

**Erasmus+ project “Language skills and intercultural issues
in the hospitality industry: unity in diversity in the EU labour
market”**

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B2/C1 English Language Course Curriculum

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Introduction

Any course design starts with needs analysis (Elliott, 1998; Gillet, 1989; More, 2001; Nunan, 1991), which is conducted on several levels: on the level of a students' group, on institutional, educational, administrative, political and cultural level (Kennedy, 1988). Needs analysis is a component of a system approach and it has to be carried out in order to get information about stakeholders' wishes (Richards, 2001).

The analysis of curriculum and syllabus theories done pointed to the main issues of curriculum and syllabus. Considering the opinions expressed by D.Nunan (1991), N.Markee (2002) and J.Elliott (1998), the project team adopted an approach in which curriculum implies educational philosophy, aims of the course, the selected teaching-learning methods and teaching aids but syllabus includes the course content (what is to be taught and in what sequence).

The analysis of theoretical literature concerning different syllabi types, their advantages and disadvantages done in order to choose the most appropriate syllabi for an ESP course for hospitality industry staff and students (Markee, 2002; Yalden, 1996; Willis, 1998; Reilly, 1988; Dunkelman, 1996; Nunan, 1991; Widdowson, 1979; Ellis, 2005; Rabbini, 2002; Rooney, 2000; Skelton, Willis, 2004; Bell, 1981; Foster, 1999) resulted with a conclusion to design an integrated syllabus. Topical syllabus was chosen as the leading syllabus and situational, task-based and process syllabi were used as the supplementary ones. The use of topical and situational syllabi ensures its content correspondence to the requirements of the hospitality and tourism industry. The elements of the task-based syllabus help to develop students' and hospitality industry employees' communication skills, creative thinking and problem-solving skills, but the elements of process syllabus enable its innovative approach as the course content, teaching-learning methods and teaching aids are selected considering the stakeholders' needs based on needs analysis results from six partner countries.

1. Course Methodology

The purpose of the project is to provide students of VET institutions studying tourism and hospitality business and people employed in the hospitality and tourism industry with appropriate

material for performing their everyday work tasks taking into an account the multicultural work environment. Considering the fact that VET graduates will be working at different levels – from service to managerial levels, and will meet people from different countries, having various ethnic, cultural and religious background, as well as they will encounter problem situations that require immediate and creative solution, it is essential to develop learners’ English language competence, intercultural competence, problem-solving skills, creativity, flexibility, tolerance. The target is B2 and C1 level according to the Common European Framework or Reference for Languages.

To attain these goals, appropriate teaching/learning methodology has to be selected and applied. The following sub-chapter will present the course methodology concerning language competence and the specifics of a blended-learning approach as the previously designed on-line language learning course created in the “Key skills for the EU Hotel Staff” is extended, supplemented with additional modules and converted into a blended-learning format to enable attaining the specific goals set for the current project.

1.1. B2/C1 language competence

The description for Basic user – B2 according to the CEFR is:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (CEFR, Table 1: Common Reference Levels: global scale, p.24)

The description for Independent user – C1 according to the CEFR is:

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. (CEFR, Table 1: Common Reference Levels: global scale, p.24)

The skills that have to be attained according to the CEFR for B2 and C1 are:

	B2	C1
RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.

ACCURACY	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.
FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
INTERACTION	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.
COHERENCE	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.	Can produce clear, smoothly flowing, well -structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

Source: CEFR, Table 3: *Common Reference Levels: qualitative aspects of spoken language use, p.28-29*

When preparing the material we also focused on the questions suggested in the CEFR on p.44 which represent all the major aspects of language use and competence which need to be taken into consideration.

- Can I predict the domains in which my learners will operate and the situations which they will have to deal with? If so, what roles will they have to play?
- What sort of people will they have to deal with?
- What will be their personal or professional relations in what institutional frameworks?
- What objects will they need to refer to?
- What tasks will they have to accomplish?
- What themes will they need to handle?
- Will they have to speak, or simply listen and read with understanding?
- What sort of things will they be listening to or reading?
- Under what conditions will they have to act?
- What knowledge of the world or of another culture will they need to call on?
- What skills will they need to have developed? How can they still be themselves without being misinterpreted?
- For how much of this can I take responsibility?
- If I cannot predict the situations in which the learners will use the language, how can I best prepare them to use the language for communication without over-training them for situations that may never arise?
- What can I give them that will be of lasting value, in whatever different ways their careers may later diverge?

- How can language learning best contribute to their personal and cultural development as responsible citizens in a pluralist democratic society?

However, the CEFR cannot give the answers to these questions as it depends on the estimation of the learning/teaching situation and especially on the needs, motivations, characteristics and resources of the learners and other parties.

With reference to domains in the sense of spheres of action or areas of concern we took all four domains – personal, public, occupational and educational according to CEFR in consideration as in the field of work we prepared the material for it is almost impossible to distinguish between public and occupational, personal and educational or any other combinations. Working in the hotel, catering or tourism industry often means that interests or domains overlap. Considering students there will be definitely an overlap of the personal and educational domain.

Bearing these things in mind a survey among stakeholders in the hospitality and tourism industry in Croatia, Latvia, Slovenia, Italy, Romania (the “Key skills for the EU Hotel Staff” project partner countries) was carried out showing that there is a need for teaching/learning English for B2/C1 level. The same results were found in another survey carried out among teachers of foreign languages from all project partners' countries. Teachers expressed the need for authentic material and material, used especially to improve spoken interaction. As people employed in the hospitality and tourism industry and students studying in this field are the target group of this project it is clear that oral production and spoken interaction is the most important skill as they will have to participate in conversations, discussions, meetings, negotiations and interviews; they will have to face complaints, problems and conflicts and they will have to find solutions; they will have to instruct others about their tasks; they will have to negotiate and conclude plans and contracts; they will have to prepare oral presentations on a business-related topic; they will have to advise and recommend guests on different things and give directions inside and outside the hotel, restaurant or a similar facility. Other skills are important as well but as most work tasks in this industry are performed by using speaking skills it is clear that the main stress lies on developing this special skill. Therefore the desired level for oral production and spoken interaction to be achieved is described as followed by the CEFR:

