TR120 - ENGLISH READING AND WRITING II - Turizm Fakültesi - Turizm Rehberliği Bölümü

General Info

Objectives of the Course

The main aim of this course is to enhance the English listening and speaking skills of first-year students in the Tourist Guiding program at the B1-B1+ level, enabling them to communicate effectively in both academic and professional contexts. Through exposure to authentic audio-visual materials, students will develop the ability to identify gist and details, compare perspectives, analyze evidence, and express their opinions with reasoning. Speaking activities will include pair and group discussions, role-plays, and short presentations, helping students improve fluency, accuracy, and confidence in oral communication. The course particularly aims to equip students with professional terminology and communication strategies in topics relevant to tourist guiding (such as success, pressure, storytelling, and environment), thereby strengthening their competence in international communication within the field of tourism.

Course Contents

This course provides practical activities aimed at improving the English listening and speaking skills of Tourist Guiding students. Throughout the course, students will practice strategies for understanding gist and details, recognizing examples, identifying contrasts, analyzing cause-and-effect relationships, and following chronological sequences through authentic audio-visual materials, academic texts, and professional scenarios. Speaking activities will be conducted through discussions, role-plays, case studies, storytelling, and group presentations, enhancing students' fluency, accuracy, and confidence in communication. The course consists of four main thematic units: Success, Pressure, Stories, and Environment. Through these themes, students will expand their academic and professional vocabulary and develop international communication competencies that are essential for the tourist guiding profession.

Recommended or Required Reading

Macmillan Skillful B1, Computer, Projector

Planned Learning Activities and Teaching Methods

This course adopts a communicative and task-based approach to help students develop their English skills in real-life contexts. Interactive activities such as role-playing, group discussions, and pair work are incorporated into the lessons to enhance speaking and listening skills. Vocabulary and grammar are taught in context through reading and listening activities and reinforced with guided practice. Multimedia resources, visual materials, and real-world scenarios are used to engage students and support learning. Regular formative assessments, self-assessment, and peer feedback will help monitor progress and ensure continuous improvement in language skills.

Recommended Optional Programme Components

In addition to the coursebook, online resources such as the book's online activities, podcasts, videos, etc. are also used to support the course content.

Instructor's Assistants

Uğur ÜNALIR

Presentation Of Course

On-site

Dersi Veren Öğretim Elemanları

Inst. Dr. Yelda Sarıkaya Erdem Inst. Uğur Ünalır

Program Outcomes

1. To be able to distinguish gist, details, contrasts, cause-and-effect relationships, and time references in listening texts
2. To be able to use academic and professional vocabulary related to the themes of success, pressure, storytelling, and environment
3. To be able to express opinions clearly, provide explanations, and support ideas with reasoning
4. To be able to participate effectively in pair and group discussions
5. To be able to deliver short storytelling, case study, and thematic presentations
6. To be able to improve fluency and accuracy through integrated listening and speaking tasks
7. To be able to communicate confidently in academic and social contexts
8. To be able to develop oral communication skills by using feedback from peers and instructors
9. To be able to demonstrate learner autonomy by engaging in extracurricular activities (films, podcasts, tourism-related presentations)
10. To be able to acquire the competence to communicate in English on topics relevant to the tourist guiding profession

