



Universitat de Lleida

DEGREE CURRICULUM  
**SPANISH FOR TOURISM AND  
HOSTELRY**

Coordination: SERRANO ZAPATA, M. ISABEL

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	SPANISH FOR TOURISM AND HOSTELRY			
<b>Code</b>	14130			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Teaching Spanish/Catalan to Immigrants	1	OPTIONAL	Semipresencial / Virtual
<b>Course number of credits (ECTS)</b>	3			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.5		1.5
	<b>Number of groups</b>	1		1
<b>Coordination</b>	SERRANO ZAPATA, M. ISABEL			
<b>Department</b>	PHILOLOGY AND COMMUNICATION			
<b>Teaching load distribution between lectures and independent student work</b>	<p>3 credits are equivalent to 75 hours of study by the student.</p> <p>In-person students: 4:00 p.m. of face-to-face sessions and 49 h. Non-contact autonomous work, guided by the teacher.</p> <p>Virtual students: 4 h. follow-up sessions and 71 h. Non-contact autonomous work, guided by the teacher.</p>			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SERRANO ZAPATA, M. ISABEL	maribel.serrano@udl.cat	3	To be specified with the students, virtually or in person in office 3.75.

## Subject's extra information

This is an optional subject of the Spanish Specialty. In it, the different professional languages and the specialized vocabulary in the field of tourism and hospitality will be studied, the types of characteristic texts in this field, as well as the didactic applications that the teacher has to teach Spanish for tourism and hospitality in real contexts.

## Learning objectives

Provide participants with the theoretical bases and knowledge necessary to guide them in teaching Spanish for specific purposes.

Know the methodology and didactic techniques applied to teaching for specific purposes, with special attention to the field of tourism and hospitality.

Practice and know the most frequent texts in the field of tourism and hospitality.

Critically reflect on existing EFE materials.

## Competences

### Basics:

CB2 Knowing how to apply the knowledge acquired and having the ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to the teaching of Spanish and Catalan as foreign languages.

CB4 Know how to communicate their conclusions –and the ultimate knowledge and reasons that support them– to specialized and non-specialized audiences in a clear and unambiguous way.

### Generals:

CG1 Achieve correction in oral and written expression.

CG2 Mastering ICT.

CG5 Learn to design, develop, edit and implement ELE/CLE teaching material.

### Specific

CE2 Deepen the understanding of the processes that facilitate communication in the four skills (listening comprehension, oral expression, reading comprehension and written expression).

CE3 Know the potentialities and difficulties of contact between cultures in the teaching/learning of ELE/CLE and develop training and acquisition strategies to facilitate intercultural communication and integration.

## Subject contents

1. Introduction to the Teaching of Spanish for Specific Purposes (EFE).

2. The different branches of EFE: Spanish for business and health.

3. The Spanish of tourism and hospitality:

3.1. Professional profiles and types of tasks.

3.2. The language of tourism professionals.

3.3. Tourist texts.

## Methodology

**Teaching methodologies:** The teaching will be given through didactic units that will be worked in person and/or virtually, debates that will be articulated through forums, chats and/or videoconferences, personalized or group tutorials. The acquisition of theoretical concepts and aspects will be combined with their practical application.

**Didactic units:** The teacher will guide the students in their learning process and will continuously follow their training based on topics developed by the teaching staff or basic texts accessible online, which will focus on the acquisition of theoretical and methodological foundations, as well as as well as through a set of activities designed for the development of the competences assigned to this matter.

**Forums, chats and videoconferences:** In the virtual modality, the interaction between the teacher and students will be done through the virtual campus of the University of Lleida, therefore, through electronic and distance communication tools. In the blended modality, students will have the opportunity to interact face to face with the teaching staff. For both modalities, forums will be opened to exchange ideas, messages and materials, therefore, for debate, for collaborative learning, for consultations, for resolution of doubts and for personal interaction. In addition to the forums, whose management will be deferred, chat and videoconference will allow real-time communication between teachers and students for specific sessions depending on the nature of the teaching and the type of activities programmed; in the first case, it will be in writing and in the second orally. The choice between one tool or another will depend on the number of people interacting at that moment and the structural conditions available to the students (type of connection, electrical network, type of computer, etc.).

**Tutorials:** The tutorial will facilitate a direct, personalized and private communication between the teaching staff and the students that will allow orientation in the work and in the learning process. The personalized communication will be carried out, in the virtual modality, through the communication space of the virtual campus, as well as the videoconference; In the blended modality, students will be able to arrange a tutoring time with the subject's teaching staff, within those previously established at the beginning of the course. The forum and the chat, as well as the videoconference, will be the tools that will be used in virtual collective tutorials, when it is considered necessary to carry them out. For the blended modality, the face-to-face sessions can serve as a space to carry out collective tutorials.

