

## International Training in the Tourism Sector in Higher Education in France

*Tourism is studied as one of the major phenomena of contemporary civilization (Wackermann, 1988). The investments and the more sophisticated management methods devoted to it used to be reserved for the world's largest industries. However, this worldwide phenomenon involves a universal language, English, which has an irresistible power (Kushner, 2002:21) particularly with the trend of globalization and mobility. The spread of the English language is undeniable, an example of this being its use as an official working language in the European Central Bank (Wallraff, 2011) whose head office is in Frankfurt although none of the English-speaking countries is a member of the Economic and Monetary Union. As a result, English has become a recognized factor of international competitiveness (Trouillon, 2014). Moreover, international air travel represents a significant factor in the relevance of the use of the English language. The tourism sector encompasses a broad area of activities. This area represents a field of study which requires meaningful and permanent reflection focused both on the relationship between individual and collective tourism and on the tourism service providers in an evolving cultural and socio-economic environment. Giving a professional purpose to a growing number of training programmes, regardless of the historically dominant position of the university, is one of the main keys to the expansion of the educational component and the implementation of original and effective training. This article aims to reflect on the professional training offered in English in the tourism sector.*

**Keywords:** air transport, culture, English language, higher education, internationalization, master, tourism, training.

### Connection between Research and University Training: Towards a Scientific and Vocational Training in the English Language

The provision of new geographical destinations worldwide is constantly developing. Financial investments have always tended to increase, giving rise to major socio-economic progress in the creation of jobs, structures or infrastructures. Moreover, income from international tourism continues to grow. In fact, it has risen from over US\$ 100 billion in 1980 to US\$ 1,340 billion in 2017 (United Nations World Tourism Organization: UNWTO). In France, tourism represents 7.3% of the GDP (Directorate-General for Enterprises: DGE) and has generated 2 million jobs (Pfimlin, 2018) more than half of which are in the direct and indirect urban areas. The destinations need to increase their competence in economic development, transport or even regional planning to support this progress and gain in appeal and in tourist performance. All this demonstrates the complexity of the tourist service highlighted in table 1 below. The intrinsic characteristics of the tourist service (volatility, personalization and diversity) are intertwined with the temporal and geocultural contexts of the supply.

**Table 1.** *Complexity of the Tourist Service / Technical Characteristic of the Tourist Service combined with the Spaces for Provision of the Service*

	<b>Contexts: Time</b>	<b>Contexts: Geocultural space</b>
<b>Intangibility / volatility (non-material; the tourist service is volatile)</b>	Temporal fragility of tourism and air transport (e.g.: yield management)	Risk of a lack of uniformity and lack of identification of the function chain (e.g. stars in the countries constitute a problem of identification), discontinuity of the value chain.
<b>Individual or collective personalization (culture and civilization)</b>	Problem of reactivity or even of proactivity of tourism and air transport staff. Interaction between institutions and private enterprises	How to incorporate cultural, social and environmental technical values into tourism through travelling personnel and reception personnel.
<b>The diversity of the service: the function chain connected with the service (transport, accommodation, catering, cultural, ancillary services) must be qualitatively uniform to become a value chain. Tourism is a complex and diverse product in different universes</b>	Problem of coordination: time and tourism. The function chain calls for the coordination of “time” between the various functions of the chain. (The great sensitivity of transport to this time factor) Transport becomes key in all tourism.	Spatial coordination of the function chain between the various spatiocultural universes.

Table 1 provides an explanation of the great fragility of the tourist service and also reflects the need for the utmost vigilance on the part of the various operators. This intrinsic complexity of the tourist service (volatility, diversity and personalization) is amplified by the universes applying the tourist service (space-time and geocultural) and by the languages used for business communication.

The multilingual nature of staff who speak several languages within an international organization appears to be one of the prerequisites in the tourist industry, but it is the English language that takes precedence over all other languages and currently reigns as the essential working language.

