



TOURISM AND THE GASTRONOMIC CULTURE OF SPAIN

Credits: 6 ECTS

Total contact hours: 60

Weekly Schedule: 4 hours per week (2 sessions of 2 hours)

Tutorials: 2 hours per week dedicated to individual or group tutorials for clarifications and academic support.

Teachers:

Web: <https://www.csidiomas.ua.es/es/cursos/espanol/intensivos/complementarios>

REQUIRED TEXTBOOKS AND COURSE MATERIALS

COMPULSORY TEXTBOOKS: PRADA, M. DE; P. MARCÉ; M. BOVET (2016): *Entorno turístico*, Madrid Edelsa.

SUPPLEMENTARY MATERIAL:

Additional materials on the Moodle platform CSI:

<https://moodle.csidiomas.ua.es/login/index.php>.

BIBLIOGRAPHY:

- BECCARIA, C. (Coord.) (2006): *Diccionario de negocios (Business dictionary)*. Deusto – Espasa Calpe.Navarra.
- VV.AA. 82016): *El turismo en Alicante y la Costa Blanca* (Tourism in Alicante and the Costa Blanca) (*Revista/Journal Canelobre*, nº 66), Alicante, Marcial Pons.

- GÓMEZ DE ENTERRÍA, J. (1999): *Correspondencia comercial en español / Commercial correspondence in Spanish*. SGEL, Madrid.
- JUAN, C.R. de (2008): *Temas de turismo / Tourism topics*, Madrid, Edinumen.
- MORENO GARCÍA, C.; M. TUTS (2007): *El español en el hotel / Spanish in the hotel*. Madrid, SGEL.
- MORENO GARCÍA, C.; M. TUTS (2009): *Cinco estrellas. Curso de español para el turismo / Five stars. Spanish for tourism course*, Madrid, SGEL.
- PARDO ABAD, C.J. (2013): *Territorio y recursos turísticos: Análisis geográfico del turismo en España*, Madrid, Ramón Areces / / *Territory and tourist resources: Geographical analysis of tourism in Spain*, Madrid, Ramón Areces.

COURSE DESCRIPTION

The course *TOURISM AND THE GASTRONOMIC CULTURE OF SPAIN* aims to develop students' global communicative competence, with particular emphasis on cultural issues and the pragmatic and linguistic mechanisms specific to the socio-professional field of tourism. To this end, the course examines interactions in tourist contexts—both among professionals and between professionals and clients—while also addressing the specialized lexicon of tourism management, the geography of tourism at national and regional levels, and the gastronomic, historical, artistic, and cultural heritage of Spain and Latin America. Students will engage in activities that focus both on the specialized language of tourism and on the broader cultural and heritage dimensions that shape the impact of tourism in Spain. Linguistic and cultural content are treated as inseparable, reinforcing the integration of language, culture, and professional practice.

LEARNING OUTCOMES

At the end of this level, students will be able to:

- Communicate effectively in Spanish within the tourism sector, using appropriate linguistic tools for professional activity and interaction with clients and colleagues in both Spanish and Latin American contexts.
- Develop communicative competence through the comprehension and production of oral and written texts related to tourism and gastronomy.
- Identify, understand, and produce documents and procedures relevant to tourism services, including the ability to complete and create such texts independently.
- Apply language skills in professional settings, particularly in employee–client interactions across diverse areas of tourism.
- Comprehend and produce professional texts such as emails, letters, guides, itineraries, travel plans, menus, and other related documents.
- Demonstrate knowledge of the geography of tourism in Spain and analyze the impact of tourism on local and regional communities.
- Relate course activities to personal experiences and compare them with their own cultural environment.
- Collaborate across nationalities and cultures in task resolution within the field of tourism, showing respect for cultural diversity; summarize and convey essential information from specialized texts, even when encountering some lexical limitations.
- Develop digital competence applied to professional tasks in tourism environments.
- Recognize and reflect on the importance of impact, sustainability, diversity, and quality in tourism markets.

METHODOLOGY

Throughout the course, students will work with original instructional materials, recommended bibliography, and a range of audiovisual resources, including film excerpts and documentaries related to the topics covered. Classes will be participatory in nature, fostering collective reflection, and will be complemented by asynchronous tasks completed via the Moodle platform. Each student will also complete a final project connected to the course content, to be presented at the end of the term.

The methodological approach is grounded in a communicative framework that integrates autonomous learning—with diverse didactic resources—and interactive classroom sessions. In class, students will engage with both textual and audiovisual materials through activities such as presentations, personal essays, debates, and group discussions. This interactive approach encourages students to draw on their own experiences, compare them with cultural realities in Spain, and critically analyze the materials studied.

The design of activities emphasizes not only the acquisition of language in relation to cultural processes but also the development of communicative, negotiation, and mediation skills. These competencies are particularly relevant for addressing cultural misunderstandings, resolving conflicts, and carrying out collaborative projects within the context of tourism and gastronomy.