	Overall oral production
C1	<i>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</i>
B2	<i>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</i>
	<i>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</i>

Source: CEFR, *Illustrative scale for Overall oral production*, p.58

	Public announcements
C1	<i>Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.</i>
B2	<i>Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.</i>

Source: CEFR, *Illustrative scale for Public announcements*, p.60

	Addressing audiences
C1	<i>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.</i>
B2	<i>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</i>

Source: CEFR, *Illustrative scale for Addressing audiences*, p.60

	Overall spoken interaction
C1	<i>Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</i>
B2	<i>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</i>

Source: CEFR, *Illustrative scale for Overall spoken interaction*, p.74

	Understanding a native speaker interlocutor
C1	<i>Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</i>
B2	<i>Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</i>

Source: CEFR, *Illustrative scale for Understanding a native speaker interlocutor*, p.75

	Conversation
C1	<i>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</i>
B2	<i>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.</i>

Source: CEFR, *Illustrative scale for Conversation*, p.76

	Formal discussion and meetings
C1	<i>Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</i>
B2	<i>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can participate actively in routine and non-routine formal discussion. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</i>

Source: CEFR, *Illustrative scale for Formal discussion and meetings*, p.78

	Goal-oriented co-operation (e.g. repairing a car, discussing a document, organising an event)
C1	<i>As B2</i>
B2	<i>Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</i>

Source: CEFR, *Illustrative scale for Goal-oriented co-operation*, p.79

	Transactions to obtain goods and services
C1	<i>As B2</i>
B2	<i>Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident. Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make. Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</i>

Source: CEFR, *Illustrative scale for Transactions to obtain goods and services*, p.80

	Information exchange
C1	<i>As B2</i>
B2	<i>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.</i>

Source: CEFR, *Illustrative scale for Information exchange*, p.81

Another important view is aural reception or listening skill as obviously speaking does not function without listening, especially when work tasks are mainly based on conversations or dialogues. In a working environment such as a hotel or a restaurant, spoken production will not be satisfactory if listening comprehension is weak. In this kind of business it is essential that employees understand questions and instructions as well as the gist of announcements and messages. If,

for example, a receptionist does not understand the problem of a hotel guest, he will not be able to reply in a proper way, let alone solve it. Or, if somebody working for a catering company does not understand what a customer wants, the conversation will probably not be very successful and might lead to the cancellation of the catering job. So, they are expected to understand spoken and recorded English to the defined level, which is according to the CEFR:

	Overall listening comprehension
C1	<i>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</i>
B2	<i>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</i>

Source: CEFR, *Illustrative scales for Overall listening comprehension*, p.66

	Listening to announcements and instructions
C1	<i>Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</i>
B2	<i>Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.</i>

Source: CEFR, *Illustrative scales for Listening to announcements and instructions*, p.67

In addition, reading and writing skills are important as well. Reading skills are not important for students only but for all people employed in the hotel, catering and tourism industry. All of them will read for gist, specific information, detailed understanding or instructions. Everyday tasks of people working in this industry involve reading emails, information in advertisements, brochures, business correspondence, contracts, agreements and reports. So the description of the desired level for reading skills according to the CEFR is:

	Overall reading comprehension
C1	<i>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
B2	<i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</i>

Source: CEFR, *Illustrative scales for overall reading comprehension*, p.69

	Reading correspondence
C1	<i>Can understand any correspondence given the occasional use of a dictionary.</i>
B2	<i>Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</i>

Source: CEFR, *Illustrative scales for reading correspondence*, p.69

	Reading for orientation
C1	<i>As B2</i>
B2	<i>Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</i>

Source: CEFR, *Illustrative scales for reading for orientation*, p.70

	Reading for information and argument
C1	<i>Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.</i>
B2	<i>Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</i>

Source: CEFR, *Illustrative scales for reading for information and argument*, p.70

	Reading instructions
C1	<i>Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
B2	<i>Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.</i>

Source: CEFR, *Illustrative scales for reading for information and argument*, p.71

Writing skills for this language level are important for everybody employed in the hotel, catering and tourism industry, especially at the management level. Students in this field will have to produce written products, such as financial reports, agendas for and minutes of meetings; they will prepare presentations and produce leaflets or brochures, they will write business letters. These are all activities they will meet later on when working in any field of tourism industry as people employed there need writing skills when they need to answer business correspondence, write financial and annual reports, prepare meetings, participate in negotiations and similar. The description of the desired level for writing skills according to the CEFR is:

	Overall written production
C1	<i>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i>
B2	<i>Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</i>

Source: CEFR, *Illustrative scales for overall written production*, p.61

	Overall written interaction
C1	<i>Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.</i>
B2	<i>Can express news and views effectively in writing, and relate to those of others.</i>

Source: CEFR, *Illustrative scales for overall written interaction*, p.83

	Correspondence
C1	<i>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</i>
B2	<i>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</i>

Source: CEFR, *Illustrative scales for notes, messages & forms*, p.84

Another important aspect considered in this course syllabus is intercultural competence. However, as this syllabus is meant for students and people working in the tourism industry who want to achieve a higher level of language proficiency and want to improve their existing knowledge we can expect that intercultural competence should not be an issue for them. Preparing to work or already working in the tourism and hospitality industry means that they are aware that the main goal is to satisfy tourists' needs and they are aware that intercultural competence is extremely important. Still, we have included developing knowledge, skills and attitudes, key competences for lifelong learning, into this course syllabus as there is always something new to learn. In order to attain this goal we have selected using the blended-learning approach.

1.2. Blended-learning approach

A curriculum may be implemented in several forms. Evaluating the needs of the target audience, a choice has to be made between traditional learning, e-learning and blended learning. As tourism industry is a dynamic industry the course has to be flexible. Therefore the best option seems to be an open education course.

“Open education is defined as the learning experience that gives the learner a degree of flexibility in the choice of what (topics), where (place), when (pace) and how (method) to learn/study” (Muñoz et al., 2013, 172). It is evident that the use of ICT, mobile technologies and other technologies in a form of online learning, e-learning, m-learning, U-learning foster open education and provides opportunities of having an access to learning at any place and any time, including workplace.

