

PROGRAMA CURSO: CONVERSATIONAL ENGLISH II
I Semestre, 2019

Datos Generales

Sigla: TE0400
Nombre del curso: Inglés Conversacional II
Tipo de curso: Práctico
Número de créditos: 3
Número de horas semanales presenciales: 3
Número de horas semanales de trabajo independiente del estudiante: 6
Requisitos: TE-0300
Correquisitos: ninguno
Ubicación en el plan de estudio: Sexto Nivel
Horario del curso: Lunes 15:00-17:50 Aula: 203
Suficiencia: No tiene
Tutoría: No tiene

Datos del Profesor

Nombre: Mag. Eddie Ramírez Rodríguez
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Horas de atención a estudiantes: Viernes 15 – 17:00
Oficina: 10

1. Description of the course

Although this course focuses primarily on oral communication, it will integrate the four language skills to improve students' overall ability in the English Language. Lessons will be highly interactive and they will depend on students' participation for success. A number of speaking techniques will be used to discuss Eco-tourism related topics and students will be required to do ample amounts of reading and writing as well.

2. General Objectives:

1. To promote a positive environment where students can use their knowledge of the language.
2. To increase students' vocabulary, fluency and overall ability to produce the language.
3. To cover topics of interest.
4. To give the students some important skills that they will need when working in their field.
5. To enhance their skills in working together in teams to effectively accomplish a task.

3. Specific Objectives:

1. To increase ESP lexicon to enable students to perform multiple communication tasks in the target language.
2. To practice different types of public speaking that students of Ecotourism may become engaged in when practicing their professions.
3. To improve accuracy in language performance in areas such as grammar, fluency, intonation and rhythm.
4. To widen the students' cultural understanding and its impact on language meaning.

4. Contents:

<ol style="list-style-type: none"> 1. Eco-tourism definition, principles, statements, current status, and challenges. 2. National reality (Plan Nacional de Desarrollo Turístico, challenges, development, current trends, problems, opportunities) 3. Tourism management (emergent markets and trends). 4. Hotel industry (mass tourism: origin, consequences, benefits) 5. Tourism marketing (evolution, new practices and their consequences for travelers and tourism management). 6. Evolution of ecotourism. 7. Tourism and inclusive policies. Law 7600. 8. Ethics in tourism (Global Code of Ethics for Tourism). 	<ol style="list-style-type: none"> 9. Tourism and climate change (new realities, consequences, challenges). 10. Local Rural tourism in Costa Rica (local organized groups or associations, projects, community involvement, productive chains or linkages). 11. Tourism certifications and sustainable practices. 12. The role of private reserves in conservation in Costa Rica. 13. Describing specific species from Costa Rica. 14. Grammar: present perfect, past perfect, passive voice, tag questions, second conditional. 15. Pronunciation: /æ/, /ɔ/, /ə/, /θ/, /ð/, word stress, sentence stress and final consonant sounds. 16. Public Speaking: Persuasive Speech.
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5. Methodology

Course Approach

The course will be organized in a way that provides the students with practical knowledge and hands-on experiences, which will prepare them to interact successfully in the English language on a variety of environmental-tourism topics. Classroom time will be subdivided into the following parts:

A. Public speaking

Activities will be developed to teach listeners how to be sensitive to their needs and interests, and how to talk to and with them, and not at them. Students will be encouraged to communicate ideas to real people, rather than merely stand up and go through the motions of "giving a speech". Practical activities that demonstrate how to effectively produce a persuasive speech will be carried out in class.

B. Grammar and pronunciation

There will be weekly reviews of grammar and pronunciation topics. Practice on the following grammatical structures will be provided: past perfect, passive voice, tag questions, second conditional. Practice on the

following pronunciation aspects will be provided: /æ/, /ɔ/, /ə/, /θ/, /ð/, word stress, sentence stress and final consonant sounds. Two quizzes will be given to students on Grammar and Pronunciation topics.

C. Project:

In pairs, students will analyze the tourist potential of a real site. They will propose a tourist project that takes into account the specific characteristics (infrastructure, weather, accommodation, attractions, and location, among others) of the place. The instructor and the students will meet to discuss the advances of the project before the final presentation at least two times. The final presentation must be developed in a persuasive tone where the group tries to convince the audience to invest in their project (potential investors). This presentation is formal, professional and very persuasive.

D. Field trip

The main goal is for the students to propose a tourism interpretation in the English language of one of the options available at the site. The students will also talk about different measures or guidelines they would follow as managers of the project (how will the resources be used? Which certifications or standards would they pursue? How would the staff need to be trained?). As a second activity, the students will participate in a group discussion about the strengths and weaknesses of the project visited. Appropriate guidelines will be provided before the field trip.

