

ENGLISH FOR TOURISM I

Degree in Touristic Activities Management

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Code: 15814

Main Scientific Area: Languages and Humanities

Lecturer: Sílvia Raquel Silva Leite Pereira

Language of Instruction: Portuguese

Regime: S1

Contact Hours: 60h Total Workload: 108h

ECTS: 6,0

Objectives

The main objectives of the curricular unit English for Tourism I are:

1. to develop the communicative skills in the four main domains: listening, speaking, reading and writing;
2. to develop students' communicative skills in topic areas related to the professional reality of the course to enhance their readiness for the professional world.

Learning Outcomes

In the end, students should be able to demonstrate mastery of reading, listening, speaking, and writing skills in English, possess adequate and key vocabulary related to tourism, interpret various texts pertaining to tourism, effectively participate in or chair a meeting, and confidently present a product, service, journey, or itinerary in English.

Course Contents

I. Tourism and Hospitality

- An introduction to the travel and tourism industry
- Working in tourism and hospitality
- Applying for a job

2. The organization and structure of tourism

- Tourist motivations

- Types of tourism
- The role of tour operators, travel agencies, and visitor centres
- Tourist information

Recommended Bibliography

- Duckworth, M. (1998). Going International English for Tourism Workbook. Oxford University Press.
- Jones, L. (2005). Welcome! English for the Travel and Tourism Industry. Student's book. Cambridge University Press.
- Jacob, M. and Strutt, P. (2003). English for International Tourism. Coursebook. Longman.
- Moll, Hans. (2008). English for Tourism and Hospitality in Higher Education Studies. Garnet Publishing
- Morris, C. (2012). Flash on English for Tourism. ELI
- Strutt, P. (2003). English for International Tourism (Intermediate student's book). Longman.
- Walker, R. and Harding, K. (2009). Oxford English for Careers: Tourism 2: Student's Book. Oxford University Press.
- Walker, R. and Harding, K. (2009). Oxford English for Careers: Tourism 3: Student's Book. Oxford University Press.
- Strutt, P. (2003). English for International Tourism: Intermediate Workbook. Longman.

Learning and Teaching Methods

In the travel and tourism industries, English is a daily requirement to communicate.

The English for Tourism I syllabus was designed to help students prepare to use English in their day-to-day work in the travel and tourism industries. The syllabus was created according to the needs of the students to start their career in the tourism industry, so grammar, vocabulary, and skills practice are fully contextualized in real work situations. Contents cover a wide range of themes that develop a broad tourism-related vocabulary (Objective 2).

The contents are divided into two themes, focusing mainly on: an introduction to tourism and hospitality, careers in tourism and the organization and structure of the industry.

English for Tourism I contents prepare students to deal with many different situations in which they may find themselves in their work. To be effective English speakers, students have to be able to cope with unexpected occurrences, not just the predictable. Students have to be able to engage in conversations with clients, offer them advice and reassurance, speak to others on their behalf, and so on. Anyone who deals with visitors or tourists needs to be able to give directions, recommend excursions and visits, talk about local places and customs, if necessary in English and often using English as a lingua franca with foreign people whose own English may not be perfect.

Through the study and practice in tourism-related contexts, students will be able to build up their confidence and fluency, expand their vocabulary, be able to understand spoken English easily and improve their accuracy.

Also, they will develop a polite, friendly, confident tone of voice, particularly essential in tourism contexts (Objectives 1 and 2).

Assessment Methods

Continuous assessment

Continuous assessment will be composed of the following compulsory assessment items *:

- Global Test (minimum score of 8.0 points): 50%;
- Individual Oral Presentation: 25%.
- Active Participation: 10%, class attendance and completion of worksheets and assessment (individual and/or group) in the context of class;

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- Multidisciplinary Project FASA 50/10: 15%.

* Student-workers or students who have an overdue course unit that is incompatible with their timetable can choose to do an assignment instead of the FASA Multidisciplinary Project. To do so, they must inform the course teacher in writing (Moodle) by October 15th. The teacher will then provide them with the assignment outline and respective weightings.

Additionally, students who fall under the aforementioned categories can choose to revert the Active Participation weighting to the Global Test, which will have a weighting of 60%. To do so, they must also inform the course teacher in writing (Moodle) by October 15th.

Exam Periods *

In the exam periods, the curricular unit will include the following compulsory items:

- Writing and listening components (minimum score of 8.0 points): 60%.
- Oral component (only students with a minimum grade of 8.0 in the writing and listening components will be admitted to the oral component): 25%.

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- FASA multidisciplinary project (or Substitution Work) performed during the continuous assessment: 15%

- Notes:

-The FASA 50/10 Multidisciplinary Project, or the Substitution Work for eligible students, is a mandatory component that will be taken into account during both Continuous Assessment and Exam Periods. Therefore, students who fail to complete the FASA 50/10 Multidisciplinary Project, or the Substitution Work, will receive zero marks for this component in all assessments (Continuous assessment and exam periods).

-During exam periods, the curricular unit exam will be weighted 85% towards the final grade, with the remaining 15% being assigned to the Multidisciplinary Project FASA/Group Work. It's important to note that only the 85% component, which includes both the written and oral portions of the exam, may be improved upon.

-During the Exam Periods assessment, if a student achieves a minimum score of 8.0 in the writing and listening components and has completed the Individual Oral Presentation in the continuous assessment, they have the option to use the mark obtained in the Individual Oral Presentation to replace the oral component of the exam.