“The early history of online learning can be traced back to the mid 1970s when educators first leveraged computer networking communications, emails and conferencing, to create online learning environments (Mejia, Phelan, 2014, 343). Since that time massive changes have taken place in this field and it has led to a paradigm shift in teaching/learning that has “resulted in the emergence of a new educational model” (Mejia, Phelan, 2014, 343) which is now known as blended learning. Some authors (Labban, Shaban, 2013, 63) call it even a new era in education.

Literature review shows that several terms are used to denote the same phenomenon: hybrid learning, mixed learning, b-learning, blended learning; and it can be applied to a broad range of teaching/learning situations (Olejarczuk, 2014). However, the most popular term is blended

learning. Although both e-learning and blended learning comprise online learning, it is not exactly the same. Similarities and differences between traditional learning, e-learning and blended learning are depicted in the Table below.

Similarities and Differences between Traditional Learning, E-learning and Blended Learning

	Traditional learning	E-learning	Blended learning
Place	classroom	e-learning platform, Web 2.0 tools	classroom, e-learning platform, Web 2.0 tools
Communicating with students	direct and limited by time	not limited	indirect, direct, not limited
Time	limited by the timetable of classroom meetings	unlimited online meetings	limited classroom meetings and unlimited online meetings
Materials and resources	traditional coursebook	e-learning resources	traditional coursebook and e-learning resources
Participation in classes	face-to-face	online	face-to-face and online
Feedback	direct, oral, immediate, real time	written, real time, or delayed	direct, oral, immediate, real time, written, delayed

Source: Olejarczuk, 2014, 60

We define blended learning as learning facilitated by effectively combining different modes of delivery, models of teaching, and styles of learning (Heinze, Procter, 2004) in the form of a combination of dominant on-line learning with interactive and problem-based face-to-face activities targeted at developing LSP competence.

Blended learning has certain advantages over e-learning and traditional learning. The advantages over e-learning are as follows: better catering for individual needs, more student guidance. The advantages over traditional learning are greater flexibility, the extension of materials and learning scenarios outside the classroom, does not have the problems encountered in classes with high numbers of students, different language proficiency levels and communication problems caused with using mother tongue in a language class (Bueno-Alastuey and López Pérez, 2014, 510).

Blended learning has become an integral part of the learning process. It is incorporated both in university studies and in vocational education and non-formal education. However, designing a blended learning course the course designers have to take into an account several issues – pedagogical approaches to teaching/learning, technological aspects, the requirements of the certain group and others. “Designing a blended learning course involves much more than converting the content of an existing face-to-face course or activity into a selected online learning platform” (Wong, Pang, Wong, 2013, 252).

When designing an online and/or blended learning course it is significant to choose appropriate tools to foster learners’ motivation and develop language competence. “A good tool is the one that accomplishes the task as one that allows faculty and students to do what they do best, as

easily and efficiently as possible. The tool selected is, therefore, effective in that it responds to the task” (Amemado, 2014, 26).

Certain factors have to be taken into account when creating teaching/learning materials for LSP courses: 1) topic and specialty, 2) learners’ situation, 3) general and specific proficiency in the language of study at entry and exit levels, 4) the students’ previous educational and cultural experiences, 5) types and skills to be developed (whether reading or writing or speaking or listening), 6) expected outcomes of learning goals (Laborda, 2011, 103). Moreover, “LSP materials should have rich input and include the language structures and content information to make tasks as realistic for the learners’ language goals as possible” (ibid, 103).

Thus it is important to choose authentic texts topical for the industry bearing in mind that another function of an LSP course is to educate its learners in the field, provide information useful for their professional activity. Selecting adequate texts for reading and listening tasks the course creator should be aware of intercultural issues they want to draw learners’ attention to. Lexical and grammar tasks have to be connected with professional setting, not isolated from the topic of the module.

The current course develops both language competence and intercultural competence. The development of language competence is done using on-line listening, reading, writing, vocabulary, grammar tasks, such as, True/False, Multiple Choice, Gap fill, Paraphrasing, Matching and others. Speaking tasks are suggested for doing on-line in forums, chats, via skype or viber, etc., or in face-to-face sessions with teachers and other groupmates.

The course evaluation after its piloting in the “Key Skills for the EU Hotel Staff” resulted in suggesting to create the course more interactive, include some problem-solving tasks, more speaking tasks, and some project work.

Therefore, in this course we pay special attention to various **Face-to-Face tasks** and **Case studies** which supplement the on-line learning tasks.

In this project we are focussing on **case studies**, as they have certain advantages in our situation. “Case studies are firmly based on the analysis and comprehension of written, and in some cases oral, material. Learners are confronted with a considerable amount of text, which they have to analyse in order to understand a given problem and to find information about the different aspects of the case. When working on a case study, learners get authentic, or “nearly authentic”, that is, lightly edited material on a given situation and have to solve a problem by completing tasks, researching and investigating. [...] When working on a case study, students are asked to analyse the material (receptive element) and then develop a solution to the problem, which they will have to present orally and in writing (productive element). Reading is an integral part of the activity and learners are trained in effective reading comprehension, for example, skimming and scanning, or “diagonal reading”, as they have to look for relevant information, using a fairly large amount of text. The learner will not search the text for unknown words as he/she very often does when reading shorter texts in language classes, but will analyse the content of the text in order to be able to discuss the case in the group and to present his/her proposals and recommendations to the whole class” (Fischer, et.al., 20017, 16).

“Cases provide a learning strategy through which students and trainees are required to consider debate and offer possible solutions to the questions posed. They can apply their knowledge of a range of academic theories, and/or their work experiences, to analyse and evaluate the problems involved” (Ineson, et.al., 2015, xv).

We interpret case study methodology as by Ineson, et.al. (2015) – a learning strategy through which learners are required to consider debate and offer possible solutions to the problem questions stemming from real-life or simulated business situations based on personal or “second-hand” experiences, observations, research, etc. to develop learners’ language and intercultural competence, creativity and problem-solving skills.

They make learners aware that in solving different industry related problems there is often more than one solution possible. Thus they enable learners to apply their knowledge and experience gained in a real-life context (Ineson, et.al., 2011). To sum, up they are useful for developing learners’ lateral and creative thinking, intercultural and language competence and foster employability skills.