## 1 Towards an International Training

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3 One of the missions of university education is to establish structural and  
4 operational links between research and the educational framework (Fave-Bonnet,  
5 2011). Whether they are highly apparent or hardly disseminated at all, these links  
6 strongly condition the renewal of the educational methods and the acquisition of  
7 knowledge. Research is not neutral since, through the concerns and work of the  
8 teachers and researchers, the student always finds his place. In fact, he is always  
9 influenced by, sometimes implicated in and often associated with the steps  
10 connected with university research, steps that condition, sometimes very directly,  
11 the content and lines of training of a given course (Parmentier, 2018).

12 The link between research and training therefore allows qualitative synergies  
13 to be created in education, with regard to both the methods of approach and  
14 content. We should therefore deal with this specific point to complete and clarify  
15 our reflection.

16 The quality of training, in whatever field, cannot be declared arbitrarily. It is  
17 “sought”, in the initial meaning of the term, by means of adaptations and  
18 improvements, all directed toward an ideal defined in advance which may vary  
19 depending on the academic leaders and the educational team concerned.

20 Evoking the concept of quality of the “vocational training” service assumes,  
21 above all, a desire for evaluative research (Ervet)<sup>1</sup> which covers this training and  
22 in fact surpasses the traditional and narrow framework of the university world.  
23 Parallel to an academicism necessarily evaluated by the legitimizing university  
24 structures, structures should be introduced that assess the operational nature of this  
25 training<sup>2</sup>. This double condition of an academic and operational nature constitutes  
26 a necessary and inevitable prerequisite to proceed with relevance towards a  
27 qualitative evaluation. “Qualitative nodes” or questioning may be associated with  
28 the identification of the suitability of higher training for the trade and the mission,  
29 a suitability that we consider to be a decisive factor in the training to be offered.

### 30 *Missions and Training*

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33 This mission essentially relates to an expected result. The **concept of a**  
34 **mission** for an enterprise leads to new approaches, strategies and attitudes in  
35 the interests of the organization: [...] “Each department of the enterprise takes  
36 into account its social, societal and environmental responsibility [...]” (Benoît,  
37 2005). Hamel and Prahalad (1994) describe the deliberate vision/mission as  
38 one of the key elements in the formulation of an organization’s long-term  
39 strategy. Persons involved in the mission aim to achieve a specific goal within  
40 a specific framework and with specific resources, without abandoning the  
41 stable base of the mission of the enterprise itself. They have to succeed, report,  
42 supply and obtain something for their organization. There may be two types of  
43 missions:  
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<sup>1</sup>Empirical Research in Vocational Education and Training

<sup>2</sup>The scope of this work does not require us to deal with this subject any further.

- Specific missions
- Ongoing missions

In the first case, the missions have a unique nature while, in the second, they are undertaken on a long-term, recurrent or regular basis. With a view to sustainable tourism, we are engaged in an ongoing mission, just as in the case of training in air transport and tourism.

We would point out that, in French, the word “*métier*” [trade] originates from the old French “*mestier*” and from the Latin “*ministerium*”<sup>3</sup> which, as pointed out by Gaffiot, means “office, service”. In our personal approach, however, we understand the term “*métier*” to mean competence, know-how, technical know-how which makes it possible to achieve the objectives set by the mission of the organization or system (Webster 1949: 530). Moreover, the concept of a trade for human resources describes all the *know-how* acquired, by learning or experience and by the individual (Le Boterf, 2001). A trade may also be perceived to be a social activity, an occupation or even the experience of a specific vocational activity.

#### *Developments and Changes in the Trade*

The trade develops based on the technical and technological developments allowed by a permanently evolving science but also based on sociological, behavioural and environmental adaptations to the world and to its history. This is particularly true for air transport and tourism (Oriane, 2018). In fact, tourism is an activity that is totally dependent on cultural or religious practices, and is also dependent on socio-economic phenomena without forgetting the geopolitical phenomena that determine the contours, attractions or rejections. Air transport and tourism are also subject to the spatiotemporal framework into which they naturally fall which, due to its ongoing fluctuations, gives rise to a great volatility in services. The example of the reopening of the *Air France* route to Teheran in April 2016 provides a perfect illustration of the international cultural differences and an economic adaptation to moving contexts whose effects are felt in tourism as well. In fact, stewardesses are required to wear the hijab when landing in the country in order to respect the customs of the country served. The obligation to wear the hijab during stopovers gives rise to organizational problems within the airline regarding the reorganization of teams but also additional funding, even if these values form part of the values adopted by the airlines, in this specific case Air France.

