

MAKING TOURISM MARKETING WORK FOR YOU IN THE FOREIGN LANGUAGE CLASSROOM

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Using Tourism Marketing as an authentic source of language in higher education foreign language classes is the focus of this paper which assesses the value of its various agents, texts and voices in French, Spanish, Portuguese, and English. The relevance of authenticity is initially explored to establish its importance for higher education, particularly as connected with Andragogy. Thus, from knowing why something should be learned to valuing error and experience as learning activities to actively planning and evaluating their instruction, foreign language learners in higher education require relevance and problem-centeredness to fuel their intrinsic motivation. This theoretical construct precedes an exploratory perspective of Tourism Marketing, ranging in the graphic and semiotic richness to a plethora of cultural and linguistic messages, with emphasis on the potential of realia in Tourism Marketing for cross-cultural understanding. The cultural dimensions existing or missing in Tourism Marketing, especially the campaigns which have been literally translated, provide a wealth of learning experiences and fuel for teaching not only language but also intercultural awareness. This consideration, when promoted effectively in the language classroom, contributes to a greater recognition of cultural variation and promotion of student strategies for developing skills in global effectiveness. The culmination of the paper is an overarching philosophy of approaches to best practices in teaching the aforementioned foreign languages in Portugal, drawn on a total of 40 years of experience.

Keywords: Foreign Language Teaching, Foreign Language Learning, Teaching Tips, Tourism Marketing, Higher Education

Biographical Notes

María's PhD (2011) on metalinguistics, writing and constructive error perception commemorated 20 years in Europe. Her undergrad work in French and Contemporary International Relations (UC Berkeley 1984-88) included an honor's thesis on immigrant language education in the California Community Colleges while her Master's in Applied Linguistics (UC Davis 1989-1991) was based on further work with the California Department of Education. Teaching at UC Davis, in Madrid, and Oporto preceded her current work at the School of Technology and Management at the Polytechnic

Institute of Guarda. Elected president of the Portuguese Association of Foreign Language Teachers in HE (Aprolínguas) in 2004 and in 2009 she co-founded the Network of Language Centers in Portuguese HE (ReCLes.pt). Her publications are in the areas of teaching methodologies and learning strategies, metacognition, comparative studies, and CLIL-ILCHE.

Florabela's PhD (2014) is in the area of Education, specifically satisfaction with teacher training post-Bologna in Portugal. Her Master's focusing on Supervision in Teacher Training contributes to her teaching in the integrated Master's program for Teacher Training at the School of Education, Polytechnic of Guarda (IPG). Another current Master's degree in Spanish coupled with her Bachelor's in Portuguese/French and Portuguese/Spanish contributes to her Spanish teaching at the School of Tourism and Hotel Management. She participates on IPG juries to determine student application, degree changes, school transfers and special applications and is responsible for on-site training for the Technical Specialization in working with children and youth. She also runs workshops. She has publications and presentations in Education and Foreign Language Teaching.