

Objectives of the Course

The aim of this course is to improve the English listening and speaking skills of Tourism Management students at the A1 (beginner) level. Students will expand their vocabulary through basic everyday topics (introducing oneself, describing family members, campus and study life, shopping), learn to use simple grammatical structures accurately, and gain fluency and confidence through a variety of communicative tasks. Listening activities will focus on understanding gist and details, recognizing numbers and key information, while speaking activities will reinforce participation in pair and group dialogues, asking and answering questions, and delivering short presentations. This course aims to establish the foundation of international communication skills necessary for students’ future careers in tourism management.

Course Contents

This course provides Tourism Management students with fundamental content to improve their English listening and speaking skills at the A1 level. Through authentic listening materials and everyday topics, students will acquire skills such as identifying gist and details, recognizing numerical information, asking and answering questions. Speaking activities will include introducing oneself and others, describing family members, talking about campus and study life, engaging in shopping dialogues. Vocabulary practice will help strengthen basic lexical knowledge, while simple grammatical structures (present simple tense, subject-object pronouns, countable/uncountable nouns) will be applied. Students will engage in pair and group work, role-plays, short presentations, and discussions, thereby building the foundation of English communication competences required in both academic and professional contexts.

Recommended or Required Reading

Macmillan Yayınevi Skillful Listening&Speaking Foundation 3rd Ed., Projector, PC

Planned Learning Activities and Teaching Methods

The course is designed around communicative activities that encourage active student participation. The learning process will involve lectures, listening exercises, Q&A sessions, group discussions, pair work, role-plays, and short presentations. Through authentic audio-visual materials, students will practice understanding gist and details, recognizing numerical information, and expanding their vocabulary. In addition, pair dialogues and group tasks will enable students to apply what they have learned to real-life scenarios. Throughout the course, teacher guidance, peer feedback, and interactive applications will play a central role in supporting the learning process.

Recommended Optional Programme Components

The recommended optional programme components for this course include: English Speaking Clubs: To encourage students to practice communication outside the classroom. Film and Documentary Viewing Activities: To enhance listening skills and develop familiarity with different accents. Tourism-Themed Workshops: Focused on communication scenarios with tourists, customer service, and guiding practices. Digital Applications and Online Platforms: For additional vocabulary development, pronunciation practice, and listening exercises. These components aim to reinforce the listening and speaking skills gained in class and support the use of English in professional tourism contexts.

Instructor's Assistants

Uğur ÜNALIR, Ahmet ÜSTÜNSOY

Presentation Of Course

In-site

Dersi Veren Öğretim Elemanları

Inst. Uğur Ünalır Inst. Ahmet Üstünsoy

Program Outcomes

1. To be able to identify gist and basic information in simple listening texts
2. To be able to use basic vocabulary related to everyday life topics
3. To be able to introduce themselves and others using simple expressions
4. To be able to talk about family, school, and daily routines in short and simple sentences
5. To be able to participate in basic dialogues related to shopping and numbers
6. To be able to ask and answer simple questions in pair dialogues
7. To be able to show improvement in pronunciation, fluency, and confidence
8. To be able to use teacher and peer feedback in simple listening and speaking tasks
9. To be able to integrate English into autonomous learning activities outside the classroom (films, songs, digital apps)
10. To be able to use basic English in tourism management contexts as a foundation for professional communication

Weekly Contents

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
1	Students are expected to review the assigned vocabulary list before class and prepare to say their name, city, and department/program in English.		Lecture, listening drills, repetition, Q&A, pair work, interactive games	Introducing Oneself and Basic Greetings; Listening for Gist	Listening task: simple introduction dialogues (e.g., “Hello, my name is...”) → identifying gist and details Pair work: students introduce themselves to each other and ask basic questions Group game: greeting and introducing themselves to different classmates Vocabulary practice: greetings, names, countries, nationalities (hello, hi, name, from, student, teacher, Turkey, tourist)

