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| **Course Title**: English for Business and Tourism |
| **Course Code**: ENG2254-2 |
| **Program**: Bachelor of Arts in English **+ Bachelor of Arts in Translation** |
| **Department**: **Department of English and Department of Translation** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 2 |
| **Last Revision Date**: **29 December 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 4 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG2254-2 English for Business and Tourism is an intermediate-level course designed to enhance students’ abilities to communicate effectively in professional business and tourism contexts. Spanning 10 units, the course equips students with the knowledge of essential grammar structures, such as tenses, modal verbs, and conditionals, as well as tourism-specific vocabulary related to customer service, niche tourism sectors, and business marketing. Students will learn key techniques for describing products, services, and destinations while distinguishing between formal and informal registers in professional communication. Practical tasks focus on writing clear emails, preparing proposals, handling customer interactions, and delivering confident presentations. Additionally, students will analyze language patterns in customer feedback and promotional materials, applying creative solutions to challenges. The course also emphasizes adapting communication to culturally diverse audiences and building the skills needed for success in global tourism and business environments. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG2254-2 English for Business and Tourism is to develop students’ communication skills for professional contexts, with a focus on writing, speaking, and interpersonal interactions. Students will apply intermediate grammar and industry-specific vocabulary to craft clear, professional emails, proposals, and presentations while learning effective strategies for addressing customer inquiries, resolving complaints, and designing creative solutions. The course aims to build students’ confidence in communicating ideas, marketing services, and handling cross-cultural interactions, preparing them to succeed in diverse sectors of the global business and tourism industries. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 30 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Recognize intermediate-level grammar structures (e.g., tenses, modal verbs, conditionals, passive voice) used in business and tourism communication. | K1 | Facilitate contextual grammar-focused exercises using authentic course materials (e.g., business emails, advertisements) to practice intermediate-level structures for business and tourism communication. | Formative Assessment 1 (5 Marks)  Midterm Exam (30 Marks) |
| 1.2 | Identify and recall essential vocabulary related to customer service, niche tourism sectors, marketing, and business travel. | K1 | Conduct vocabulary-building activities where students categorize and practice essential business and tourism-related terms using course lesson examples and word banks. | Formative Assessment 2 (5 Marks)  Midterm Exam (30 Marks) |
| 1.3 | Recall techniques and strategies for describing products, services, and destinations effectively in professional tourism and business contexts. | K1 | Use model texts from the course material to explore and practice techniques for describing products, services, and destinations in professional scenarios through guided discussions. | Assignment 1 (5 Marks)  Midterm Exam (30 Marks) |
| 1.4 | Recognize and differentiate between formal and informal registers used in professional email writing, presentations, and customer interactions. | K1 | Provide practice scenarios contrasting formal and informal registers in professional communication, with students analyzing authentic examples of customer emails, presentations, and conversations. | Assignment 2 (5 Marks)  Final Exam (40 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply intermediate-level grammar and tourism-specific vocabulary to write clear emails, prepare business proposals, handle customer complaints, and conduct professional conversations. | S5 | Facilitate real-world writing tasks (e.g., composing emails, simulating proposals) using intermediate grammar and industry-specific vocabulary modeled on course exemplars. | Assignment 1 (5 Marks) |
| 2.2 | Apply effective communication strategies to address customer concerns, build rapport, and provide tailored advice in tourism and hospitality contexts. | S6 | Facilitate task-based activities using course material to practice applying effective communication strategies in tourism and hospitality contexts. | Midterm Exam (30 Marks) |
| 2.3 | Plan and deliver well-organized, confident presentations on topics such as tour packages, tourism marketing strategies, or workplace projects. | S6 | Guide students in preparing and delivering presentations on course-related topics (e.g., tour packages), offering templates and targeted feedback for organization and delivery. | Final Exam (40 Marks) |
| 2.4 | Analyze language and communication aspects related to travel, tourism services, or accommodation and develop creative, linguistically-informed solutions. | S7 | Assign case studies to analyze real-world language use in travel or customer service scenarios, prompting students to propose creative, linguistically accurate solutions. | Assignment 2 (5 Marks) |
| 2.5 | Analyze tourism-related language, including communication patterns, customer feedback, or promotional materials, to make informed decisions or proposals. | S7 | Lead collaborative workshops where students evaluate and critique customer feedback, promotional content, or service-related language using course examples to propose improvements. | Quiz (10 Marks) |
| 2.6 | Adapt English communication to cater to culturally diverse audiences and specialized sectors within tourism and business settings. | S2 | Use cultural role-plays and authentic examples to practice adapting communication styles for diverse audiences, specialized tourism sectors, and cultural contexts. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the importance of formal and informal registers in professional tourism communication and how they create effective customer and business connections. | V1 | Provide sample emails or scripts, divide students into groups, and discuss how tone and register shift based on the audience and context. | Observations |
| 3.2 | Apply intermediate grammar structures and tourism-related vocabulary independently in creating formal business proposals or handling customer complaint scenarios. | V2 | Assign individual writing tasks (e.g., a customer complaint response) for students to complete before sharing their drafts for peer feedback and discussion in class. | Observations |
| 3.3 | Contribute ideas and solutions collaboratively to analyze customer feedback or promotional tourism materials, creating culturally sensitive recommendations for improvement. | V3 | Organize group discussions where students review customer feedback or promotional texts and prepare a mini-presentation of suggested improvements. | Observations |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Unit 1: Selling dreams | **3** |
