

Code - Course	<b>063207 – Comunicació en anglès en turisme: nivell avançat</b>		
Thematic Area	Communication in a foreign language in tourism	Year	Third
Course Type	Obligatory	Credits	9 cr. ECTS
In-class Hours	120 hours	Hours of Individual Work	105 hours

The overall objective of this course is to give students the tools they need to use English as a medium of communication in professional situations, in learning situations and as a means of personal expression at an advanced level, so that by the end the academic year students have obtained a level more or less equivalent to C.1.1. > C.1.2. of the Common European Framework of Reference for Languages (CEFR). The focus will be the development of skills that allow for students' professional progress in an international environment and lifelong learning, as well as their academic and professional mobility.

### BASIC SKILLS

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

BS05- Students must develop the necessary learning skills to undertake further studies with a high grade of autonomy.

### GENERAL SKILLS

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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

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

### ACADEMIC CONTENTS

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1. Connections.
2. Careers.
3. Change.

4. Risk.
5. Teamwork.
6. Progress.
7. Learning.
8. Performance.
9. Resources.
10. Leadership.
11. Values.
12. Persuasion.

#### LEARNING METHODOLOGY

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Along the course, tasks will be designed to be developed inside and outside the classroom that allow students to practice communication and learning strategies. Moreover, the students' resources will be assessed through the integrated observation of their linguistic performance and strategies during the academic 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-centered 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.

A number of teaching-learning strategies will be applied generically; including the following:

- Explanatory lessons
- Guided discussion
- Teamwork
- Individual work
- Practical activities
- Portfolio
- Simulation
- Readings

ASSESSMENT SYSTEM

The evaluation 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 semester.

**Continuous Assessment** 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.

**Single Assessment** 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.

Systems of Evaluation	Continuous	Single
Partial oral production evidences	20 %	---
Partial written tests	10 %	---
Resolution of practical exercises	10 %	---
Portfolio	10 %	---
Attendance and participation	10 %	---
Final Oral Presentation	30 %	50 %
Individual Written Final Exam	10 %	50 %

**Review and Reassessment of the Course**

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

In certain cases, if a student fails to achieve the learning objectives of the course, they have the right to the process of reassessment, which offers a second opportunity to prove their achieved competencies.

REFERENCES

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Baade, K.; C. Holloway; J. Scrivener & R. Turner. (2009): *Business Result: Advanced Student's Book*. Oxford: Oxford University Press.

Hewings, M. (2005): *Advanced Grammar in Use*. Cambridge: Cambridge University Press.

Oxford Advanced Learner's Dictionary. Oxford University Press

Comfort, J. (1998): *Oxford Business English Skills - Effective Presentations*. Oxford: Oxford University Press.

Sweeney, S. (2003): *English for Business Communication*. Cambridge: Cambridge University Press.