In the project we are applying *non-revealed case studies*, wherein the case 1) focuses on one curriculum area (topic) or department of the institution, 2) should pose at least one question for consideration by learners, 3) may require some preparatory work, in addition to follow-up, reading that the teacher considers to be advantageous in advance of the discussion sessions; and *revealed case studies* which are 1) more complex, 2) inter/cross-disciplinary, encouraging consideration of issues and problems that focus on broader managerial, international and cultural perspectives, 3) problem-solving and include some practical activities, 4) accompanied by reading or research suggestions. In the latter ones the participants are asked to conduct the follow-up activities which include debate, primary and secondary information collection and provision, online searching, production of documents and guidelines, projects, management and policy decision-making, strategic planning and SWOT analysis. We have included *restrospective case studies* wherein we are dealing with a case study in the past, for which a solution has already been developed, *decision-making case studies* - we are dealing with a case study in the present, where a solution still has to be found. We have included *open case studies* that do not contain all the information that learners will need but include further search activities as well as *closed case studies* all the necessary information is provided by teachers, and learners have the same information at hand when trying to solve the problem.

For **Face-to-Face** tasks we include creative questions for discussions, problem-solving tasks, project work, case studies and also the recently popular webquests. **Webquests** are a very common way of using Web resources to research a variety of topics, and if appropriately used can trigger the situations necessary to develop both written and oral communication. A webquest is a research activity that requires the learner “to collect information about a subject using the web” (Sharma, Barrett, 2007: 24). The aim of webquests is to motivate and promote students’ critical thinking in order to solve problems or develop projects. When dealing with webquests, students will be working with real materials mostly distributed through the web. Thus webquests are intended to simulate real-life situations. (Laborda, 2009). Webquests can be used to promote interaction opportunities. The following Table shows the proposed process of using a webquest.

Stage	Effects on Learning	Effects on Oral Development
Webquest is presented to the students	Part of the language and structures are learned	Oral and written input is received from the teacher
Students meet and assign roles	Cooperative work, task assignment, social interaction, motivation	If some part of this work is done in class they are likely to do it in L2
Students seek information individually (but in contact)	Passive and active reading, structure and vocabulary learning, negotiation and support (through cooperation), professional development (getting to know the market)	New vocabulary is apprehended. It will probably be used in oral performance later
Students have a meeting to propose the package (better in class in front of the teacher)	Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Previous organization and oral rehearsal
		Presentation in front of the teacher
		Feedback session
The group produces a report / booklet	Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	The written output will be incorporated into the final presentation
A presentation is given to the rest of the class (Alternatively, students could have a debriefing with a possible customer interested in the product)	Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Previous organization and oral rehearsal
		Presentation in front of the teacher
		Feedback session

Source: Laborda, 2009, 262.

This course pays special attention to developing learners' **intercultural competence** as it includes two modules dedicated to these issues "Intercultural Module" and "Country Modules" The issues concerning intercultural competence have become especially topical with the migration processes and mobility going on in Europe. These issues are important both for the staff employed in hospitality institutions as well as for tourists when visiting another country. This specific knowledge may be crucial in satisfying clients' needs and wishes as well as enjoying a holiday in a different cultural setting.

We have to be aware that each country, even an individual group in a country, has their own cultural norms, which may well differ entirely from those in other countries. So it is vital that all who work in, or seek employment in, hospitality sector, make a point of learning the cultural

peculiarities of the visitors that they are likely to come in contact with. One of our aims in the project is to highlight the cultural norms of EU member states and to explore and identify the words and gestures which might be misinterpreted by foreign guests. So, considering the necessity for more tolerance and intercultural awareness, a module on Intercultural competence will be added. The module will be designed using the information obtained in conducting research on European countries conducted before and on the research done now analysing cultural features and stereotypes of other nationalities, outside Europe, especially in line with the migration processes in the EU, in order to understand those cultures (e.g., Arab and Muslim world) for working in hospitality industry. The other aspect is showing the EU culture and informing immigrants on our cultural values. The intercultural module will be supplemented with case studies dealing with cultural sensitivities of each partner country. To raise intercultural awareness additionally a module incorporating the essential cultural, ethnic, industry specific, etc. information on each of the partner countries, will be designed. This module will be helpful both for the hospitality industry staff, VET learners studying social sciences and arts as well as tourists.

The pyramid model of intercultural competence by Dr. Deardorff is very helpful here, where knowledge, skills and attitudes and the desired outcomes are explained in more detail.

