocabulary (30 marks), and Part 2: Composition (10 marks) |
| Final grade percentage: | 40% |

Attendance and participation

| | |
|-------------------------|--|
| 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 | |
| Final grade percentage: | 10% |

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3Y Grammar Pal

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|-------------------------|--|
| Modality | Individual self-study |
| Technique | Objective tests (retrievable) |
| Description | 3Y Grammar Pal is a compendium covering the grammar side of the third year of the tourism course. It covers the structures included in the Grammar Reference of the coursebook, as well as other structures which are taught and practised. 3Y Grammar Pal, providing both theory and practical activities, is supplied through a blog. Students work at home, by themselves, bringing up any problematic structures they may encounter to be discussed in class. They then sit a test on a set date. The Grammar Pal is intended to establish a common ground and give cohesion to the class with regard to the grammar aspect of the course. |
| Assessment criteria | |
| Final grade percentage: | 10% |

composition practice

| | |
|-------------------------|--|
| Modality | Individual self-study |
| Technique | Papers and projects (retrievable) |
| Description | To improve their writing, various writing tasks are set, such as writing emails, formal letters, job applications, magazine articles, reports and so on. |
| Assessment criteria | |
| Final grade percentage: | 10% |

Reader

| | |
|-------------------------|---|
| Modality | Individual self-study |
| Technique | Objective tests (retrievable) |
| Description | Students will be offered the option of reading one book in simplified English. A list of books to choose from will be made available to the students. The activity will include a comprehension test on a set date. |
| Assessment criteria | Readers are optional. Score on the test is added as a bonus to the student's Assignments section only if they have obtained a PASS mark in both the comprehension test and the course. There are no Reader tests in the February retakes. |
| Final grade percentage: | 0% |

Workbook

| | |
|-------------------------|--|
| Modality | Group or individual self-study |
| Technique | Papers and projects (retrievable) |
| Description | The Workbook comes with the coursebook used in class. It 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. Though no marks are awarded directly for the completion of the Workbook, this is obligatory, and contains material covered in the final exams. |
| Assessment criteria | |
| Final grade percentage: | 0% |

Resources, bibliography and additional documentation

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As specified above, tuition in Anglès III is based on the coursebook English for International Tourism, Upper intermediate.

Basic bibliography

Peter Strutt, English for International Tourism Upper-intermediate. Pearson Education Limited (2013)
Hector F Bonet. 3Y Grammar Pal. Available on the class blog (hectorshouseibz.blogspot.com).

Complementary bibliography

SUGGESTED GRAMMARS:

Duckworth, M. (2003): Business Grammar & Practice. Oxford, Oxford University Press.
Strutt, P. (1992): Longman Business English Usage. Harlow, Pearson Education Ltd.
Swan, M. y Walter, C. (1997): How English Works. A Grammar Practice Book with Answers. Oxford, Oxford University Press.
Vince, M. (2003): Advanced Language Practice with Key. Oxford, Macmillan Publishers Ltd.
Swan, M. (1980,1995): Practical English Usage. Oxford, Oxford University Press.
Thomson, A.J. y Martinet, A. V. (1986). A Practical English Grammar. 4ª Ed. Oxford, Oxford University Press.
Yule, G. (2006): Oxford Practice Grammar Advanced. Oxford, Oxford University Press

SUGGESTED DICTIONARIES:

Gran Diccionario Larousse. Español-Inglés/Inglés-Español
Collins Cobuild English Language Dictionary.
Alcaráz Varó, E. y otros (2000): Diccionario de términos de turismo y de ocio. Inglés-Español/Spanish-English. Barcelona, Ariel Referencia.
Castelo Montero, M. (2003): Diccionario comentado de términos financieros ingleses de uso frecuente en español. La Coruña, Netbiblo. S.L

ENGLISH FOR PROFESSIONAL PURPOSES

Brook-Hart, G. (2006): Business Benchmark Upper-intermediate. Cambridge, Cambridge University Press
Downes, C. (2008): Cambridge English for Job-hunting. Cambridge, Cambridge University Press
Thompson, K. (2007): English for Meetings. Oxford, Oxford University Press
Robinson, N. (2010): Cambridge English for Marketing. Cambridge, Cambridge University Press.

READERS

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

theibizan.com

RADIO





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Recommended stations:

BBC World Service

BBC Radio 4

Recommended podcasts:

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