E. Oral presentations on scientific articles:

ESP (English for specific purposes). In pairs, students will present an article related to a topic from the contents of the course. This will allow the students to get in contact with specific vocabulary related to the tourism field. The chosen article has to be approved by the professor at least two weeks before presenting. Other sources might be consulted as well to complement the information from the article. The presentations must be very dynamic and well-organized. The topics have to be addressed critically from a current perspective. Students are expected to incorporate the principles of public speaking in these demonstrations. Besides, they should prepare a short activity for the group to grasp the content of each article and assimilate its main ideas. This activity must generate discussion. Students will upload the article and a summary of it for the rest of the class to read one week before the presentation. This summary will also include key vocabulary related to the topic that will be used in the presentation (the terms and their meaning). The day of the presentation, the rest of the class will bring 3 possible discussion questions to be used in a question-answer exchange, where points of view about the topic at hand are developed. This will be a follow-up activity.

F. In-class tasks: Three graded-in-class-tasks will be carried out during the course. They will be based on the topics mentioned in each of them

1. **A talk show:** the class will be divided in two groups, one group of students will assume the role of authorities in the field of **Tourism Management**. Another group will act as the audience, they will be in charge of asking questions to the people in the panel (Authorities) creating in this way a discussion. For example students may search a video related to the topic and then organize the discussion based on the main points of the video. After the first talk show, students change roles and another talk show begins, this time, with a different video related to the same topic.

2. **Debate:** Based on the topic of the Hotel Industry in Costa Rica, students will decide on two opposing facts, ideas, or positions, then they will organize and present a debate. Students will be divided in two groups: presenters and audience. Each debating group will have to assign who will defend each opposing idea, and who will be the moderator. At the end, the audience makes questions. After the first debate, students change roles and the second debate begins.
3. **Persuasive Speech:** Each student will present a four minute persuasive speech about which Costa Rican natural species should be best protected.

Each evaluation task in this course will be graded using a corresponding rubric, which will be informed and commented with the students before each presentation.

6. Evaluation

Description	Percentage
2 Oral presentations on scientific articles	20% (10% each, 7% presentation, 3% summary and article)
3 Graded in-class tasks	25% (The obtained percentage will be the average of the three presentation scores.)
Field Trip	15% (5% group discussion, 10% presentation)
Project presentation	20% (10% oral presentation, 10% written report)
2 Quizzes (Grammar and Pronunciation)	20% (10% each)

7. Tentative Timetable

Conversational English II / I SEMESTER 2019		
Date	Topic	Activities
1. March 11	Syllabus discussion. Course description, activities and evaluations. Course expectations.	Course orientation and guidelines. Selection of topics for Oral Presentations. Diagnostic activities (grammar, speaking, pronunciation). Discussion of course expectations. <i>Homework: Read the theory about persuasive speech. / Prepare a game that includes tourism specialized lexicon.</i>

2. March 18	Tourism specialized lexicon. Public Speaking: Persuasive Speech Grammar: review of simple past and past progressive. Introduction of the present perfect	Persuasive speech: class discussions about theory. Presentation of game (small groups). Review of the Simple Past and Past Progressive Use of the Present Perfect Homework: Practice about the Simple Past, Past Progressive, and Present Perfect
3. March 25	Public Speaking: Persuasive Speech Grammar: The Past Perfect Eco-Tourism: Definition, principles, current status and challenges	Persuasive speech: class discussions about theory Explanations and activities: The Past Perfect Student Oral Presentation 1: Eco-tourism definition, principles, statements, current status, and challenges. Homework: Practice about the Past Perfect
4. April 1	National Reality of Tourism Development Pronunciation: /æ/ - /ɔ/ - /ə/ Project Preparation Talk Show Preparation	Student Oral Presentation 2: National reality (Plan Nacional de Desarrollo Turístico, challenges, development, current trends, problems, opportunities) Activities to practice pronunciation. Project advance discussion #1 (place chosen, reasons, objectives, timetable, resources and information needed) Preparation of Talk Show Presentation on Tourism Management
5. April 8	Tourism Marketing Tourism Management Grammar: Passive Voice	Student Oral Presentation 3: Tourism Marketing Talk Show on Tourism Management Explanations and activities: Passive Voice Homework: Practice about the Passive Voice
6. April 15	Easter Week (No class)	
7. April 22	Semana Universitaria Grammar: Passive Voice	Additional activities on Passive Voice Preparation of debate on the Hotel Industry Homework: Second practice about the Passive Voice
8. April 29	Evolution of Ecotourism The Hotel Industry	Student Oral Presentation 4: Evolution of Ecotourism Debate on the Hotel Industry