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
2	Students are expected to revise numbers, prepare to state their own personal information in English, and review sample question forms.	Lecture, listening exercises, repetition, pair and group work, role-play	Personal Information and Numbers; Listening for Details	Listening task: dialogues with personal information (name, age, phone number, city) → note-taking on details Pair work: students ask and answer personal information questions ("What's your phone number?", "Where are you from?") Role-play: hotel receptionist asking for guest information Vocabulary practice: numbers 1–100, phone number, address, email, city, country
3	Students are expected to prepare a simple "self-introduction speech," learn the English words for their family members, and bring visuals (e.g., family photo, hobby images) to support their presentation.	Presentation skills, revision sessions, pair and group work, peer assessment	Reviewing Personal Information; Short Presentation Techniques and Peer Feedback	Listening task: short introduction speeches → identifying gist and details Mini presentation: students introduce themselves and their families (name, city, age, department, hobbies) Group work: introducing each other in small groups and presenting a partner to the class Peer feedback: completing evaluation forms on pronunciation, fluency, and content Vocabulary practice: family, hobby, student, work, study, travel
4	Students are expected to prepare their own family tree and learn the English words for their family members.	Lecture, vocabulary teaching, listening tasks, pair and group work, role-play	Family Members and Relationships; Listening for Gist and Recognizing Vocabulary	Listening task: short dialogues introducing family members → identifying gist and vocabulary Pair work: students describe their family members and relationships to each other Group activity: drawing a family tree and presenting it in class Role-play: introducing one's family as a tour guide Vocabulary practice: mother, father, sister, brother, parents, children, relatives
5	Students are expected to write down their own daily routines and prepare to describe them in simple English sentences.	Lecture, listening tasks, pair work, group discussion, role-play	Family Life and Daily Routines; Listening for Details and Time Expressions	Listening task: short talks about daily activities of family members → note-taking on details and identifying time expressions Pair work: dialogues on daily routines ("What does your mother/father do every day?") Group discussion: family responsibilities and daily habits Role-play: explaining one's daily schedule as a tour guide Vocabulary practice: wake up, go to work, study, cook, clean, watch TV, usually, always, sometimes
6	Students are expected to review family and daily routine topics, prepare a short role-play scenario, and bring materials for a poster activity.	Revision sessions, group work, role-play activities, peer assessment	Review of Family and Daily Life Topics; Role-plays and Mini Presentations	Listening task: short recordings about family relationships and daily activities → identifying gist and details Role-play: acting out dialogues between family members (e.g., "What do you usually do in the evening?") Mini presentation: students describe their family members' daily life in simple sentences Group activity: preparing a poster on "My family's weekend routine" and sharing it in class Peer feedback: assessing pronunciation and fluency in role-plays and mini presentations Vocabulary review: family and daily routines vocabulary from previous weeks
7	Students are expected to review vocabulary lists from Units 1 and 2, revise listening exercises, and prepare a short talk to introduce their family.	Individual exam, pair dialogue tasks, short presentation, rubric-based assessment	Midterm Exam: Assessment of Listening and Speaking Skills	Listening section: Listening to short dialogues and conversations, answering gist and detail questions Recognizing numbers, personal information, and family-related details Speaking section: Pair dialogue: asking and answering simple questions about personal info and family Mini presentation: student introduces themselves and their family (2 minutes)
8	Students are expected to learn the English names of the places they know on their campus and prepare to share them in class.	Lecture, listening tasks, Q&A, pair work, group discussions	Introduction to School and Campus Life; Listening for Gist and Identifying Places	Listening task: campus tour or school introduction → identifying gist and place names Pair work: asking and answering questions about campus places ("Where is the library?") Group discussion: students share information about their departments and class schedules Vocabulary practice: classroom, library, cafeteria, office, teacher, student, class, subject

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
9	Students are expected to translate their own study schedules into English and prepare to describe their daily study routines in simple sentences.		Lecture, listening tasks, pair work, group discussions, role-play	Daily Study Habits and Campus Life; Listening for Details and Time Expressions	Listening task: short talks about study schedules and campus activities → note-taking on details Pair work: students ask and answer questions about daily study routines ("When do you have English class?", "What time do you go to the library?") Group discussion: students discuss their favorite subjects and campus activities Role-play: as a tourism student, guiding a foreign student around the campus Vocabulary practice: study, read, write, subject, schedule, exam, library, cafeteria
10	Students are expected to prepare a short presentation about their study schedule and write a few sentences about their favorite subject.		Revision sessions, presentation skills, group work, role-play, peer assessment	Review of School and Study Habits; Mini Presentations and Peer Feedback	Listening task: summarizing school life based on short talks → identifying gist and details Mini presentation: students present their daily study schedules to the class Group activity: discussion and short presentations on "My Favorite Subject" Role-play: simple dialogue between student and teacher about a class schedule Peer feedback: assessing pronunciation, fluency, and content in mini presentations Vocabulary review: subjects, times, and campus-related vocabulary from previous weeks
11	Students are expected to review basic shopping sentences and prepare to role-play a simple shopping dialogue in class.		Lecture, vocabulary teaching, listening tasks, pair work, group activities	Introduction to Money and Shopping; Listening for Gist and Recognizing Numbers	Listening task: short shopping dialogues in a store → identifying prices and product names Pair work: students ask and answer about prices ("How much is this?", "It's 20 lira.") Group game: mini shopping scenario in class (students as customer and seller) Vocabulary practice: money, price, lira, dollar, cheap, expensive, buy, sell
12	Students are expected to revise simple sentences about bargaining and price comparisons and prepare to act out shopping dialogues in class.		Lecture, listening tasks, pair work, group discussions, role-play	Shopping and Transaction Dialogues; Listening for Details and Price Comparisons	Listening task: shopping conversations in stores → identifying price comparisons ("cheaper than", "more expensive") Pair work: customer and seller role-play practicing bargaining dialogues Group discussion: challenges tourists face while shopping Role-play: as a tour guide helping tourists during shopping Vocabulary practice: buy, sell, cost, change, receipt, cheaper, more expensive
13	Students are expected to think about their own shopping experiences, prepare a short story or example, and bring visuals to use in their poster work.		Revision sessions, role-play activities, group work, mini presentations, peer feedback	Review of Money and Shopping Topics; Role-plays and Mini Presentations	Listening task: short talks about money and shopping → identifying gist and details Role-play: acting out shopping dialogues between customer, tour guide, and seller Mini presentation: students present their shopping experiences using simple sentences Group activity: preparing a "tourist shopping guide" poster in small groups Peer feedback: evaluating pronunciation and fluency in role-plays and presentations Vocabulary review: revision of money, currencies, and shopping vocabulary from previous weeks
14	Students are expected to revise vocabulary lists from Units 1–4, review their notes, and bring ideas for their final presentation.		Revision sessions, Q&A, mini quizzes, group work, role-play, teacher and peer feedback	General Revision of Units: Self, Family, Study, Money	Listening drills: short recordings from each unit → answering gist and detail questions Speaking activities: dialogues on unit topics (introducing oneself, family, study schedule, shopping scenario) Mini quiz: short test on vocabulary and basic grammar structures Group work: preparation planning for final presentations Role-play: short dialogues with foreign tourists in tourism contexts Peer feedback: evaluating pronunciation and fluency during practice