*Do the stages of training prepare the people “trained” in the culture of the trade, in customary vocational practices and in the potential for change? (Culture and mission)*

The concept of a cross-cutting approach to the culture of the trade passes through an understanding of every aspect of the mission. This approach allows

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<sup>3</sup>“function of a servant, service, function”

a function chain to be established (Porter, 2003) which becomes a value chain and ensures validity. Each enterprise belonging to the sector in question may be perceived to be a chain of activities or operations, each of which contributes to the value of the product or service that the enterprise markets, hence the term value chain. In the field of travel, for example, cruise operators control the entire value chain while claiming the capacity to supervise the chain overall. The construction of training therefore falls entirely within an understanding of this function chain. That is why training endeavours to ensure that students and future executives have a global and systemic vision of the chain of tourist functions, with the aim of transforming the function chain into a value chain. These questions form the qualitative questioning specific to the content of higher vocational training, all the more so as it applies to the leading industry in the world and one of the leading industries in France. In parallel with these questions, we need to consider the place of the English language in international tourism before approaching the implementation of this training.

### **English, the Heart of the International Tourism Trade**

English appears to be the essential working language for engineers, scientists and more generally executives of the global economy. It is also the main language of international communication without which nothing can be done, particularly the drafting of contracts within the scope of globalization, and commercial or even cultural exchanges. The quality of English may certainly vary depending on the jobs held by professionals in the tourist industry but it remains essential whenever the common languages are different. The service to be provided for the tourist must not fail. Hence the importance of a good understanding of the demand. Working in tourism means being in contact with international tourists.

Multilingualism and more particularly the English language allow a link to be created between the different cultures. In fact, an improvement in the quality of life in most of the developed and developing countries, the deregulation of the aviation sector<sup>4</sup>, information technology and the Internet have contributed towards reducing the price of air travel and have thus favoured an increase in the number of passengers. The price of air travel has fallen considerably but the cost per passenger has as well. According to the economist Mark J. Perry, the actual cost per mile (1.6 km) per passenger has fallen from 0.323 dollars to 0.155 dollars, i.e. a drop of 51% (Bugnot, 2013) in 21 years (between 1980 and 2011).

*As tourism continues to grow, the need for training and education grows. In recent years, many colleges and universities have added travel and tourism programs, existing programs have expanded, vocational schools have launched programs, trade associations have introduced education and certification*

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<sup>4</sup>The State's withdrawal from air transport has led to a remarkable fall in airline prices. Deregulation has boosted competition among the airlines, which has caused the prices to fall.

programs, and private firms have opened travel schools. There are job opportunities for administrators, teachers, professors, researchers, and support staff". (Goeldner & Ritchie, 2006: 78)

#### *Suitability of University Training For the Trade and for the Mission in an International Context*

The question of university training, from the Baccalauréat plus a 3-year degree course ("bac+3") and more, to jobs in the tourist and hotel and catering industry has recently formed the subject of studies. In order to better understand the move towards vocational training in the English language, one has to rely on existing research to develop research into requirements. The latest study conducted on the balance between the requirements of tourism jobs and the French provision of higher education in the tourism trade dates back to October 2009 and was conducted by the Directorate-General for Competition, Industry and Services, (DGCIS)<sup>5</sup>. It aimed to register and evaluate bac+3 higher education and beyond, devoted to tourism jobs. It also involved measuring and classifying the difference between the provision of training offered in the current subjects and the requirements of professionals in the sector. The aim was to offer solutions to make up for any discrepancies brought to light.

The survey was conducted on a sample of three types of publics, namely:

- Former students of 26 higher education establishments;
- Training officers; and
- Discussions held with 35 organizations in the tourism sector (enterprises, communities, satellite towns, federations, etc.)