|  | Unit 2: Getting there | **3** |
| **3.** | Unit 3: Accommodation | **3** |
| **4.** | Unit 4: Destinations | **3** |
| **5.** | Unit 5: Things to do | **3** |
| **6.** | Review and consolidation 1 | **-** |
| **7.** | Unit 6: Niche tourism | **3** |
| **8.** | Unit 7: Cultural tourism | **3** |
| **9.** | Unit 8: Running a hotel | **3** |
| **10.** | Unit 9: Customer service | **3** |
| **11.** | Unit 10: Business travel | **3** |
| **12.** | Review and consolidation 2 | **-** |
| **Total** | | 30 |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Recognize intermediate-level grammar structures (e.g., tenses, modal verbs, conditionals, passive voice) used in business and tourism communication.**  This task focuses on testing grammar skills as introduced in Chapter 1: Selling Dreams. Students will practice recognizing and using tenses in professional marketing materials or descriptions of destinations. They will also explore money-related vocabulary. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.2 Identify and recall essential vocabulary related to customer service, niche tourism sectors, marketing, and business travel.**  This activity will incorporate vocabulary exercises related to Chapter 2: Getting There, emphasizing transport, travel, and ways to improve service quality. Students will also work on professional multi-word verbs. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.3 Recall techniques and strategies for describing products, services, and destinations effectively in professional tourism and business contexts.**  **2.1 Apply intermediate-level grammar and tourism-specific vocabulary to write clear emails, prepare business proposals, handle customer complaints, and conduct professional conversations.**  Students will write an email or a short proposal describing a tourism service or destination while correctly using grammar structures and business-focused vocabulary (from Chapter 4: Destinations). | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.4 Recognize and differentiate between formal and informal registers used in professional email writing, presentations, and customer interactions.**  **2.4 Analyze language and communication aspects related to travel, tourism services, or accommodation and develop creative, linguistically-informed solutions.**  Students will respond to a customer complaint scenario provided in Chapter 3: Accommodation, applying modal verbs (necessity, obligation) and analyzing the tone for professional and effective resolution. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **2.5 Analyze tourism-related language, including communication patterns, customer feedback, or promotional materials, to make informed decisions or proposals.**  The quiz will test comprehension of passive voice use, linking words, and niche tourism vocabulary integrated into case-based promotional materials (Chapters 6–7: Niche and Cultural Tourism). | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam assesses knowledge, understanding, and practical applications covered up to this point.**  **1.1 Recognize intermediate-level grammar structures (e.g., tenses, modal verbs, conditionals, passive voice) used in business and tourism communication.**  **1.2 Identify and recall essential vocabulary related to customer service, niche tourism sectors, marketing, and business travel.**  **1.3 Recall techniques and strategies for describing products, services, and destinations effectively in professional tourism and business contexts.**  **2.2 Apply effective communication strategies to address customer concerns, build rapport, and provide tailored advice in tourism and hospitality contexts.**  The midterm exam incudes:   * **Section 1:** Grammar and vocabulary usage tasks (e.g., identifying and using tenses, modal verbs, and vocabulary for travel and accommodation). * **Section 2:** Business context tasks (e.g., writing or revising an email to describe a destination). * **Section 3:** Role-based scenarios to resolve customer complaints professionally. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam covers knowledge, skills, and applications across all topics.**  **1.4 Recognize and differentiate between formal and informal registers used in professional email writing, presentations, and customer interactions.**  **2.3 Plan and deliver well-organized, confident presentations on topics such as tour packages, tourism marketing strategies, or workplace projects.**  **2.6 Adapt English communication to cater to culturally diverse audiences and specialized sectors within tourism and business settings.**  The final exam incudes:   * **Section 1:** Grammar and vocabulary tasks (conditionals, passive voice, advanced multi-word verbs, formal registers). * **Section 2:** An analytical task that evaluates customer feedback and cultural considerations. * **Section 3:** A scenario-based practical task such as drafting a presentation outline or travel itinerary tailored to diverse clients. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | *INTERMEDIATE COURSEBOOK: ENGLISH FOR INTERNATIONAL TOURISM*, NEW EDITION  Peter Strutt  Student’s Book:  ISBN-13: 978-1-4479-2383-1  © 2013 Pearson Education Limited, Inc. |
| **Essential References** | **"English for Tourism Services"**: This textbook is tailored for learners aiming to enhance their English proficiency in tourism-related contexts. It covers essential vocabulary, dialogues, and situational expressions pertinent to the tourism industry, facilitating practical language application. The material is designed to improve both comprehension and communication skills within the tourism sector. <https://www.academia.edu/41315273/ENGLISH_FOR_TOURISM_SERVICES> |
| **Electronic Materials** | * **"Travel the World" by Cambridge English**: An interactive activity designed to help learners practice travel-related vocabulary and listening skills, ideal for tourism contexts. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1v053-travel-the-world> * **"English for Business" by British Council**: A collection of lesson plans focusing on functional skills for business learners, providing opportunities to develop English language skills in motivating and enjoyable ways. <https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business> * **"Free Business English Lessons" by Oxford Online English**: Offers video lessons on various business English topics, including writing emails and answering job interview questions. <https://www.oxfordonlineenglish.com/free-business-english-lessons> |
| **Other Learning Materials** | * **"Tourism – B2 English Vocabulary" by Test-English**: Provides explanations and exercises to enhance tourism-related vocabulary, including common places to visit, verbs, idioms, and adjectives. <https://test-english.com/explanation/b2-vocabulary-explanations/tourism-b2-english-vocabulary/> * **"Travel and Tourism: Vocabulary and Speaking" by TEFLHandbook**: A lesson plan aimed at broadening students' travel-related vocabulary and enhancing their ability to express opinions and preferences about different aspects of travel. <https://teflhandbook.com/efl-esl-lesson-plans/b2/travel-1/> |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **11** |
| **Date** | **DECEMBER 29, 2024** |