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
15	Students are expected to review vocabulary lists from all units, prepare their short presentations, and practice sample dialogues before the final exam.		Individual exam, pair dialogue tasks, short presentations, rubric-based assessment, peer feedback	Final Exam: Assessment of Listening and Speaking Skills; Short Presentations	Listening section: Listening to short dialogues and conversations, answering gist and detail questions Recognizing numbers, personal info, family, study, and shopping-related details Speaking section: Pair dialogue: short Q&A about daily life and shopping Mini presentation: student gives a short talk (2–3 minutes) about themselves, their family, study schedule, or shopping experience Peer evaluation: Completing forms on pronunciation, fluency, and content during presentations

Workload

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

Assesments

Activities	Weight (%)
Vize	30,00
Final	40,00
Derse Katılım	10,00
Ödev	20,00

Turizm İşletmeciliği Bölümü / TURİZM İŞLETMECİLİĞİ 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
L.O. 1	3	2	3	2	3	3	3	2	2	2	2	2	5	3	1	1	3	1	2	3	3	2
L.O. 2	3	2	3	2	3	3	3	2	2	2	2	2	5	3	1	1	3	1	2	3	3	2
L.O. 3	3	2	3	2	4	3	3	2	3	2	3	2	5	3	1	1	4	1	2	3	3	2
L.O. 4	3	2	3	2	4	3	3	2	3	2	3	2	5	3	1	1	4	1	2	3	3	2
L.O. 5	3	2	3	2	4	3	3	2	3	3	3	3	5	3	2	2	3	1	2	3	3	2
L.O. 6	3	2	4	2	5	3	3	2	3	3	4	3	5	3	2	2	4	1	2	3	3	2
L.O. 7	3	2	4	2	5	3	3	2	3	3	4	3	5	4	2	2	4	1	2	3	3	2
L.O. 8	3	2	3	2	4	3	3	2	3	3	4	3	5	4	2	2	3	1	2	3	4	2
L.O. 9	2	2	3	2	3	4	4	2	3	3	4	3	5	5	2	2	3	1	2	3	5	3
L.O. 10	4	3	5	3	5	4	4	3	3	3	4	4	5	5	3	3	5	2	4	4	5	3

Table :