Weekly Contents

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
1	Students are expected to read a short article on the concept of "success" before class, review the assigned vocabulary list, and prepare one personal example of success to share in class.		Lecture, authentic video-listening activities, interactive Q&A, group discussions	Introduction to the Concept of Success; Academic Listening Strategies (identifying gist, summarizing)	Listening task: "Coding school / keys to success" video → understanding vocabulary in context and summarizing Group discussion: "What are the key factors for success in tourist guiding?" Pair work: sharing examples of personal success stories Vocabulary practice: success-related prefixes (success, unsuccessful, motivate, effort)
2	Students are expected to research a successful example from their field (tour guiding/tourism) and be ready to briefly present it in class.		Case study, detail-focused listening tasks, group discussions, role-play, interactive Q&A	Examples of Success and Detailed Listening Strategies; Analyzing Cause-and-Effect Relationships	Listening task: success story of a famous person → note-taking on cause-and-effect Group work: "Barriers to success in the tourism sector and possible solutions" Role-play: "tourist guide candidate" job interview scenario → explaining success factors Vocabulary practice: succeed, achievement, challenge, overcome, persistence
3	Students are expected to choose a success story as a group (e.g., a successful tourism initiative, a best practice in guiding), prepare a short presentation, and bring supporting visuals.		Presentation skills training, project-based learning, group work, peer assessment, discussions	Synthesizing Success Stories; Mini Presentation Techniques and Peer Feedback	Group project: selecting a successful case study in tourism and presenting it to the class Listening task: examples from various success stories → synthesizing gist and details Mini presentation: each group delivers a 5-minute case analysis Peer feedback: completing evaluation forms Vocabulary practice: accomplishment, recognition, leadership, resilience, goal-setting
4	Students are expected to read a short article on stress in professional life before class, review the assigned vocabulary list, and think of one situation that created pressure in their own experience.		Lecture, authentic listening materials, discussions, Q&A, small-group work	Introduction to the Concept of Pressure and Stress; Listening for Gist and Emphasis	Listening task: "Handling stress in professional life" video → identifying gist and emphasis Group discussion: sources of pressure in tourism (peak season, customer expectations, time pressure) Pair work: sharing personal stress management strategies Vocabulary practice: stress, pressure, deadline, workload, expectation
5	Students are expected to research a real-life crisis in the tourism sector, prepare a short summary of the case, and bring possible solutions to class.		Case study, detail-focused listening, group discussions, role-play, problem-solving tasks	Decision-Making Under Pressure; Detailed Listening and Problem-Solving Approach	Listening task: "A pilot's decision under pressure" → note-taking on details and analyzing cause-effect Group work: developing solutions for crisis situations in tourism (e.g., crowded tour group, flight cancellation, customer complaint) Role-play: acting as a "tour guide" communicating with clients during a crisis Vocabulary practice: emergency, solution, adapt, responsibility, decision-making
6	Students are expected to work in small groups to choose a pressure situation in the tourism sector, develop coping strategies, and prepare a short presentation.		Presentation skills, project-based learning, group work, discussions, peer assessment	Strategies for Coping with Pressure; Mini Presentations and Peer Feedback	Listening task: "How leaders cope with stress" → synthesizing gist and details Group project: developing coping strategies for a pressure situation in tourist guiding Mini presentation: each group presents their strategies in class (5 minutes) Peer feedback: filling in evaluation forms for presentations Vocabulary practice: resilience, flexibility, confidence, strategy, support
7	Students are expected to review the vocabulary lists from the first two units (Success & Pressure), reflect on the sample discussion questions provided, and prepare their individual presentation topics in advance.		Individual exam sessions, group exam tasks, rubric-based assessment	Midterm Exam: Assessment of Listening and Speaking Skills	Listening section: Multiple-choice & short-answer questions on gist, details, contrasts, and emphasis Mini note-taking and summarizing tasks Speaking section: Pair dialogue: short task on success or pressure (e.g., coping with pressure in tourism) Group discussion: factors influencing success and pressure in the tourism sector Individual short presentation: a 2-minute talk on a success story or pressure management

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
8	Students are expected to prepare a short personal story from their own life to share in class and review the assigned vocabulary list.		Lecture, authentic listening materials, Q&A, group discussions, story analysis	Introduction to Storytelling; Listening for Gist and Sequencing Events	Listening task: a short story → identifying sequence of events and summarizing Group discussion: what makes a good story effective (e.g., atmosphere, characters, language use) Pair work: students share a short personal anecdote with each other Vocabulary practice: narrative, plot, sequence, setting, character
9	Students are expected to research a cultural story or legend from their own region or a tourist site in Turkey and prepare a short summary before class.		Listening analysis, case study, group work, story mapping, role-play	Structure and Elements of Stories; Detailed Listening and Story Analysis	Listening task: a cultural story (e.g., a legend or narrative from a tourist site) → note-taking on details Group work: analyzing the story in terms of beginning–middle–end Role-play: acting out or voicing the characters in the story Vocabulary practice: legend, myth, moral, climax, resolution
10	Students are expected to prepare a story of their choice (legend, story of a tourist site, personal anecdote) in English, support it with visuals if possible, and get ready to present it in class.		Presentation skills, project-based learning, group work, discussions, peer assessment	Fluency and Effectiveness in Storytelling; Presentation Skills and Feedback	Group/individual storytelling presentations: students present a cultural or personal story in English adapted to the tourist guiding context Listening task: taking notes on gist and details from peers' presentations Peer feedback: filling in evaluation forms (fluency, interaction, vocabulary use) Discussion: "Why is storytelling important in tourism?" Vocabulary practice: engaging, descriptive, authentic, tradition, performance
11	Students are expected to read a short article on the relationship between environment and tourism, review the assigned vocabulary list, and prepare to share one personal observation about the environment in class.		Lecture, authentic listening materials, group discussions, Q&A, case study	Introduction to the Concept of Environment and Sustainability; Listening for Gist and Examples	Listening task: "Protecting the environment in tourism" → identifying gist and examples Group discussion: ways of protecting the environment in the tourism sector Pair work: sharing personal experiences with the environment (e.g., organizing tours in natural areas) Vocabulary practice: environment, pollution, conservation, sustainability, eco-tourism
12	Students are expected to research one example of environmental damage in the tourism sector, prepare a short summary, and suggest possible solutions.		Case study, detail-focused listening, group work, role-play, problem-solving discussions	Environmental Problems and Solutions; Detailed Listening and Problem-Solving Strategies	Listening task: "Tourism and environmental challenges" → note-taking on details and identifying cause-effect Group work: developing solutions to environmental problems in tourism (e.g., waste, pollution, over-tourism) Role-play: dialogue between a tour guide and tourists about "eco-friendly practices" Vocabulary practice: waste, recycling, biodiversity, over-tourism, renewable
13	Students are expected to work in groups to develop a project on environment and tourism, prepare a poster or slides, and get ready to present it in class.		Project-based learning, group work, presentation skills, discussion, peer assessment	Sustainable Tourism Projects; Presentation Skills and Peer Feedback	Group project: preparing a "solution proposal for sustainable tourism" Mini presentation: each group delivers their project in a 5-minute presentation Listening task: taking notes on gist from peer presentations Peer feedback: completing evaluation forms for presentations Vocabulary practice: sustainability, eco-friendly, preservation, awareness, responsibility
14	Students are expected to review their notes from all four units, revise vocabulary lists, and finalize their materials for the final presentation.		Revision sessions, Q&A, group work, mini quiz, role-play, teacher and peer feedback	General Revision: Review of Units Success, Pressure, Stories, and Environment	Listening drills: short recordings from each unit → gist and detail questions Speaking activities: short discussions and role-plays on unit themes Group work: planning and task distribution for final presentations Mini quiz: short test on vocabulary and listening strategies Peer feedback: comments on pre-final performance