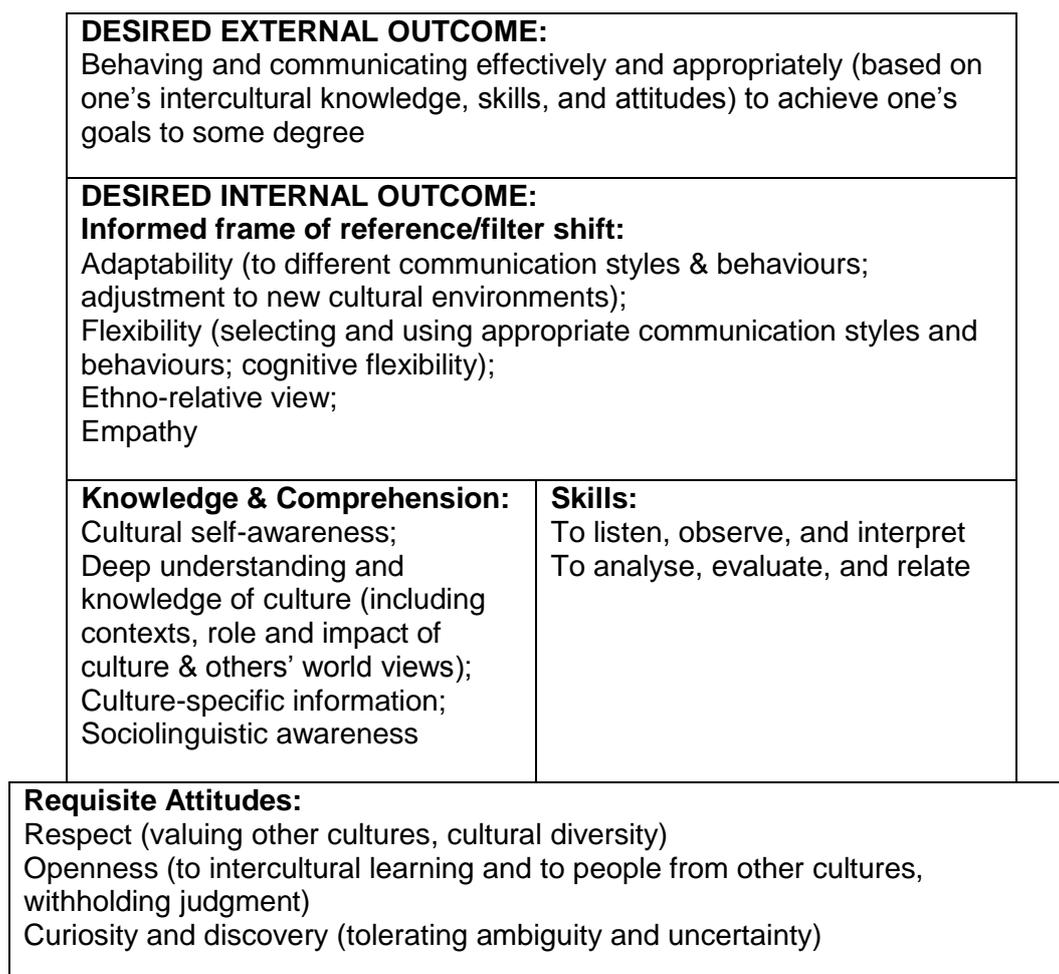


Figure 1: Pyramid model of intercultural competence (Deardorff, 2009)

People working in the tourism and hospitality industry need to develop key knowledge such as culture general and specific knowledge to perform their work tasks in a proper way and to satisfy the tourists' needs. They also need to develop key skills such as language skills, listening skills, information-gathering skills and problem-solving skills as these are skills very much needed in their field of work. Attaining the level of B2/C1 language proficiency should enable people working in the tourism and hospitality industry to take an active part in working life either in a local hotel, restaurant or similar facility or in an international hotel, restaurant or similar facility. It enables them for working in an English-speaking country as well.

Certainly key attitudes such as respect, open-minded, curiosity and empathy are important as well when working in the tourism industry as people from all over the world, from different cultures and traditions meet and cooperate.

Taking all these descriptions in consideration we have created a course which includes all the above mentioned elements, different tasks such as simulations, role play, classroom interactions and similar, goals, input and outcomes, activities, roles, monitoring and evaluation as suggested in the CEFR on page 55. Regarding tasks all the teachers taking part in the survey also prepared suggestions on how to teach different topics. So, for the topic "Hotel Front Office" most of the teachers suggested speaking activities such as role play and dialogues, discussions and case studies, which was expected considering that at the Hotel Front Office the most important skill is speaking. In the table "Table with course content" the topics or content of the course, the unit titles, the objectives to achieve, the predicted learning outcome and the methods applied are listed. In the table "Course syllabus – literature" the literature and online-resources suggested for the course are listed.

When preparing the different modules for the e-learning platform we were trying to look for and find professional texts and articles talking about the topics the modules are about: Hotel Front Office, Catering service, Conference and Business service, Off-site services, Financial management and Hotel management. We were looking for texts offering professional vocabulary which will enrich and improve the personal and work-related vocabulary of students, learners or people employed in the tourism industry. Hereby we chose professional texts in British English as well as in American English. Nowadays with the influence of the Internet, the television and social media it is very difficult to avoid different kinds of English. You can teach either British or American English at school but as soon as students or people employed in the tourism industry come in contact with the real world the situation changes. Students and people employed in the tourism industry usually adapt very quickly to new customers, new situations and also to different kinds of English. Especially students and younger people employed in the tourism industry often speak a mixture of British and American English or even another kind of English despite the fact they learned either British English or American English. Moreover, we have also included listening tasks; transcript is provided for every listening part. As tourism employees contact people from different countries, where in majority of cases English is a foreign language for them, we have made recordings involving some native speakers, but purposefully recorded conversations with non-native English speakers. We tried to get as close contextually as possible.

The new modules "Intercultural Module" and "Country Modules" are created using official webpages of the countries and scholarly and professional literature in the field. They contain also

videos that enrich the material. Special emphasis is laid on creative speaking and writing tasks, as well as learning some useful information and widening one's knowledge about intercultural issues.

The main purpose of creating the modules was to prepare professional and interesting texts with new and useful vocabulary to learn as well as different kinds of exercises to check the level of understanding of students, learners and people employed in the tourism industry. Considering that the level is B2/C1 we expect that students, learners and people employed in the tourism industry will not have particular difficulties with either the texts or exercises but will nevertheless improve and enrich their vocabulary and gain professional and work-related knowledge from the texts offered.

Offering material in different kinds of English can be confusing, especially at a lower language level such as A1 or A2, when students or learners only start to learn English. However, as the level of language is improving the understanding of it is becoming less confusing. Furthermore, students with a higher level of language are more self-confident and will decide on their own which words to use but they will also learn from practical situations. Other important factors will also be their working environment and their customers who will presumably come from different parts of the world speaking different kinds of English.

So the diversity of English can be considered as an enrichment of the knowledge and vocabulary that students, learners and people employed in the tourism industry already have. With all the daily influences of the Internet, television and social media it is a process going on naturally and subconsciously without being aware of it and therefore difficult to avoid.