Week 1 – Unit 1: The Accommodation Experience

Contents:

- Asking/giving information about times, dates, prices, and booking conditions
- Description of tourist accommodation
- Vocabulary for negotiation and tourism marketing

Tasks:

- Preparatory tasks: vocabulary and language-use activities
- Communicative tasks: reading and listening comprehension related to tourism
- Fill out hotel forms/documents and create an original sample document
- Additional tasks on Moodle

Week 2 – Unit 2: Lodging as an Experience

Contents:

- Lexicon for fairs, congresses, and exhibitions
- Complaint forms; unique accommodations
- Lexicon of hotel services and professions

Tasks:

- Oral simulations: interactions in hotel settings
- Write a complaint letter about a tourist accommodation problem
- Group project: design an original hotel and present its services
- Additional tasks on Moodle

Week 3 – Unit 3: Gastronomy as a Destination (I)

Contents:

- Resources for ordering/serving in restaurants
- Types of restaurants
- Traditional vs. modern catering
- Professions in tourism and hospitality

Tasks:

- Preparatory vocabulary activities
- Communicative tasks: reading and listening comprehension on tourism
- Create menus with typical dishes from different Spanish regions
- Oral simulations: restaurant interactions
- Class debate: *Is traditional gastronomy disappearing?*
- Additional tasks on Moodle

Week 4 – Unit 4: Gastronomy as a Destination (II)

Contents:

- Spain's "temples of gastronomy"
- Enotourism and gastro-tourism
- Lexicon of food and beverages

Tasks:

- Prepare menus featuring regional Spanish products
- Oral simulation: restaurant interactions
- Additional tasks on Moodle

Week 5 – Unit 5: Travel as a Destination (I)

Contents:

- Explaining services and giving instructions
- Online reservations
- Tourist trains and car rentals
- Lexicon of transport, airports, stations, and booking systems

Tasks:

- Preparatory vocabulary tasks
- Reading and listening comprehension on tourism
- Complete online forms for travel portals
- Oral simulation: phone interaction with a car rental service
- Additional tasks on Moodle

Week 6 – Unit 6: Travel as a Destination (II)

Contents:

- Lexicon of new technologies in the tourism sector
- Travel portals

Tasks:

- Preparatory vocabulary tasks
- Write a complaint letter about a transport problem (delay, lost luggage, etc.)
- Group project: create and present a tourism services portal
- Additional tasks on Moodle

Week 7 – Unit 7: New Forms of Tourism

Contents:

- Sun-and-beach tourism and alternatives: rural, sports, adventure, mountain, health, and cultural tourism
- Tourist profiles
- Presentation of heritage resources
- Lexicon: cultural sites, museums, monuments, nature, ecology, and alternative tourism

Tasks:

- Preparatory vocabulary tasks
- Reading and listening comprehension on tourism
- Group project: design a cultural tourism plan
- Write an information request to a Spanish language school
- Class debate: *Social and ecological impact of rural tourism*
- Additional tasks on Moodle

Week 8 – Unit 8: Popular Festivals

Contents:

- Lexicon of festivals and traditions
- Recent history of Spanish festivals
- Presentation of intangible cultural heritage

Tasks:

- Preparatory vocabulary tasks
- Reading and listening comprehension on festivals
- Create an interactive map of Spanish festivals and traditions
- Additional tasks on Moodle

Week 9 – Unit 9: Spanish Routes (I)

Contents:

- Andalusian fairs and the Caliphate Route
- Religious festivals and the White Villages
- Spanish explorers, Don Quixote, and castles
- Lexicon of heritage and travel

Tasks:

- Preparatory vocabulary tasks
- Develop a travel plan for one of the proposed routes

- Present a Spanish monument to the class
- Class debate: *Tourism-phobia? Overtourism in Spain*
- Additional tasks on Moodle

Week 10 – Unit 10: Spanish Routes (II)

Contents:

- The Way of the Castilian Language and the Camino de Santiago
- Green Spain
- Modernism: Gaudí and Barcelona
- Surrealism: Dalí and the Costa Brava
- Great carnivals: Tenerife and Cádiz
- Lexicon of art and religious architecture

Tasks:

- Preparatory vocabulary tasks
- Reading and listening comprehension on tourism
- Develop a travel plan for one of the routes
- Oral simulation: work of a tour guide
- Additional tasks on Moodle

Week 11 – Unit 11: Routes through Hispano-America

Contents:

- Mexico, Central America, the Caribbean, Venezuela, and Colombia
- Economic importance of Spain–Latin America tourism relations
- Spanish in America
- Andean countries: Ecuador, Peru, Bolivia, Uruguay, Paraguay, Chile, Argentina
- Lexicon of American gastronomy

Tasks:

- Preparatory vocabulary tasks
- Present a traditional recipe from one of the destinations, including its history
- Develop a travel plan for one of the proposed routes
- Create a comparative table of Peninsular vs. Latin American tourism/gastronomy lexicon
- Additional tasks on Moodle

Week 12 PRESENTATIONS and FINAL EXAM

Practical Contents

- **Exploring Mediterranean Gastronomy:** Guided visit to traditional markets and/or fish markets in Alicante to discover the richness of local products and the foundations of the Mediterranean diet.
- **Hands-on Culinary Experience:** Cooking workshop focused on traditional Mediterranean recipes and preparation techniques.
- **Introduction to Wine Culture:** Wine tasting session to learn about local varieties, production methods, and pairing traditions.
- **Discovering Festive Traditions:** Visit to the Museum of Bonfires to explore Alicante's most emblematic celebration and its cultural significance.