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
15	Students are expected to review all units before the exam, revise vocabulary lists, prepare their final presentation topics, and bring visual materials to support their presentations.		Individual exam sessions, group discussions, presentation techniques, rubric-based assessment, peer feedback	Final Exam: Assessment of Listening and Speaking Performance; Tourism-Oriented Presentations	Listening exam: Questions based on gist, details, contrasts, and cause-effect Short note-taking and summarizing tasks Speaking exam: Pair dialogue: short tourism-related task (e.g., client communication, stress management, cultural story) Group discussion: success, pressure, storytelling, and environment in tourism Final presentation (individual/group): students choose a topic related to tourist guiding (e.g., sustainable tourism, eco-tourism, cultural heritage, tourism success story) and deliver it in English Peer assessment: completing evaluation forms for presentations

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Vize	1	2,00
Final	1	6,00
Derse Katılım	13	6,00
Ders Öncesi Bireysel Çalışma	14	1,00
Ara Sınav Hazırlık	1	6,00
Final Sınavı Hazırlık	1	10,00
Araştırma Sunumu	1	5,00
Tartışmalı Ders	14	1,00
Küçük Grup Çalışması	12	1,00
Ödev	11	1,00
Uygulama / Pratik	11	1,00
Vaka Çalışması	11	1,00
Ders Sonrası Bireysel Çalışma	11	1,00

Assesments

Activities	Weight (%)
Final	30,00
Vize	20,00
Derse Katılım	20,00
Diğer	10,00
Ev Ödevi	10,00
Tartışmalı Ders	10,00

Turizm Rehberliği Bölümü / TURİZM REHBERLİĞİ X Learning Outcome Relation

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20	P.O. 21	P.O. 22	P.O. 23	P.O. 24
L.O. 1	2	1	2	2	5	4	5	3	2	2	2	3					1	1	1	2	3	2		3
L.O. 2	2	1	2	2	5	4	5	3	3	3	2	3	1	1		1	2	2	2	3	4	3	1	4
L.O. 3	2	1	2	2	5	4	5	3	3	2	2	3	2	2		2	2	2	2	3	4	3	2	4
L.O. 4	3	2	2	3	5	4	5	3	5	5	3	3	1	1		1	4	3	3	4	4	3	1	5
L.O. 5	3	2	2	3	5	4	5	3	5	5	3	3	1	2		1	4	3	3	4	4	3	1	5

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20	P.O. 21	P.O. 22	P.O. 23	P.O. 24
L.O. 6	2	2	2	3	5	4	5	3	4	5	3	3	1	2		1	3	3	3	4	4	3	1	5
L.O. 7	2	2	2	3	5	4	5	3	4	4	3	3	1	1		1	3	3	3	4	4	3	1	4
L.O. 8	3	2	2	3	5	4	5	3	5	5	4	3	1	2		1	4	4	3	5	5	3	1	5
L.O. 9	2	1	2	2	4	4	4	4	4	4	3	3	1	1		1	5	4	3	5	5	3	1	4
L.O. 10	2	1	2	2	4	4	4	4	4	4	3	3	1	1		1	4	4	3	5	5	4	1	4

Table :

P.O. 1 : Bu bölümü başarıyla tamamlayan öğrenciler: Turizm sektörünün yapısı, işleyişi ve ülke kalkınmasındaki önemi konusunda bilgi sahibi olur,

P.O. 2 : İngilizcede Avrupa Dil Portföyü B2 genel düzeyinde okuma, anlama, konuşma ve yazma becerileri gösterir.