Course Syllabus

Language level: B2/C1

Target audience: students, hotel staff, catering staff, tourism staff

Course scope: at least 80 hours (can be increased if necessary)

Topic / course content	Unit titles	Objectives	Learning outcomes	Methods applied
Hotel front office	On-line tasks: - Complaints / customer satisfaction - Front Desk - Personnel - Teamworking - Intercultural aspects	- to learn suitable language and phrases for the work at the hotel front office - to develop suitable communication strategies - to develop creativity and problem-solving skills - to increase cultural awareness	- student uses the correct words and phrases - student communicates in a suitable way - student can handle politely the customer complaints - student has developed information retrieval and processing skills	- dialogues - role-play - listening activities - watching authentic situation on youtube - reading - writing tasks (e-mails, forms, complaints) - webquests - project work - discussions - presentations - problem-solving tasks
	Case studies: - 5 Internet-based case studies - A list of paper-based case studies			
	Face-to-Face tasks: - Webquest "Hotel Front Office" - Project work "Video blog" - Creativity task "Knowledge Sharing" - Creativity task "Challenging the Customer Service"			

Catering service	On-line tasks: - Hygiene and safety management - Catering - Special dietary needs - Recipes - Intercultural issues	- to learn the specific language of cookery and catering - to become acquainted with the main regulations and safety requirements in the field of catering - to become familiar with the main business strategies in the field of catering	- student understands the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in the field of catering - student uses paraphrases to avoid repetitions - student has an insightful knowledge of the micro-language of catering - student has developed information retrieval and processing skills	- reading and comprehension of specific articles and essays - tasks aiming at reinforcing and varying the basic communication strategies - insights on specific topics relevant to the field of catering - webquests - project work - discussions - presentations - problem-solving tasks
	Case studies: - 5 Internet-based case studies - A list of paper-based case studies	- to develop creativity and problem-solving skills - to increase cultural awareness		
	Face-to-Face tasks: -Webquest “Catering Service” - Project work “Videoblog” - Creativity task “Slow Food” - Creativity task “The Slow food movement around the world”			
Conference and Business services	On-line tasks: - Conferences - Event management - Organising a conference - Intercultural aspects - MICE	- to learn suitable language and phrases for organising conference and business services - to develop suitable communication strategies - to learn to present ideas and suggestions	- student uses suitable words and phrases - student communicates in a suitable way - student presents ideas for organising an event - student has developed information retrieval and processing skills	- reading activities - vocabulary tasks - listening activities - presentation activities - simulations - writing tasks - pair discussions - group discussions - webquests
	Case studies:	- to develop creativity and problem-solving skills		

	<ul style="list-style-type: none"> - 5 Internet-based case studies - A list of paper-based case studies <p>Face-to-Face tasks:</p> <ul style="list-style-type: none"> -Webquest “Event Management” - Project work “Videoblog” - Creativity task “Knowledge Sharing” - Creativity task “Live Presentation” 	- to increase cultural awareness		<ul style="list-style-type: none"> - project work - problem-solving tasks
Off-site services	<p>On-line tasks:</p> <ul style="list-style-type: none"> - Introduction to Off-site Services - Events / Festivals - Guiding - Tourist attractions - Chartering flights - Promoting resorts <p>Case studies:</p> <ul style="list-style-type: none"> - 5 Internet-based case studies - A list of paper-based case studies <p>Face-to-Face tasks:</p> <ul style="list-style-type: none"> -Webquest “Creating an Itinerary” - Project work “New Off-Site Services” 	<ul style="list-style-type: none"> - to learn suitable language and phrases useful for work at hotel hospitality desk - to learn to present the prospective off-site attractions - to develop suitable communication strategies - to develop creativity and problem-solving skills - to increase cultural awareness 	<ul style="list-style-type: none"> - student uses appropriate professional lexis and language structures in professional setting - student has developed adequate presentation skills - student communicates in a suitable way - student has developed information retrieval and processing skills 	<ul style="list-style-type: none"> - vocabulary tasks (synonyms, explanations) - reading comprehension - scanning reading - vocabulary in use - word building - listening comprehension - presentations - simulations - pair and group discussions - writing essays and reports - webquests - project work - discussions - problem-solving tasks

	<ul style="list-style-type: none"> - Creativity task “Video Task” - Creativity task “Questions for Discussion” 			
Financial management	<p>On-line tasks:</p> <ul style="list-style-type: none"> - Starting a hotel - Hotel financial management personnel - Balance sheet - Graphs and charts - Presenting figures <p>Case studies:</p> <ul style="list-style-type: none"> - 5 Internet-based case studies - A list of paper-based case studies <p>Face-to-Face tasks:</p> <ul style="list-style-type: none"> -Webquest “Romania’s Economic Environment” - Project work “Videoblog” - Creativity tasks “Discussions” - Creativity task “Live presentation” 	<ul style="list-style-type: none"> - to learn suitable language and phrases useful for financing - to develop suitable communication strategies - to learn how to present figures, graphs, tables, charts - to develop creativity and problem-solving skills 	<ul style="list-style-type: none"> - student uses the correct words and phrases - student communicates in a suitable way - student presents figures, graphs, tables, charts - student has developed information retrieval and processing skills 	<ul style="list-style-type: none"> - dialogues - monologues - role-play - reading activities - listening activities - watching authentic situations on youtube - writing activities - webquests - project work - discussions - presentations - problem-solving tasks
Hotel management	<p>On-line tasks:</p> <ul style="list-style-type: none"> - Different types of hotels - Hotel chains 	<ul style="list-style-type: none"> - to learn suitable language and phrases for managing the hotel - to develop suitable communication strategies 	<ul style="list-style-type: none"> - student uses appropriate words and phrases - student communicates in a suitable way 	<ul style="list-style-type: none"> - reading activities - writing activities - vocabulary in use - listening activities

