



COURSE PROGRAM: Conversational English II
TE0400
I-2020

Information of the course

Major: B.A. in Ecotourism

Sixth Year

Credits: 3

Requisite: TE0300

Co-requisite: None

Type of course: Theoretical / Workshop

Class hours: 3, Mondays, 15 - 18

Office hours: Fridays, 15 – 17

Professor

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I Course Description

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 Ecotourism related topics and students will be required to do ample amounts of reading and writing as well.

II Objectives

General Objective:

Students will be able to show strategic, sociolinguistic, and discourse competence in English in order to have a better linguistic performance in the professional field of ecotourism, reinforcing previously acquired knowledge and going deeper into their process of mastering the language.



Specific Objectives:

By the end of the semester, students will be able to:

- Increase their vocabulary, fluency, and overall ability to produce the language.
- Develop appropriate oral presentations about topics of interest.
- Develop some important skills that they will need when working on their field.
- Enhance their skills in working together in teams to effectively accomplish a task.
- Increase ESP lexicon to enable students to perform multiple communication tasks in the target language.
- Put into practice different types of public speaking that they may become engaged in when working as professionals on their fields.
- Improve accuracy in language performance in areas such as grammar, fluency, intonation and rhythm.
- Widen the students' cultural understanding and its impact on language meaning.

III Contents

These are the topics that will be developed throughout the semester.

1. Eco-tourism definition, principles, statements, current status, and challenges.	9. Tourism and climate change (new realities, consequences, challenges).
2. National reality (Plan Nacional de Desarrollo Turístico, challenges, development, current trends, problems, opportunities)	10. Local Rural tourism in Costa Rica (local organized groups or associations, projects, community involvement, productive chains or linkages).
3. Tourism management (emergent markets and trends).	11. Tourism certifications and sustainable practices.
4. Hotel industry (mass tourism: origin, consequences, benefits)	12. The role of private reserves in conservation in Costa Rica.
5. Tourism marketing (evolution, new practices and their consequences for travelers).	13. Describing specific species from Costa Rica.
6. Evolution of ecotourism.	14. Grammar: present perfect, past perfect, passive voice, tag questions, second conditional.
7. Tourism and inclusive policies. Law 7600.	15. Pronunciation: /æ/, /ɔ/, /ə/, /θ/, /ð/, word stress, sentence stress and final consonant sounds.
8. Ethics in tourism (Global Code of Ethics for Tourism).	16. Public Speaking: Persuasive Speech.

IV Methodology

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 about them with their classmates. 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: present perfect, past perfect, passive voice, tag questions, second conditional. Practice on the pronunciation of the following sounds will be provided: /æ/, /ɔ/, /ə/, /θ/, /ð/, as well as aspects like 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 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?). 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 groups, one group of students will assume the role of authorities in the field of **Tourism Management**. The others 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. Students will look for a short video related to the topic and then organize the discussion based on the main points of it. After the first talk show, students change roles and another talk show begins, this time, with a different video related to the same topic. The same procedure will apply for the remaining groups.
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 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. The same procedure applies for the rest of the debates.
3. **Persuasive Speech:** Each student will present a four-minute persuasive speech about the topic of **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.

V Evaluation

Description	Percentage
Oral presentation on a scientific article	15% (10% presentation, 5% summary, activity, and article)
3 Graded in-class tasks	30% (10% each)
Field Trip	15% (group discussion)
Project presentation	20% (10% oral presentation, 10% written report)
2 Quizzes (Grammar and Pronunciation)	20% (10% each)

-Because this course meets only once a week, attendance and participation are essential. It is also necessary to arrive on time.



- Avoid eating in class or coming in and out. Take advantage of breaks for that purpose.
- All assignments must be completed ON TIME on the day assigned. No make-up assignments or quizzes will be accepted.
- 5 hours per week is the minimum amount of time that should be spent on reviewing and practicing material covered in class and carrying out assignments. Because this course will be moving at a rapid pace, it will be very important that you refer to the classroom materials to reinforce learning.
- No Spanish will be allowed in class. Students should take advantage of the limited opportunity they have to express themselves in a second language once a week.