P.O. 3 : İkinci bir yabancı dilde en az Avrupa Dil Portföyü B1 genel düzeyinde okuma, anlama, konuşma ve yazma becerileri gösterir,

P.O. 4 : Yazılı, sözlü ve sözsüz olarak etkili iletişim kurar ve sunum becerileri gösterir.

P.O. 5 : Grup yönetimi ilkelerini bilir ve uygular.

P.O. 6 : Toplumsal ve mesleki etik değerleri bilir, bunları eleştirel bir bakış açısıyla değerlendirir ve uygun davranışları geliştirir.

P.O. 7 : Hem temel hem de alanıyla ilgili bilgi ve iletişim teknolojilerini ve yazılımlarını ileri düzeyde kullanır.

P.O. 8 : İşletme, iktisat ve sosyal psikoloji alanındaki temel kavramlar, kuramlar, ilkeler ve olgular hakkında bilgi sahibi olur.

P.O. 9 : Turist rehberliği mesleği ile ilgili hizmet verme süreçlerini bilir ve ziyaretçi memnuniyeti sağlayacak şekilde yerine getirir.

P.O. 10 : Bir seyahat işletmesini etkin bir şekilde yönetebilmek için güncel yönetim teorilerini ve uygulamalarını bilir ve uygular.

P.O. 11 : Türkiye'de yaşamış olan uygarlıkların kültür, tarih, din ve sanatları hakkında detaylı bilgiye sahip olur, analiz eder ve yorumlar.

P.O. 12 : Dünya ve Türkiye coğrafyası hakkında detaylı bilgiye sahip olur.

P.O. 13 : Bir turu planlar, uygular ve denetler.

P.O. 14 : İlkyardım konusunda temel bilgiye sahip olur ve uygular.

P.O. 15 : Turizm alanı ve turist rehberliği ile ilgili hukuki düzenlemeleri ve mesleki standartları bilir ve uygular.

P.O. 16 : Bilgi ve verileri mesleki anlamda tanımlar, analiz eder, sentezler, yorumlar ve değerlendirir.

P.O. 17 : Başkalarıyla ve bağımsız olarak etkin bir şekilde çalışır.

P.O. 18 : Kendini kişisel ve mesleki anlamda sürekli geliştirir, kendi kendine öğrenme için sorumluluk alır ve bunu gösterir.

P.O. 19 : Farklı kültürleri tanır, anlar ve farklı kültürlerle iletişim kurar.

P.O. 20 : Kişisel bakıma, hijyene, giyime ve görünüme turist rehberliğinin gerektirdiği şekilde özen gösterir.

P.O. 21 : Hizmet alanı ile ilgili fiziksel ortamı, araç gereçleri ve teknolojileri tanır, kullanır ve bakımını yaparak korur.

P.O. 22 : Atatürk ilkeleri ve inkılâpları konusunda bilgiye sahip olur ve Cumhuriyet'in temel değerlerini benimser.

P.O. 23 : Sanatsal ve sportif konulara ilişkin bireysel yeteneklerini geliştirir.

P.O. 24 : Birleşmiş Milletler Sürdürebilir Kalkınma Amaçlarından (BM SKA) en az birini açıklar.

L.O. 1 : Dinleme metinlerinde ana fikir, detay, karşıtlık, neden-sonuç ilişkisi ve zaman ifadelerini ayırt edebilmek

L.O. 2 : Başarı, baskı, hikâye anlatımı ve çevre temalarıyla ilişkili akademik ve mesleki kelime dağarcığını kullanabilmek

L.O. 3 : Görüşlerini açıkça ifade edebilmek, açıklamalar yapabilmek ve fikirlerini gerekçelerle destekleyebilmek

L.O. 4 : İkili ve grup tartışmalarına katılarak etkin iletişim kurabilmek

L.O. 5 : Kısa hikâye anlatımları, vaka sunumları ve tematik konuşmalar yapabilmek

L.O. 6 : Dinleme ve konuşma görevleri yoluyla akıcılığını ve doğruluğunu geliştirebilmek

L.O. 7 : Akademik ve sosyal ortamlarda kendine güvenli bir şekilde iletişim kurabilmek

L.O. 8 : Akranlarından ve öğretmenden aldığı geri bildirimi kullanarak sözlü iletişim becerilerini geliştirebilmek

L.O. 9 : Sınıf dışı öğrenme etkinliklerine (film, podcast, turizm temalı sunumlar vb.) katılarak özerk öğrenme becerisi gösterebilmek

L.O. 10 : Turist rehberliği mesleğiyle bağlantılı konularda İngilizce iletişim kurma yetkinliği kazanabilmek