	<ul style="list-style-type: none"> - Hotel departments - Hotel facilities - Hotel locations - Intercultural issues 	<ul style="list-style-type: none"> - to develop an understanding of international business - to learn to present the hotel and its facilities properly 	<ul style="list-style-type: none"> - student understands how international business is organised, how it functions - student presents the hotel and its facilities properly - student has developed information retrieval and processing skills 	<ul style="list-style-type: none"> - problem-solving tasks - pair discussions - group discussions - simulations - webquests - project work - presentations - video tasks
	<p>Case studies:</p> <ul style="list-style-type: none"> - 5 Internet-based case studies - A list of paper-based case studies 	<ul style="list-style-type: none"> - to develop creativity and problem-solving skills - to increase cultural awareness 		
	<p>Face-to-Face tasks:</p> <ul style="list-style-type: none"> -Webquest “Hotel Management” - Project work “Videoblog” - Creativity tasks “Knowledge sharing” - Creativity task “Live presentation” 			
Intercultural Module	<p>On-line tasks:</p> <ul style="list-style-type: none"> - Theory of Culture - Culture Shock - Behaviour and Communication - Culture and Etiquette 	<ul style="list-style-type: none"> - to learn the specific language of the theme - to develop suitable communication strategies - to develop creativity and problem-solving skills - to develop interpersonal and intercultural competence 	<ul style="list-style-type: none"> - student uses the correct words and phrases - student communicates in a suitable way - student has developed information retrieval and processing skills - student has learnt the basic information of intercultural communication, basic functions and elements of different cultures -student has acquired knowledge of communication 	<ul style="list-style-type: none"> - reading activities (intensive and extensive) - insights on specific topics relevant to the field of intercultural communication - writing activities - vocabulary in use (gap-filling exercises, matching exercises, multiple choice tasks) - listening activities - problem-solving tasks - webquests - project work - group discussions
	<p>Case studies:</p> <ul style="list-style-type: none"> - 9 Internet-based case studies (one per each partner country) 	<ul style="list-style-type: none"> - to increase cultural awareness - to be able to reflect upon one’s own culture and language 		
	<p>Face-to-Face tasks:</p> <ul style="list-style-type: none"> - Cultural Fluency - Proverbs 	<ul style="list-style-type: none"> - to become acquainted with traditions and cultural peculiarities of different countries 		



	<ul style="list-style-type: none"> - Arguments 'for' and 'against' - National Cultures - Presentations - Project work - Cultural game "Tell me who you are" 	<ul style="list-style-type: none"> - to improve English language skills needed for successful creative work at enterprises worldwide 	<ul style="list-style-type: none"> in different regions taking into consideration cultural and language peculiarities and differences 	<ul style="list-style-type: none"> - presentations - video tasks
Country modules 9 country modules (one per country)	<p>On-line tasks:</p> <ul style="list-style-type: none"> -Hospitality and Tourism - National Traditions - Tourist Attractions <p>Face-to-Face tasks:</p> <ul style="list-style-type: none"> - Questions for Discussion - Project work - Project work - Problem solving task 	<ul style="list-style-type: none"> - to learn cultural peculiarities of each partner country that might be necessary when working in hospitality and tourism - to develop language and intercultural competence when communicating with foreigners - to learn important information necessary when visiting the partner countries 	<ul style="list-style-type: none"> - student has learnt factual information about the 9 partner countries - student has strengthened their reading, listening, speaking and writing skills in various cultural settings - student has strengthened presentation skills and reasoning ability - student has developed information retrieval and processing skills 	<ul style="list-style-type: none"> - reading activities - writing activities - vocabulary in use - listening activities - problem-solving tasks - pair discussions - group discussions - simulations - creative task - project work

English literature recommended for the course

Topic / course content	Literature
Hotel front office	<ul style="list-style-type: none"> - <i>Front Office Operations</i>: http://ihmbbs.org/upload/Front%20Office%20Operation%282%29.pdf - <i>Eurostat portal</i>: http://ec.europa.eu/eurostat/web/tourism/statistics-illustrated - <i>Council on Hotel, Restaurant and Institutional Education (CHRIE)</i>: http://www.chrie.org/ - <i>International Hotel & Restaurant Association (IH&RA)</i>: http://www.ih-ra.com/



	<ul style="list-style-type: none"> - Harding, K., Henderson, P. (1998). <i>High Season: English for the Hotel and Tourist Industry</i>. Oxford: Oxford University Press [Student's Book]. - Revell, R. (1996). <i>Five star English for the hotel and tourist industry</i>. Oxford: Oxford University Press. - Mol, H. (2008). <i>Tourism and Hospitality in Higher Education Studies</i>. Course Book. Edinburg: Garnet. - Strutt, P. (2013). <i>English for International Tourism</i>. Intermediate Coursebook. New Edition. Harlow: Pearson Education Limited. - Harrison, L. (2013). <i>English for International Tourism</i>. Intermediate Workbook. New Edition. Harlow: Pearson Education Limited. - Duckworth, M. (2003). <i>Business Grammar & Practice</i>. New Edition. Oxford: Oxford University Press. - Strutt, P. (2010). <i>Business Grammar and Usage. Market Leader. Business English</i>. Harlow: Pearson Education Limited.
Catering service	<ul style="list-style-type: none"> - <i>6 Types of catering Services for Specific Events</i>. (2015).: http://www.allcateringmenuprices.com/6-types-of-catering-services-for-specific-events/ - <i>Council on Hotel, Restaurant and Institutional Education (CHRIE)</i>: http://www.chrie.org/ - <i>International Hotel & Restaurant Association (IH&RA)</i>: http://www.ih-ra.com/ - Wood, N. (2006). <i>Tourism and Catering</i>. Oxford: Oxford University Press. - Revell, R. (1996). <i>Five star English for the hotel and tourist industry</i>. Oxford: Oxford University Press. - Strutt, P. (2013). <i>English for International Tourism</i>. New Edition. Upper Intermediate Coursebook. Harlow: Pearson. - Cowper, A. (2013). <i>English for International Tourism</i>. New Edition. Upper Intermediate Workbook. Harlow: Pearson. - Duckworth, M. (2003). <i>Business Grammar & Practice</i>. New Edition. Oxford: Oxford University Press. - Strutt, P. (2010). <i>Business Grammar and Usage. Market Leader. Business English</i>. Harlow: Pearson Education Limited.
Conference and Business services	<ul style="list-style-type: none"> - <i>Organizing a Conference</i>. (2010).: http://port.modernlanguages.sas.ac.uk/tutorials/conference - <i>Different Types of Conferences</i>. (2010).: http://port.modernlanguages.sas.ac.uk/different-types-conferences.html - <i>Business Travel News</i>. (2015).: http://www.businesstravelnews.com/Business-Travel-Research/BTN-s-2015-Corporate-Travel-Index/ - <i>The Global Business Travel Association</i>: http://www.gbta.org/Pages/default.aspx - <i>Business Tourism</i>. (2001). Niches for Developing Countries. International Trade Centre, International Trade Forum - Issue 1/2001: http://www.tradeforum.org/business-tourism/