VI Bibliography

- 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.
- McCarthy, M. & O'Dell, Felicity (2002). English Idioms in Use. Cambridge: Cambridge University Press.
- 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



Other References / 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 World Water Day](http://www.unwater.org), [World Wildlife Fund](http://www.worldwildlife.org), [Tourism Voice Magazine](http://www.tourismvoice.com)

VII Tentative Chronogram

Conversational English II / I SEMESTER 2020		
Date	Topic	Activities
1. March 9	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 16	Tourism specialized lexicon. Public Speaking: Persuasive Speech Grammar: review of simple past and past progressive. 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 <i>Homework: Practice about the Simple Past, Past Progressive, and Present Perfect</i>
3. March 23	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 Students' Oral Presentation 1: Eco-tourism definition, principles, statements, current status, and challenges. <i>Homework: Practice about the Past Perfect</i>



<p>4. March 30</p>	<p>National Reality of Tourism Development Pronunciation: /æ/ - /ɔ/ - /ə/ Project Preparation Talk Show Preparation</p>	<p>Students' Oral Presentation 2: National reality (Plan Nacional de Desarrollo Turístico, challenges, development, current trends, problems, opportunities)</p> <p>Activities to practice pronunciation.</p> <p>Project advance discussion #1 (place chosen, reasons, objectives, timetable, resources and information needed)</p> <p>Preparation of Talk Show Presentation on Tourism Management</p>
<p>5. April 6</p>	<p>Easter Week (No class)</p>	
<p>6. April 13</p>	<p>Tourism Marketing Tourism Management Grammar: Passive Voice</p>	<p>Student Oral Presentation 3: Tourism Marketing</p> <p>Talk Show on Tourism Management</p> <p>Explanations and activities: Passive Voice</p> <p><i>Homework: Practice about the Passive Voice</i></p>
<p>7. April 20</p>	<p>Semana Universitaria Grammar: Passive Voice</p>	<p>Additional activities on Passive Voice Preparation of debate on the Hotel Industry</p> <p><i>Homework: Second practice about the Passive Voice</i></p>
<p>8. April 27</p>	<p>Evolution of Ecotourism The Hotel Industry</p>	<p>Student Oral Presentation 4: Evolution of Ecotourism Debate on the Hotel Industry</p>
<p>9. May 4</p>	<p>Tourism and Inclusive Policies (Law 7600)</p>	<p>Student Oral Presentation 5: Tourism and inclusive policies Quiz 1: Grammar and Pronunciation</p>
<p>10. May 11</p>	<p>Ethics in Tourism Pronunciation: Word Stress and Sentence Stress Pronunciation: /θ/ and /ð/</p>	<p>Student Oral Presentation 6: Ethics in Tourism Activities to practice pronunciation. Field Trip Guidelines</p>



11. May 18	Tourism and climate change Grammar: Tag Questions Pronunciation: Final consonant clusters	Student Oral Presentation 7: Local Rural Tourism in Costa Rica Explanation and activities about Tag Questions Final Consonant Clusters <i>Homework: Practice about Tag Questions</i>
12. May 23 (Saturday)	Field Trip	Field Trip
13. June 1	Field Trip Discussion Project Preparation	Field Trip Class Discussion Project advance discussion #2 (work done so far, objectives accomplished, pending matters).
14. June 8	Local Rural Tourism in Costa Rica Specific Species from Costa Rica	Student Oral Presentation 8: Tourism and climate change Persuasive speeches on species from C.R.
15. June 15	Tourism Certifications and Sustainable Practices Grammar: Second Conditional Project Preparation	Student Oral Presentation 9: Tourism certifications and sustainable practices Activities on the second conditional Group work to prepare final details for the project presentation <i>Homework: Practice about the Second Conditional</i>
16. June 22	The Role of Private Reserves in Conservation in Costa Rica	Student Oral Presentation 10: The Role of Private Reserves Quiz 2: Grammar and Pronunciation
17. June 29	Final Project Presentations (All the groups will present their written report this day)	First Groups present their projects
18. July 6	Final Project Presentations	Remaining Groups present their projects
19. July 13	Make-up Test / Proficiency Test	