**Face-to-face sessions:** In the semi-face-to-face modality, periodic face-to-face sessions will be organized to present the subject, review the most relevant contents of the subject and the specialized bibliography, resolve doubts raised in reading the study guide or the topics prepared by the teaching staff, as well as the bibliography of the subject, practice –if applicable– some task, debate, etc. It should be noted that in these four channels through which the teaching-learning process will be conveyed, case studies, problem solving, written exercises, project development and simulations will be used. This form of work will be carried out either individually or in a group, whether the modality is face-to-face or virtual, since the virtual platform has tools that can be used to work as a team.

## Development plan

### **BLENDED LEARNING STUDENTS:**

Calendar of face-to-face sessions		
month	day	hour

Calendar of face-to-face sessions		
March	friday, 1	17.00 - 19.00 19.30 - 21.30
March	friday, 22	17.00 - 19.00 19.30 - 21.30
April	friday, 26	17.00 - 19.00 19.30 - 21.30
May	saturday, 18	09.00 - 11.00 11.30 - 13.30

## **VIRTUAL STUDENTS:**

Follow-up session schedule		
month	day	hour
March	monday, 4	to be determined
March	wednesday, 20	to be determined
April	monday, 22	to be determined
May	monday, 13	to be determined

## Evaluation

The evaluation will be continuous. All evaluable tasks will be delivered through the virtual campus. The teacher will also deliver corrections and grades through the same campus. The percentages of the value of each of the elements to be evaluated will be distributed as follows: Block 1: Test 20% Block 2: Analysis of a didactic unit of EFE 30% Block 3: Elaboration of a didactic sequence of EFE 30 % Block 4: Participation in class or on the virtual campus through different activities (forums, chats, etc.). 20% The students who follow the master's degree in the virtual modality must carry out several additional tasks to successfully achieve the objectives of the subject. In the event of academic fraud or spontaneous copying, the provisions of the Regulations for Evaluation and Qualification of Teaching in Bachelor's and Master's Degrees of the University of Lleida will apply. These regulations can be consulted on the website of the University of Lleida.

## Bibliography

AGUIRRE BELTRÁN, Blanca. 2004. La enseñanza del español con fines profesionales. En: SANTOS GARGALLO, I.; SÁNCHEZ LOBATO, J. *Vademecum: para la formación de profesores: enseñar español como segunda lengua (L2) / lengua extranjera (LE)*. SGEL.

AGUIRRE BELTRÁN, Blanca. 2012. *Aprendizaje y enseñanza de español con fines específicos. Comunicación en ámbitos académicos y profesionales*. SGEL.

AGUIRRE BELTRÁN, Blanca. 2010. Consideraciones y criterios para seleccionar, analizar y evaluar materiales curriculares de EFE. En *Actas del XX Congreso de ASELE.Fundación Comillas*, Cantabria, pp. 159-176. Disponible en: [http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/asele/pdf/20/20\\_0159.pdf](http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/20/20_0159.pdf)

CALVI, María Vittoria. 2006. *Lengua y comunicación en el español del turismo*. Arco Libros.

CASQUERO PÉREZ, Francisco. El enfoque por tareas en la enseñanza de lengua con fines específicos. En *Actas del I Simposio de didáctica de español para extranjeros:Teoría y práctica*, Instituto Cervantes de Río de Janeiro,

pp. 191-197. Disponible

en: [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/publicaciones\\_centros/PDF/rio\\_2004/22\\_casquero.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/PDF/rio_2004/22_casquero.pdf)

GARCÍA-ROMEU, Juan. 2006. Análisis de necesidades para la programación de cursos de fines específicos. En *Actas del Tercer Congreso Internacional de Español para Fines Específicos*, Utrech. Disponible

en: [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/ciefe/pdf/03/cvc\\_ciefe\\_03\\_0014.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/ciefe/pdf/03/cvc_ciefe_03_0014.pdf)

GÓMEZ DE ENTERRÍA, Josefa. 2010. El lugar que ocupan las lenguas de especialidad en la enseñanza y aprendizaje de español como lengua extranjera. En *XX Congreso Internacional de ASELE: El español en contextos específicos. Enseñanza e investigación*. Disponible

en: [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/asele/pdf/20/20\\_0041.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/20/20_0041.pdf)

SABATER, M<sup>a</sup> Lluïsa. 2000. Aspectos de la formación del profesorado de español con fines específicos.

En *Actas del I Congreso Internacional de Español para Fines Específicos*, Ámsterdam. Disponible

en: [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/ciefe/pdf/01/cvc\\_ciefe\\_01\\_0024.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/ciefe/pdf/01/cvc_ciefe_01_0024.pdf)