9. May 6	Tourism and Inclusive Policies (Law 7600)	Student Oral Presentation 5: Tourism and inclusive policies Quiz 1: Grammar and Pronunciation
10. May 13	Tourism and Climate Change Pronunciation: Word Stress and Sentence Stress Pronunciation: /θ/ and /ð/	Student Oral Presentation 6: Tourism and Climate Change Activities to practice pronunciation.
11. May 18 (Saturday)	Field Trip	Field Trip
12. May 27	Field Trip Discussion Project Preparation	Field Trip Presentations and Class Discussion Project advance discussion #2 (work done so far, objectives accomplished, pending matters).
13. June 3	Local Rural Tourism in Costa Rica Grammar: Tag Questions Pronunciation: Final consonant clusters	Student Oral Presentation 7: Local Rural Tourism in Costa Rica Explanation and activities about Tag Questions Homework: Practice about Tag Questions
14. June 10	Tourism Certifications and Sustainable Practices Specific Species from Costa Rica	Student Oral Presentation 8: Tourism certifications and sustainable practices Persuasive speeches on species from C.R.
15. June 17	The Role of Private Reserves in Conservation in Costa Rica Grammar: Second Conditional Project Preparation	Student Oral Presentation 9: The Role of Private Reserves Activities on the second conditional Group work to prepare final details for the project presentation Homework: Practice about the Second Conditional
16. June 24	Ethics in Tourism	Student Oral Presentation 10: Ethics in Tourism Quiz 2: Grammar and Pronunciation
17. July 1	Final Project Presentations (All the groups will present their	First Groups present their projects (30 minutes per group, plus 10 minutes for questions from the

	written report this day)	audience)
18. July 8	Final Project Presentations Final Grades	Remaining Groups present their projects (30 minutes per group, plus 10 minutes for questions from the audience)
19. July 15	Make-up Test / Proficiency Test	

Notes:

- This chronogram and list of activities is tentative. The development of the topics depends on the students' needs, situations that happen during the semester, and the consideration of the professor.

8. References

Alfaro, V., Flores, B. & Flores, M. (2002). Basic English Syntax. Editorial de la Universidad de Costa Rica: Ciudad Universitaria Rodrigo Facio.

Alfaro, V. & Flores, B.(2012). Basic English Syntax (2nd Ed.). Editorial de la Universidad de Costa Rica: Ciudad Universitaria Rodrigo Facio.

Dale, P & Poms, L. (2005) English Pronunciation Made Simple. Pearson Education: New York.

Genzel, R. & Gummings, M. G. (1994). Culturally Speaking (2nd Ed.). Heinle & Heinle: USA

Jones, L. (2005). Welcome: English for the travel and tourism industry (2nd Ed.). Cambridge: Cambridge University Press.

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McCarthy, M. & O'Dell, Felicity (2005). English Collocations in Use. Cambridge: Cambridge University Press.

McCarthy, M., O'Dell, Felicity, & Shaw, E. (2001). Basic Vocabulary in Use. Cambridge: Cambridge University Press.

Murphy, R. (2003). Grammar in Use Intermediate (2nd Ed.). Cambridge: Cambridge University Press.

Porter, P. & M. Grant. (1992) Communicating effectively in English: oral communication for non-native speakers (2nd ed.). Boston, Massachusetts : Heinle & Heinle

Storti, C. (1994) Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Differences Intercultural Press Inc.: Maine, USA

Redman, E. (2007). English Vocabulary in Use. Cambridge: Cambridge University Press

www.ticotimes.net

www.ecotourism.org

Otras referencias/links

<http://www2.unwto.org> , <http://www.weforum.org> , www.pnuma.org, <http://www.fedecatur.net>
www.actuarcostarica.com , <http://turismoruralcr.com> , <http://iucn.org> , [Center for Responsible Travel](http://www.responsibletravel.com), [Conservation International](http://www.conservationinternational.org), <http://earthcharterinaction.org> , [CANAECO](http://www.canaeco.org) , [SustainableTrip.org](http://www.sustainabletrip.org), [UN-Water](http://www.unwater.org), [World Water Day](http://www.worldwaterday.org), [World Wildlife Fund](http://www.worldwildlife.org), [Tourism Voice Magazine](http://www.tourismvoice.com)
