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|--|------------------------------|----------|-----|-------------------|-----------|---------|----|
| Course | Tourism and Leisure | | | Academic year | 2020/2021 | | |
| 1 Subject | ESP English 3 | | | ECTS | 3 | | |
| Type of course | Compulsory | | | | | | |
| Year | 2nd | Semester | 1st | Student Workload: | | | |
| Professor(s) | | | | Total | 81 | Contact | 45 |
| Subject or area/group disciplinary Coordinator | Professor Doutor Walter Best | | | | | | |

Planned SD

1. LEARNING OBJECTIVES

English 3 has the following cross-cutting goals: Developing a critical sense, knowledge and understanding of the issues; Promoting cooperation and communication capacity as well as increasing leadership, by encouraging teamwork; Increasing the ability for autonomous learning and organization. With regard to the subject's specific learning outcomes, and bearing in mind that it is a foreign language, it primarily aims to increase the students' ability to communicate in English in the field of Tourism. Furthermore, given that students will have internships throughout the course, this curricular unit aims to offer a maximum of knowledge in its specific areas. It is expected that at the end of the course students will have made significant progress in the development of their language skills, based on the following aspects: Production/oral Interaction, Reading, Listening and Writing (upper-intermediate).

2. PROGRAMME

- *Conversational English
- *Accommodation
- *Destinations
 - Where to go?
 - Professional skills: Offering advice
 - Case Study: Develop a destination
- *Things to do
 - Exploring a destination
 - Professional skills: Speaking to a group
 - Case Study: Plan a coach tour
- *Niche tourism

- Niche sectors
- Professional skills: Dealing with figures

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

This curricular unit aims to contribute to the general education of the student as a person and as a professional-to-be in an extremely specific area as Tourism and Leisure. Thus, the syllabus contributes to the personal and general education of the students, aiming to reach the following crosscutting broad objectives: To develop knowledge and critical understanding of the themes; to promote cooperation and communication skills increasing leadership abilities through team work; to increase autonomous learning and organization. In order to attain these objectives, the development of the following language skills is decisive: Production/oral Interaction, Reading, Listening and Writing.

4. MAIN BIBLIOGRAPHY

Compulsory

English 3 – Tourism and Leisure Coursebook

(Teacher-made coursebook)

This coursebook is available in digital format at the blackboard platform. The following bibliography was used to write it and constitutes the **Recommended Reading**:

MCCARTHY, Michael & O'DELL, Felicity. *English Vocabulary in Use – Upper Intermediate*. Cambridge: Cambridge University Press, 2017.

Paperback English Dictionary and Thesaurus Essential. Glasgow: Harper Collins Publishers, 2020.

Strutt, Peter; *English for International Tourism Intermediate New Edition*. Pearson Longman, 2013.

Walker, R., & Harding, K. *Oxford English for Careers: Tourism 1: Student's Book*. Oxford University Press. 2009.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The continuous/ periodic assessment implies regular monitoring of the learning process. Students must be present at ALL of the following evaluation moments: written test (worth 40% of the final grade), and oral presentation in groups (worth 30% of the final grade). The remaining 30% are dedicated to continuous evaluation: attendance, participation, knowledge and student work are assessed in this parameter. Working students have no attendance restrictions, and can opt for this

assessment scheme if they can attend some lessons (in this case the oral presentation is worth 60%). The final assessment consists of a written exam with a listening component.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

In order to achieve the proposed goals, the curricular unit's methodology is based on theoretical-practical principles. Thus, to develop the communicative and linguistic competence as well as the increasingly autonomous usage of the English language, learning and teaching approaches are adopted and autonomous learning methodologies are fostered, in order to motivate the students through the contact with multicultural and international topics in general and Tourism and Leisure in particular. As a result, not only critical thinking is developed but also the ability to cooperate and communicate is promoted, therefore encouraging students to work as a team and being more autonomous.

In order to develop the student's linguistic competence (as far as supervised learning is concerned), we pinpoint the following strategies: reading, writing and correcting texts; group work and debate; role-play; deduction, demonstration and application of the language structure rules.

The students must complete and expand the knowledge they have acquired during the lessons using the following autonomous learning methods: research, exercises, and usage of the self-learning tools available online.

7. ATTENDANCE

The continuous/ periodic assessment implies regular monitoring of the learning process. Therefore, students must attend a minimum of 2/3 of the lessons, otherwise they fail the subject. Students must be present at ALL of the following evaluation moments: written test (worth 40% of the final grade), and oral presentation in groups (worth 30% of the final grade).

Working students have no attendance restrictions, and can opt for this assessment scheme if they can attend some lessons. They must be present at ALL of the following evaluation moments: written test (worth 40% of the final grade), and oral presentation in groups (in this case the oral presentation is worth 60%).

8. CONTACTS AND OFFICE HOURS

Students may contact the teacher via the following e-mail: ritarala@ipg.pt. B17 Office.

Office hours are available at school.