We do not need to consider the study in its entirety but to identify the strengths and weaknesses of training provided in tourism in higher education. Building development research into existing training and ensuring a sustainable and dynamic quality are requirements that need organizations, employees and training officers to be able to react. The results provided by employers are the most interesting to us<sup>6</sup>. Inadequate quality emerges with regard to:

- A knowledge and a business culture perceived as inadequate;
- Too short a time spent on education in the management of organizations and periods of internship;
- A low command of languages overall;
- Inter-personal skills (e.g. leadership, personal development) and a sense of customer service perceived as insufficiently developed, particularly within public training;

<sup>5</sup>The Directorate-General for Competition, Industry and Services (DGCIS) which, since 16 September 2014, has become the Directorate-General for Enterprises (DGE).

<sup>6</sup>Level I corresponds to the Bac+5 according to the MESR nomenclature of degrees of 15/07/2013

- Specializations which are sometimes excessive and poorly understood by employers who are first and foremost looking to recruit skills rather than experts (DGCIS, 2009: 6)

At quantitative level, the employer survey shows that the provision of higher education dedicated to tourism is not sufficiently familiar to or recognized by employers. The margins for improvement recorded by the 3 types of publics show a deficit of international culture with just 8.1% of foreign participants. This result highlights the need for contracts with foreign enterprises as yet hardly developed for these trades despite their international nature. However, universities are not generally assumed to provide training in trades concerning human sciences. This type of training falls into vocational training such as management sciences and foreign languages applied to the air transport and tourism sectors. This development of a university education in human sciences towards more operational markets raises the question “What is meant by vocational training at university level?”

The current situation requires employers to recruit competent operators at all levels. The task of the universities, encouraged by the Directorate-General for Higher Education and Vocational Inclusion, is to provide operational capability based on the courses selected by students. Vocational training is thus at the heart of the development of any training offered.

#### *Particular Nature of the Tourism Sector known as Air Transport: An International Clientele*

In order to facilitate access to the profession, the mission and the trade specific to tourism and to air transport, the English language is not just a medium for communication and culture. It is also a technical medium. All the Incoterms<sup>7</sup> (the reciprocal obligations of the seller and buyer within the scope of an international purchase/sale contract) refer to English both in their form and in their content as well as the technical aviation terms that are all in English. When one realizes this, one understands that English will be used as a support across all the subjects taught to achieve the objectives of the mission and the trade carried out.

#### **The Contribution made by a Scientific Approach to the Trade and Mission on an International Scale**

If university training only exists because a scientific framework exists in the first place, the search for quality teaching passes through two requirements that must be considered for an educational project to be able to become a recognized training course:

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<sup>7</sup>Incoterms: The abbreviation for “International commercial terms” which are standardized terms used to define the “rights and duties” of buyers and sellers participating in international and national trade.

- The quality and quantity of pedagogic supervision.
- The diversity of the educational tools used.

We will not come back to the qualitative and quantitative aspect of pedagogic supervision: it only requires an initial mention without any demonstration; the significance of the diversity of the educational tools to be used, on the other hand, merits further expansion (Napoli, 2017).

The diversity of the educational tools used may reflect two aspects of the quality of training: the ability to diversify the approach adopted by differentiated teaching practices (courses, tutorials, guided self-training, visits to enterprises, participation in conferences, files, practical case studies, work placements, etc.) and the development of teaching synergies (joint preparation of programmes, joint projects with the aid of “design thinking” (Jacovetti, 2017), etc.

The identification and evaluation of educational tools, a study of their relative weight in training and a strict definition of the objectives assigned to each of them may be perceived to be decisive factors of quality.

The “enterprise” and “university” systems have long been considered to be closed systems. For some twenty years, the University-Enterprise partnership (or organization) has become an essential part of the quality of training. The various stages of work between designing and putting together the training project, the stages of implementation of the organization and the stages of opening up onto the international scene are stages that are confirmed by both national and international universities and guarantee a strong relationship between partners that develops in time and space. A pilot study into the quality of programmes was undertaken in order to feed and adapt training to the trade and the mission since, as pointed out by Jean Vincens (2001):

*A degree becomes increasingly necessary to gain access to jobs. But at the same time, the likelihood of being in a specific job with a specific degree is tending to decrease; a degree is becoming increasingly insufficient to access a specific job. (Vincens, 2001: 65)*

### *From Planning to Execution*

With over 1.8 billion international tourists expected by 2030, nations are organizing themselves to better apprehend these new influxes, factors of major economic development in societies. A great deal of progress has been made in all sectors of tourism and air transport since the 25 million international tourists in 1950 and the necessary reorganization of the physical, geographical space.

