UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Further Foreign Language Skills for Tourism - Spanish

2627-2-F7602M019

Learning objectives

The course aims to consolidate previously acquired linguistic structures, complete the study of major language skills and explore cultural topics specific to the studies undertaken.

It aims to:
• Acquire an in-depth knowledge of the grammatical and syntactic structures of the Spanish language up to level B2.
• Understand written and spoken texts in the field of economics and tourism.
• Learn technical and economic vocabulary and the main expressions used in the context of tourism in Spanish.
• Apply language skills to analyse and comment on written and spoken texts in different situations of language use, focusing on linguistic content related to economics and tourism.
• Develop linguistic and cultural understanding of different types of discourse through the use of authentic materials and practical, interactive tools.
• Hold conversations in different contexts using effective communication strategies in Spanish.

In addition, the course aims to:
• Develop critical skills in interpreting and summarising authentic texts in Spanish in the fields of economics and tourism, evaluating information and data independently.
• Emphasise the use of specialised language by practising the ability to compare and analyse documents in Spanish, comparing them with those in other languages to identify cultural and terminological differences.

In terms of communication skills, the course will focus on:
• The ability to express oneself clearly and accurately on topics related to economics and tourism in Spanish, both orally and in writing, taking into account the four skills described in the Common European Framework of Reference for Languages.
• Active participation in discussions and presentations in Spanish, adapting language and communication style to the interlocutor and the professional or academic context.

The student will be able to:

• Develop independent strategies for the continuous learning of Spanish in the field of economics and tourism.
• Use linguistic resources (dictionaries, glossaries, databases, digital tools) to refine lexical and communicative competence.

Contents

The grammar and communicative contents of the course correspond to a B2 proficiency level according to the Common European Framework of Reference for Languages (CEFR): http://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/indice.htm

The socio-cultural contents particularly concern the field economics and the respective specific vocabulary in Spanish-speaking countries.

Detailed program

Comprehension and written production of texts related to economics and tourism.

I: Linguistic resources for written production:

- Punctuation and accentuation
- Discourse connectors
- Lexicon: word formation, synonyms and antonyms.

II: Types of written texts:

- Summaries
- Personal text: diary, travel journal, informal essay, brainstorming, ideograms, memories.
- Functional text: commercial, administrative and social correspondence in the world of tourism.
- Expository text: reports, news, journalism, exams, interviews, instructions, manuals, scientific literature.
- Persuasive text: editorials, advertising, letters, pamphlets, essays, opinion articles.
- Creative text: novels, poetry, myths, comedies, songs, short stories, parodies, gags

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Prerequisites

Level B1 of the CEFR

Teaching methods

The course combines traditional teaching methods with interactive teaching methods. Both methods are used in a complementary manner in order to promote a thorough understanding of the language and communication skills. Traditional teaching focuses on classroom instruction and content presentation, in particular to provide students with the theoretical foundations of the Spanish language and technical and economic vocabulary.

During lectures, grammatical concepts, syntactic structures and specialised vocabulary are presented through concrete examples and detailed explanations.
Lectures are supported by the use of multimedia resources and teaching materials (presentations, videos, documents) that help to make learning more dynamic and accessible.
Interactive teaching emphasises the active involvement of students through practical activities, discussions and simulations that aim to develop their communication skills. Interactive lessons are designed to stimulate participation and peer interaction, with the aim of applying Spanish in real-life contexts.
Interactive activities encourage critical reflection on cultural and economic aspects related to the use of Spanish, facilitating understanding of the differences between various contexts. This blended approach, with a clear balance between theory (transmissive) and practice (interactive), allows for the development of language skills in a comprehensive and contextualised manner.
Interactive teaching helps to build communication skills, while teaching provides the tools necessary to understand and use language in a formal and technical way.

The course includes

- 7 two-hour lessons delivered in a teaching and interactive mode in person

Assessment methods

The assessment methods vary between attending and non-attending students:

- For **attending students**, assessment will be carried out on an ongoing basis through interactive participation in lessons, which will include written and oral exercises, the production of various types of texts and the writing of a final essay to be agreed with the lecturer. This will allow for the assessment of oral and written expression skills, as well as the appropriate use of the morphosyntactic and lexical elements of the Spanish language.

- For **non-attending students**, the assessment will be a written test consisting of two parts:

1. the translation from Italian into Spanish of a text that requires the use of specific language related to tourism economics
2. the production of a 400/450-word written text in Spanish on a current topic.
   Students must demonstrate knowledge of the morphosyntactic and lexical elements of the Spanish language that enable them to translate correctly and write an argumentative text. The use of dictionaries is not permitted.

Assessment
• Final mark expressed in thirtieths.
• To pass the course, students must obtain at least 18/30.

Textbooks and Reading Materials

Course textbook (adopted in class):

- González Luna A. M., Lisi L., Sagi Vela A. *Nueve temas. Gramática, léxico y lecturas sobre economía*. Arcipelago, 2013. (pdf disponibile sulla piattaforma e-learning)

Suggested reading:

- Goethals P. (coord.). *Manual de expresión escrita en español. Técnicas de escritura para estudiantes universitarios*. Academia Press, 2010, 288 p. (pdf disponibile sulla piattaforma e-learning)
- Centelles A. *et. al*. *Profesionales de los negocios B1+B2*. Enclave, 2024. ISBN: 9788416108794
- De Prada M., Marcé P., Bovet M. *Entorno empresarial*. Edelsa, 2016. ISBN: 978847711297

Grammar reference:

- Gómez Torrego L. *Gramática didáctica del español*. Ediciones SM, 2010. ISBN: 9788467541359
- Odicino R., Campos C., Sánchez M. *Gramática española. Niveles A1-C2*, 2023. ISBN: 9788860089090. Disponibile in: https://www.utetuniversita.it
- *Ejercicios de gramática española para italófonos. Niveles A1-C2*. Utet, 2021. ISBN: 9788860086495. Disponibile in: https://www.utetuniversita.it

Dictionaries:

- Tam L. *Grande Dizionario Spagnolo Economico & Commerciale. Spagnolo-italiano, italiano-spagnolo*. Hoepli Editore, 2015. ISBN 9788820367367
- Calvo Rigual C., Giordano Gramegna A. *Diccionario Avanzado Italiano-Spagnolo/Español-Italiano*. Herder, 2023.

Monolingual:

- *Diccionario de uso del español actual. Clave*, SM, Madrid, 2012. ISBN 9788820351861
- Diccionario online de la Real Academia Española: www.rae.es

Semester

First semester

Teaching language

Spanish

Sustainable Development Goals

GENDER EQUALITY | RESPONSIBLE CONSUMPTION AND PRODUCTION | CLIMATE ACTION | PEACE, JUSTICE AND STRONG INSTITUTIONS