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- P.O. 1 :** Turizm sektörünün yapısı, işleyişi ve ülke kalkınmasındaki önemi konusunda bilgi sahibi olur.
- P.O. 2 :** Turizm işletmeciliği alanındaki ve yakın disiplinlerdeki kavramlar, kuramlar, ilkeler ve olgular ile ilgili kapsamlı ve sistemli bilgiye sahip olur
- P.O. 3 :** İngilizcede en az Avrupa Dil Portföyü B2 genel düzeyinde okuma, anlama, konuşma ve yazma becerileri gösterir.
- P.O. 4 :** İkinci bir yabancı dilde en az Avrupa Dil Portföyü B1 genel düzeyinde okuma, anlama, konuşma ve yazma becerileri gösterir.
- P.O. 5 :** Yazılı, sözlü ve sözsüz olarak etkili iletişim kurar ve sunum becerileri gösterir.
- P.O. 6 :** Bilgi ve verileri mesleki anlamda tanımlar, sentezler, analiz eder, yorumlar ve değerlendirir.
- P.O. 7 :** Sahip olduğu bilgiyi bilinen ve yeni sorunların çözümünde kullanır.
- P.O. 8 :** Toplumsal ve mesleki etik değerleri bilir, bunları eleştirel bir bakış açısıyla değerlendirir ve uygun davranışları geliştirir.
- P.O. 9 :** Hem temel hem de alanıyla ilgili bilgi ve iletişim teknolojilerini ve yazılımlarını ileri düzeyde kullanır.
- P.O. 10 :** İşletme, iktisat, yönetim ve pazarlama alanlarındaki temel kavramlar, kuramlar, ilkeler ve olgular hakkında bilgi sahibi olur.
- P.O. 11 :** Turizm işletmelerini (otel işletmesi, seyahat işletmesi, yiyecek içecek işletmesi vb) etkin bir şekilde yönetebilecek yönetim teorilerini ve uygulamalarını bilir ve uygular.
- P.O. 12 :** Turizm alanı ve turizm işletmeciliği ile ilgili ulusal ve uluslararası hukuki düzenlemeleri ve mesleki standartları bilir ve uygular.
- P.O. 13 :** Başkalarıyla ve bağımsız olarak etkin bir şekilde çalışır.
- P.O. 14 :** Kendini kişisel ve mesleki anlamda sürekli geliştirir, kendi kendine öğrenme için sorumluluk alır ve bunu gösterir.
- P.O. 15 :** Kişisel bakıma, hijyene, giyime ve görünüme turizm işletmeciliğinin gerektirdiği şekilde özen gösterir.
- P.O. 16 :** Hizmet alanı ile ilgili fiziksel ortamı, araç gereçleri ve teknolojileri tanır, kullanır ve bakımını yaparak korur.
- P.O. 17 :** Farklı kültürleri tanır, anlar ve farklı kültürlerle iletişim kurar.
- P.O. 18 :** Atatürk ilkeleri ve inkılapları konusunda bilgiye sahip olur ve Cumhuriyet'in temel değerlerini benimser.
- P.O. 19 :** Dünya ve Türkiye kültür ve coğrafyası hakkında ayrıntılı bilgiye sahip olur ve bu bilgileri turizm arzı ve talebi açısından değerlendirir.
- P.O. 20 :** Turizm işletmelerinde hizmet verme süreçlerini bilir ve misafir memnuniyeti sağlayacak şekilde yerine getirir.
- P.O. 21 :** İlgi, yetenek, sosyal duyarlılık ve gönüllülük çerçevesinde kişisel değişime ve gelişime değer katan disiplinler arası alanlarda kendisini geliştirebilir.
- P.O. 22 :** Birleşmiş Milletler Sürdürülebilir Kalkınma Amaçlarından (BM SKA) en az birini açıklar. BM SKA şunlardır: 1) yoksulluk, 2) açlık ,3) sağlıklı ve kaliteli yaşam, 4) nitelikli eğitim, 5) cinsiyet eşitliği, 6) temiz su ve sanitasyon, 7) erişilebilir temiz enerji, 8) insana yakışır iş ve ekonomik büyüme, 9) sanayi, yenilikçilik ve alt yapı, 10) eşitsizliklerin azaltımı, 11) sürdürülebilir şehirler ve topluluklar, 12) sorumlu tüketim ve üretim, 13) iklim eylemi, 14) sudaki yaşam, 15) karasal yaşam, 16) barış, adalet ve güçlü kurumlar, 17) amaçlar için ortak çaba
- L.O. 1 :** Basit dinleme metinlerinde ana fikir ve temel bilgileri ayırt edebilmek
- L.O. 2 :** Günlük yaşamla ilgili konularda temel kelime dağarcığını kullanabilmek
- L.O. 3 :** Kendini ve başkalarını basit ifadelerle tanıtabilmek
- L.O. 4 :** Ailesi, okul ve günlük rutinler hakkında kısa ve basit cümlelerle konuşabilmek
- L.O. 5 :** Alışveriş ve sayılar ile ilgili temel diyaloglara katılabilmek
- L.O. 6 :** İkili diyaloglarda soru sorup cevap verebilmek
- L.O. 7 :** Telaffuz, akıcılık ve özgüven konusunda gelişim göstermek
- L.O. 8 :** Basit dinleme ve konuşma görevlerinde öğretmen ve akran geri bildirimini kullanabilmek
- L.O. 9 :** İngilizceyi sınıf dışı etkinliklerde (film, şarkı, dijital uygulamalar) özerk öğrenme sürecine dahil edebilmek
- L.O. 10 :** Turizm işletmeciliği bağlamında temel İngilizceyi mesleki iletişimin temeli olarak kullanabilmek