Nowadays tourism is indissociable from aviation. The arrival of the low-cost airlines in the '90s calls into question the citizen distribution models designed around a single centre formalized by the work of William Alonso (1964) where space takes the form of a uniform plain and where households only maintain relations with the centre: “they will seek to position themselves within the urban space by applying the programme of classical maximization of the rational consumer”. For Péguy, the town is subject to profound configuration changes. Despite the tendency towards urban sprawl, however, it maintains a strong historic



1 centre. In order to draw the best out of the aspects of economic development of our  
 2 cities, aviation and tourism may guide the structural decisions made by the regions  
 3 to resolve shared problems, with a view to gaining considerable mutual benefits in  
 4 the future. Consequently, the development of the low-cost airlines is making a  
 5 large contribution towards the development of air traffic and at the same time the  
 6 diversification of tourist flows from French regional capitals and abroad. The  
 7 International Air Transport Association (IATA) which represents around 260  
 8 airlines, i.e. 83% of world traffic, states that this increase in demand measured in  
 9 *revenue passenger kilometres* (RPK) is “the highest since the recovery in 2010  
 10 following the global financial crisis” of 2008 (IATA).

11 Recent cooperation agreements between the International Civil Aviation  
 12 Organization (ICAO) and the World Tourism Organization (UNWTO) also testify  
 13 to this common desire for joint collaboration for the development of travel and  
 14 tourism.

15 Beyond quantitative data, international tourism is, as we have just seen,  
 16 intrinsically linked to aviation. Communications between the various international  
 17 services and operators necessarily use national languages and the global language  
 18 of business which is currently English. The harmonization of safety and security  
 19 services, passenger rights, aviation and purchases of flights are at the heart of  
 20 international concerns. Hence the need for better training to take more appropriate  
 21 action. One example of international training in international aviation and tourism  
 22 management taught in English has been devised within the university aviation  
 23 department of Toulouse and more specifically the Université Toulouse III, Paul  
 24 Sabatier. Taking the form of a ‘bac+ 5’ [Baccalauréat + Master’s Degree] course,  
 25 this Master’s course integrates the subject of the course with a foreign language  
 26 (Emile)/ Content Learning Integrated Learning (CLIL)<sup>8</sup>, in this case English. The  
 27 Emile concept (Nikula et al., 2013) was developed in the 1990s within the scope  
 28 of the European linguistic policy. The aim of the European Union is “to assist and  
 29 supplement the provision of education and quality vocational training” (Gravé-  
 30 Rousseau, 2011). The Eurydice report (2006), an information network on  
 31 Education in Europe one of whose main missions is to observe the education  
 32 systems of the 31 Member States forming the network, made a large contribution  
 33 towards the preparation of a precise definition of the Emile concept:

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 35 “(...) the Emile concept conveys an innovative methodological approach that goes  
 36 way beyond the teaching of languages. In fact, (...) the language and the non-  
 37 linguistic subject are both taught, without either one taking precedence over the  
 38 other. Moreover, achieving this double objective calls for the introduction of a  
 39 particular approach to teaching: the non-linguistic subject is not learnt in a foreign  
 40 language, but with and through a foreign language. It therefore implies a more  
 41 integrated teaching approach. It thus requires teachers to reflect specifically not on  
 42 teaching languages alone but on the education process in general”. (Eurydice 7).  
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<sup>8</sup>Emile/CLIL: Enseignement d’une matière intégrée en langue étrangère/Content and Language Integrated Learning.

The higher education systems are developing and Emile education opens up prospects of greater mobility for national and international students. This process is accompanied by a desire to build a future as close as possible to the needs of society at a time of globalization of the markets. Consequently, Emile-type training plays a central role in the international tourist industry.