	<ul style="list-style-type: none"> - Harding, K. (2001). <i>Going International: English for tourism</i>. - 4th impression. Oxford: Oxford University Press. - Jacob, M. (2001). <i>English for International Tourism</i>. Harlow: Longman. - Course Book. - Harding, K., Henderson, P. (1998). <i>High Season: English for the Hotel and Tourist Industry</i>. Oxford: Oxford University Press. [Student's Book]. - Strutt, P. (2013). <i>English for International Tourism</i>. New Edition. Upper Intermediate Coursebook. Harlow: Pearson. - Cowper, A. (2013). <i>English for International Tourism</i>. New Edition. Upper Intermediate Workbook. Harlow: Pearson. - Walker, R., Harding, K. (2009). <i>Tourism 3. Oxford English for Careers</i>. Oxford: Oxford University Press. - Duckworth, M. (2003). <i>Business Grammar & Practice</i>. New Edition. Oxford: Oxford University Press. - Strutt, P. (2010). <i>Business Grammar and Usage. Market Leader. Business English</i>. Harlow: Pearson Education Limited.
<p>Off-site services</p>	<ul style="list-style-type: none"> - Leask, A. (2008). The Nature and Role of Visitor Attractions. In <i>Managing Visitor Attractions</i> (eds. Fyall, A., Garrod, B., Leask, A., Wanhill, S.), 3-4, Butterworth-Heinemann, Elsevier Ltd. - Sharma, K.K. (2005). <i>Tourism and Development</i>. New Dehli: Sarup and Sons. - Introduction to off-site services: http://hyattmountainlodge.hyatt.com/en/hotel/our-hotel.html - Introduction to off-site services: http://hyattmountainlodge.hyatt.com/en/hotel/activities/area-activities.html - Introduction to off-site services: http://hyattsunsetharbor.hyatt.com/en/hotel/our-hotel.html - Introduction to off-site services: http://hyattsunsetharbor.hyatt.com/en/hotel/activities/area-activities.html - Introduction to off-site services: http://www.keywesttravelguide.com/explore-key-west/beaches/ - Introduction to off-site services: http://www.disneytouristblog.com/disney-world-hotels-off-site-on-site/ - Introduction to off-site services: http://www.pacificpalmsresort.com/entertainment/offsite-activities - Introduction to off-site services: http://www.crieffhydro.com/leisure/things-to-do/ - Introduction to off-site services: http://tranquulseas.com/roatan-off-site-excursions/ - Prada, P. (2002). <i>Charter flights: "Tour Operators Tap Charters To Rival Low-Cost Airlines"</i>. The Wall Street Journal (June 11, 2002) - Tourist attractions: www.greeka.com - Tourist attractions: http://www.cyprusexplorer.globalfolio.net/eng/limassol/object/limassol-castle/index.php - Events and Festivals: http://russiapedia.rt.com/of-russian-origin/maslenitsa/ - Events and Festivals: http://wilstar.com/holidays/thanksgv.htm - Guiding: https://www.englishclub.com/english-for-work/tour-guide-sample-speech.htm - Guiding: http://www.frommers.com/destinations/italy/253175



	<ul style="list-style-type: none"> - <i>Guiding</i>: https://tourismenglish.wordpress.com/2013/02/26/tour-guide-speech-budapest/ - <i>Promoting resorts</i>: https://www.revinate.com/blog/2014/09/how-to-respond-to-negative-hotel-reviews - <i>Promoting resorts</i>: http://www.imtj.com/news/how-hotels-are-promoting-wellness-tourism/ - Harding, K., Henderson, P. (1998) <i>High Season: English for the Hotel and Tourist Industry</i>. Oxford: Oxford University Press. - Harding, K. (2001). <i>Going International: English for tourism</i>. - 4th impression. Oxford: Oxford University. - Mol, H. (2008). <i>Tourism and Hospitality in Higher Education Studies</i>. Course Book. Edinburg: Garnet Press. - Jacob, M. (2001). <i>English for International Tourism</i>. Harlow: Longman. - Course Book. - Strutt, P. (2013). <i>English for International Tourism</i>. New Edition. Upper Intermediate Coursebook. Harlow: Pearson. - Cowper, A. (2013). <i>English for International Tourism</i>. New Edition. Upper Intermediate Workbook. Harlow: Pearson. - Duckworth, M. (2003). <i>Business Grammar & Practice</i>. New Edition. Oxford: Oxford University Press. - Strutt, P. (2010). <i>Business Grammar and Usage. Market Leader. Business English</i>. Harlow: Pearson Education Limited.
<p>Financial management</p>	<ul style="list-style-type: none"> - <i>Tourism Business Portal</i>: http://ec.europa.eu/growth/tools-databases/tourism-business-portal/index_en.htm - <i>Financial Resource Management. Sport, Tourism, and Leisure. Services.</i>: https://www.sagamorepub.com/files/lookinside/136/pages-financialresourcemanagement.pdf - <i>Tourism Investment and Finance</i>: https://www.usaid.gov/sites/default/files/documents/2151/InvestmentWorkbook_4%5B2%5D.pdf - MacKenzie, I. (2006). <i>Professional English in Use – Finance</i>. Cambridge: Cambridge University Press. - Walker, C., Harvey, P. (2008). <i>English for Business Studies</i>. Edinburg: Garnet Education. - Mol, H. (2008). <i>Tourism and Hospitality in Higher Education Studies</i>. Course Book. Edinburg: Garnet. - Butzphal, G., Maier-Fairclough, J. (2013). <i>Career Express: Business English B2</i>. Course Book. Edinburg: Garnet. - Maier-Fairclough, J., Butzphal, G. (2013). <i>Career Express: Business English C1</i>. Course Book. Edinburg: Garnet. - Chazal, E., McCarter, S. (2012). <i>Oxford EAP. A course in English for Academic Purposes</i>. Upper-intermediate / B2. Oxford: Oxford University Press. - Duckworth, M. (2003). <i>Business Grammar & Practice</i>. New Edition. Oxford: Oxford University Press. - Strutt, P. (2010). <i>Business Grammar and Usage. Market Leader. Business English</i>. Harlow: Pearson Education Limited.

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