ADMISSION REQUIREMENTS

To enroll in the **Spanish Tourism and Gastronomic Culture** course, students must meet **one** of the following conditions:

- Have successfully completed at least **Level A1+** at the *Centro Superior de Idiomas*.
- Achieve a minimum of **Level A2** in the *Centro Superior de Idiomas* Placement Test (for new students only).
- Hold an official **A2 level diploma** issued by the *Instituto Cervantes*, an *Escuela Oficial de Idiomas*, or a recognized *university center*

EVALUATION CRITERIA

- The **final grade** will not depend solely on the final exam but will be calculated as the sum of all components outlined in the course's *Evaluation* section. To successfully pass the course, students must achieve an overall average of **at least 6/10**.
- The **assignments** specified in the course outline must be submitted to the teacher on a **weekly basis**. Students will receive detailed guidelines to support the completion of these tasks.

- The **participation grade** will be based on several factors: consistent use of Spanish during class sessions, active involvement in activities, collaboration in group work, and respectful behavior towards classmates and instructors.

Attendance and participation	10%
Activity journal/learning portfolio	20%
Final work and presentation	30%
Final exam	40%
Final exam date: last week of the course.	

Final grades will be available at: <http://www.csidiomas.ua.es/es/cursos/espanol/notas>.

FINAL PROJECT DESCRIPTION

Each student must prepare and present a project based on one of the topics included in this program, choosing from one of the following sections:

a) Routes in Spain

Possible topics include:

- Ferias de Andalucía
- Religious holidays: Holy Week
- Spanish explorers
- Don Quixote and the Castles
- The Way of the Castilian Language
- The Road to Santiago
- Green Spain
- Modernism: Gaudí and Barcelona
- Surrealism: Dalí and the Costa Brava
- Great Carnivals: Tenerife and Cádiz

b) Spanish Gastronomy

Students may choose one of the following options:

- **Designing a Spanish menu:** Prepare and present a PowerPoint with a complete Spanish menu adapted for a group of diners from the student's country. The presentation must include the ingredients and preparation of each dish.
- **Cooking a Spanish recipe:** Prepare a typical Spanish dish or tapa and present in class the preparation process. The project must be documented with photos of each step.

GENERAL GUIDELINES

- The use of **support materials** (e.g., slides, images, handouts) is mandatory to facilitate understanding. However, students should avoid reading directly from their notes; the use of an outline is recommended to organize content.
- The **topic and presentation date** must be agreed upon in advance with the teacher.

COURSE REGULATIONS

1. Language of Instruction

- a. The course is taught entirely in **Spanish**, and students are expected to use Spanish at all times.
- b. From the first day, students should make every effort to communicate in Spanish not only during classroom activities but also in all interactions with the teacher and classmates.

2. Assignments and Exam Access

- a. Completion of all **required assignments and activities** is mandatory in order to access the final exam.
- b. The **dates of exams, assignments, and presentations** are fixed in the syllabus and will not be modified to accommodate personal matters.
- c. Only **one final exam** will be administered during the course; no make-up or additional exam dates will be offered.
- d. Assignments and essays must be submitted by the established deadlines. **Late submissions will not be accepted.**

3. Academic Integrity

- a. Any instance of **plagiarism** in assignments or **cheating** during exams will result in an automatic **failure of the course**.

4. Classroom Policy

- a. The **audio or video recording** of classes (in whole or in part) is strictly prohibited, as is their reproduction or distribution by any means or device.

RECOMMENDED ONLINE RESOURCES FOR LANGUAGE STUDY

- **Dictionary of the RAE** – <https://dle.rae.es/>
The official dictionary of the *Real Academia Española*, essential for checking definitions, spelling, and correct usage of Spanish words.
- **Cervantes Virtual Center** – <https://cvc.cervantes.es/ensenanza/default.htm>
A resource from the *Instituto Cervantes* offering materials for Spanish learning, grammar practice, and cultural content.
- **Language Guide (Vocabulary Practice)** – <http://www.languageguide.org/spanish/vocabulary/>
Interactive vocabulary builder with audio to practice pronunciation and expand word knowledge.
- **Miguel de Cervantes Virtual Library** – <http://www.cervantesvirtual.com/>
A vast digital library of Spanish and Latin American literature, ideal for exploring classic and contemporary texts.
- **Spanish Verb Conjugator** – <http://www.onoma.es/>
A practical tool for practicing and mastering verb conjugations in all tenses and moods.

SOCIAL MEDIA & COMPLEMENTARY ACTIVITIES

Discover our program of complementary cultural and linguistic activities on our website: www.csidiomas.ua.es. Stay connected and participate through our social media channels for additional resources, news, and opportunities to practice Spanish.



All masculine references to students in this document should be understood as referring to both male and female students.