#### *International Master's Degree in Aviation and Tourism (MITAT)*

According to Narcy-Combes (2002), within the scope of research-action, an ongoing evaluation of training is made with the assistance of all parties involved. Evaluations generally take place during development council meetings but also during formal or informal internal meetings. During each stage, whether top-down or bottom-up, the results of the research will be used to improve the system, as we have started to do with the Delphi method, by insisting in future on the integration of the task field and the working language: English for business purposes. We will initially present the MITAT Master's Degree: its creation and its characteristics as a training course. We will then illustrate the pilot research conducted between January and May 2016 within the scope of the transition between the initial period of accreditation of the training course between 2011 and 2016 and its renewal for the period 2016 to 2021. This pilot research forms the methodological basis of the work on revising the model as well as future research into this course.

The proposed creation of English-language training applied to the tourism and aviation sector is a project that has taken two years to develop: an initial research stage on the state of training in the field in France followed by a stage of looking for partners to join the project. The feasibility stage in the scientific centre of Midi-Pyrénées considers the inclusion of training both in a language and in the aviation and tourism service in a scientific centre. The pooling of our thoughts with the Midi-Pyrénées experts in aviation studies (Napoli, 2017) and in the tourism economy (UT1) aims to build a new system complementing the existing system in the region and in France. This pooling was one of the essential stages required for the local and national authorities to accept the project. Once the syllabus/educational programme had been balanced among the local partners, the project was submitted to the secretary general of the ICAO in office in 2009, Mr Taïeb Cherif<sup>9</sup>, to adapt it based on the survey conducted within the civil aviation department and the training requirements of the various member states of the organization. This new training fell within a process of improving the quality of services to be provided at airports and global airport services. Further adaptations were finally made to reach a consensus. The various decision-making authorities of the Université Toulouse III, Paul Sabatier brought this project to fruition in September 2011.

The Master's Degree initially experienced problems of balance in teaching, particularly with regard to languages and organization that needed to be resolved. The "tourism" approach dealt with in each of our Human Sciences disciplines helped a great deal, particularly within the scope of educational harmonization meetings. We had to wait until receiving the initial accreditation, however, to

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<sup>9</sup>Taïeb Cherif: Secretary General from 2003 to 2009.

revise the course with a view to accreditation in 2016. Recourse to the Delphi method, which involves seeking expert opinion to reach a consensus, made it possible to answer many questions with a view to preparing a new programme still geared towards vocational training, but adding the research dimension on the recent recommendations of the High Council for Evaluation of Research and Higher Education (HCERES).

The outline of the course is drawn up entirely in English to reflect the dominant position of this language in the training, but also the strong impact of British culture on the organization of this syllabus reflecting the duality of language and civilization. The curriculum is set out here in tabular form, briefly explaining the content of the modules in a desire for clarity and visibility.

2 Semesters/ UE	ECTS	Courses and Content
<b>UE1 Methodology and communication tools</b>	9	<p><b>Objectives:</b> Acquire and master terms and practical linguistic constructions linked to a given professional context.</p> <p><b>1. Business English (3 ECTS)</b> Rules and uses of English in a professional setting. Case studies, presentations, conferences organized around current topics presented by experts in the field. Practical application within a professional context.</p> <p><b>2. Scientific and Technical English (3ECTS)</b> Practical communication tools, analyses of current economic topics within a professional context. Summary of documents, oral presentations. Assorted supporting materials: documents, audio, articles, video, multimedia, etc.</p> <p><b>3. Language option (Living Language 2) or TOEIC</b> LV 2: choose between Spanish, German or French (FLE)</p>
<b>UE 2. Economics of Air Transport and Tourism</b>	6	<p><b>Objectives:</b> To present economic issues within air transport and international tourism, emphasizing the economic choices that companies face and the methods adopted to put solutions into practice.</p> <p><b>1. Applied Economics of Air Transport (3 ECTS)</b> Presentation of key players: companies, airports, aerial navigation, economics and development of international air transport.</p> <p><b>2. Applied economics of international tourism (3 ECTS)</b> Economics and development of international tourism, case study</p>
<b>UE 3. Air Transport and Tourism Management</b>	9	<p><b>Objectives:</b> Learn to “manage markets” by acquiring a knowledge base and studying the tools and specific practices of air transport. Awareness of strategic issues linked to sales, marketing and quality standards. Practical case studies: Human factors and aerial security, certification,</p>

