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## Developing language competences for Management Tourism students

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### Abstract

At present due to the economic crisis, many companies cut costs, including the work positions. Therefore, only the people who possess the right and extensive skills for the required job, might hold their position. Thus, the purpose of this article is to explore and emphasize the language knowledge and skills which might help students of tourism to get their job and which are also a must for their further careers. The paper also discusses which strategies and techniques these students need to achieve language level B2-C1 according to the Common European Reference Framework for languages. Furthermore, the theoretical knowledge is compared with the practical outcomes, based on student's questionnaire responses. Finally, a model syllabus is provided in order to meet both MT students' and teachers' needs.

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### 1. Introduction

Nowadays, graduates of Management of Tourism find quite difficult to get a job. However, if they are well equipped with management and language skills, they might be successful in getting the job they want. This article provides an answer to latter one - the language skills since the authors of the article have been for more than 15 years involved in the teaching of English for the students of tourism. Moreover, currently, within *Interdisciplinary, Information Cognitive, Linguistics, and Modular Development of Study* (IKLIM) project, they are working together with their colleagues from the Department of Applied Linguistics at the Faculty of Informatics and Management (FIM) of the University of Hradec Kralove (UHK) in the Czech Republic on the methodology of developing language competences for these students.

### 2. Language skills for the Management Tourism (MT) students

In order to succeed in present market, the language level of MT students should reach B2-C1 according to the Common European Reference Framework (CERF 2.6.2012) for languages. In this sense, they should be able in the area of **speaking**:

- express themselves fluently and spontaneously, almost effortlessly (Frydrychova Klimova 2011a);

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- have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions;
- use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas;
- communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances;
- engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment;
- sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker;
- easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics;
- take an active part in informal discussion in familiar contexts, commenting, putting point of view;
- give a lecture, make a fluent telephone call, or make a presentation in the target language.

In the area of the **written speech** MT graduates should be able to:

- express themselves with clarity and precision, relating to the addressee flexibly and effectively;
- express news and views effectively in writing, and relate to those of others.
- write formal and informal letters/ reports, projects, for example from their study stay abroad, write qualified papers, such as dissertations (Frydrychova Klimova 2012).

In the area of **listening comprehension** MT graduates should be able to:

- understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar;
- recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts;
- easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics;
- keep up with an animated conversation between native speakers;
- follow lectures, discussions and debates with relative ease (Hubackova 2011) .

In the area of **reading comprehension** MT graduate should be able to:

- understand in detail lengthy, complex texts, whether or not they relate to their own area of speciality;
- obtain information, ideas and opinions from highly specialised sources within their field;
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively;
- have a broad active reading vocabulary, but may experience some difficulty with low frequency idioms;
- scan quickly through long and complex texts, locating relevant details;
- understand both formal and informal documents, such as articles, news items, reports, manuals, leaflets and formal and informal correspondence.

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