		<p>software/programs, procedures, maintenance, continual training.</p> <p>Acquire a global vision of the operation and the quality of services in airports, strategies, issues and perspectives of airports.</p> <p><b>1. Airline Management and Marketing (3 ECTS)</b> Marketing and financial management of airlines: the specific features of “low-cost” airlines; global alliances, air transport distribution, commercial policies and marketing practices adopted by domestic, regional or foreign companies.</p> <p><b>2. Security and Safety of Air Transport (3 ECTS)</b> Airport security The liberalization of air traffic and globalization: global consequences in terms of security, constant progress Case studies.</p> <p><b>3. Airport Management (3 ECTS)</b> International and European civil aviation law, airport administrative and legal management.</p>
<b>UE 4. Project Management</b>	6	<p><b>Objectives:</b></p> <p>1. Be able to organize and lead full-term scientific projects within a professional setting using acquired methods and organizational skills while respecting required deadlines.</p> <p>2. Bring linguistic level up to date: emphasis placed on oral expression within a professional setting.</p> <p><b>1. Professional Project Monitoring (3 ECTS)</b> Methodology, scope statement, tools, researching projects, project management, report drafting, personalized follow-up.</p> <p><b>2. English Tutorial (3 ECTS)</b> Personalized interview, personalized professional projects and bringing linguistic level up to date.</p>
<b>UE 5. Professional Training Programme (4 to 6 months)</b>	30	<p><b>Objectives:</b></p> <p>Carry out a management, administrative, marketing and commercialization mission within one of the following: tourism institution, local authority, an international public organization or within the field of air transport, airline, airport, travel agency or air transport administration.</p> <p>Explain and analyse experience acquired in the field from a research perspective while adopting a reflexive attitude.</p> <p>Written and oral presentation of internship report.</p> <p>Research-action: carry out a practical mission, professional setting.</p> <p>Create and present an academic paper of an internship dissertation.</p>

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2 To conclude, the importance of training in foreign languages is indisputable  
3 for the markets to be open to the world. One of the interests lies in not being  
4 limited to a single language but in combining it with other living foreign  
5 languages<sup>10</sup> in order to become a real asset to development in an international

<sup>10</sup> Native language and first foreign language learnt

environment. The other characteristic of the research is that, at the level of both observation and action, it builds on fields subject to complex dynamics exceeding the scope of the organization studied. The Mitat Master's Degree, developed in collaboration with business experts, starts from the need to acquire knowledge. This competence is always pragmatic. To ensure the vocational focus of knowledge, various means are implemented such as internships or simulations. In fact, the air transport and tourism sectors present complex structures comprising airlines, airports, air control and ground handling services, hotel complexes, catering facilities, tourist destinations, etc. and everything is linked by a double communication internally in the mother tongue of the country and externally in the international language of business, namely English. The international characteristics of the sectors call for international cooperation for common rules comprehensible by all operators in the chain who, owing to their influence, require a good command of languages. Moreover, university training would not need to exist if its impact in the business world, corresponding to the latter's existence, were not visible. That is why, within the institutional framework of the second year of the Master's Degree, students have to obtain a work placement in an organization and/or laboratory for a period of 4 to 6 months. This transitional period between the university and the business organization is based on the principles of exchange and transfer of business skills, namely know-how, interpersonal skills, knowledge, attitudes, behaviour: "being competent", in order to be able to act and succeed with relevance and competence in a work situation. It is a matter of adopting a relevant business practice, while incorporating a suitable combination of resources (knowledge, know-how, behaviour, method of reasoning"). (Le Bortef, 2015: 70). In the case of the Mitat Master's Degree, the result of the surveys conducted by the University Observatory on Student Life proves that this training is justified since 90% of the students questioned six months after obtaining their degrees had found jobs in air transport and tourism services.

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