



COURSE PROGRAM:
TE-0400 Conversational English II
I-2021

General Information

TE-0400

Conversational English II

Type of course: Theoretical / Workshop (Virtual)

Credits: 3

Weekly Class hours: 3

Weekly Out of Class hours: 6

Requisite: TE - 0300

Co-requisite: None

Schedule: Mondays, 15 – 18

Instructor's Information

Name: Mag. Eddie Ramírez Rodríguez

Email: eddie.ramirez@ucr.ac.cr

Phone number: 8328 0608

Office hours: Fridays, 15 – 17 (email or scheduled Zoom sessions)

Virtual Lessons' Rules:

“Este curso es virtual. Se utilizará la plataforma institucional Mediación Virtual para colocar los documentos y vídeos del curso. Además, se usará para realizar tareas, exámenes y foros. Se atenderán los aspectos establecidos en la Resolución VD-11489-2020 (Lineamientos para la planificación, orientación e implementación de la actividad docente durante el segundo ciclo lectivo de 2020 en la Universidad De Costa Rica. En el marco del estado de Emergencia Nacional declarada vía Decreto Ejecutivo No. 42227-MP-S, vigente desde el pasado lunes 16 de marzo de 2020, por el riesgo de contagio de la enfermedad Covid-19 y de conformidad con lo establecido por la Resolución R-158-2020 y las Circulares R-19-2020 y R-21-2020 que entre otros aspectos establece que durante el II ciclo del año 2020, las actividades académicas se desarrollarán bajo la modalidad virtual, utilizando la plataforma de Mediación Virtual y cualquier otra herramienta estará enlazada con ella.

Reglas para la virtualidad (RESOLUCIÓN VD-11489-2020): los medios de comunicación oficial para este curso es mediación virtual y el correo institucional solamente, el WhatsApp en ninguna



circunstancia es una vía oficial de comunicación, una clase virtual requiere la misma presentación personal de una clase presencial (siempre usar camiseta o camisa), si la clase es sincrónica usted debe estar disponible en cualquier momento de la clase, en caso contrario se considerará ausente, sus entregables deben tener nombre digital adecuado (Practice1-Kevin Brenes) además del nombre dentro del documento, las dudas sobre el curso y los entregables, serán aclaradas solo en horarios de consulta de forma escrita y de forma sincrónica en el espacio para este efecto vía zoom.”

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. Students' participation will take place through video-conference tools, as well as other synchronous and asynchronous activities. 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.

II. 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.

III. 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 skills 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.

IV. Contents

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

1. Eco-tourism definition, principles, statements, current status, and challenges.	8. Tourism and climate change (new realities, consequences, challenges).
2. National reality of Eco-tourism (Current national policies to reactivate tourism, challenges, development, current trends, problems, opportunities)	9. 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).	10. Tourism certifications and sustainable practices.
4. Tourism marketing (evolution, new practices and their consequences for travelers).	11. The role of private reserves in conservation in Costa Rica.
5. Tourism and inclusive policies. Law 7600.	12. Describing specific species from Costa Rica.
6. Ethics in tourism (Global Code of Ethics for Tourism).	13. Grammar: present perfect, past perfect, passive voice, tag questions, second conditional.
7. Reactivation of the Tourism Sector during and after the Covid 19 pandemic	14. Pronunciation: /æ/, /ɔ/, /ə/, /θ/, /ð/, word stress, sentence stress and final consonant sounds.
	15. Public Speaking: Persuasive Speech.

V. 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, always through virtual environments and using different virtual tools. 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, and the 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 (their classmates) to invest in their project (potential investors). This presentation is formal, professional and very persuasive.

D. Field trip

Students will virtually visit a touristic place or recall a previous field trip they did in previous semesters. 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 places (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 previously or virtually visited places. Appropriate guidelines will be provided before.

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. 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, anecdote, news, or story 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. The same procedure will apply for the remaining groups.

- Debate:** Based on the topic of the **Reactivation of the Tourism Sector during and after the Covid 19 pandemic**, 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.
- 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.

VI. 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)
Virtual or Previous Field Trip Speech and Discussion	10% (group discussion)
2 Quizzes (Grammar and Pronunciation)	20% (10% each)
Project presentation	20% (10% oral presentation, 10% written report)
Class participation: attendance to synchronous lessons, preparation of assigned activities, active role in class discussions and classmates' presentations, short assignments	5%

-Because this course meets only once a week, attendance and participation are essential, as well as completion of all the assigned tasks for each week, both, synchronous and asynchronous.

- All assignments must be completed ON TIME on the day assigned. No make-up assignments or quizzes will be accepted.



-6 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 synchronous or asynchronous spoken or written class activities. Students should take advantage of the limited opportunity they have to express themselves in a second language during the week.

VII. Tentative Timetable

Conversational English II / I SEMESTER 2021		
Date	Topic	Activities
Week 1: April 5	<ul style="list-style-type: none"> 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 2-minute persuasive speech on a topic of your interest (in the field of tourism), putting into practice the information in the material you read.</i>
Week 2 April 12	<ul style="list-style-type: none"> 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 short speeches. 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>
Week 3 April 19	<ul style="list-style-type: none"> 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>Week 4 April 26</p>	<ul style="list-style-type: none"> National reality of Eco-tourism Pronunciation: /æ/ - /ɔ/ - /ə/ Project Preparation Persuasive Speech Preparation 	<p>Students' Oral Presentation 2: National reality of Eco-tourism (Current national policies to reactivate tourism, 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 Persuasive Speech about Species to be Protected in Costa Rica</p> <p><i>Homework: Additional Follow-up activities</i></p>
<p>Week 5 May 3</p>	<p>Labor Day National Holiday (No class)</p>	
<p>Week 6 May 10</p>	<ul style="list-style-type: none"> Tourism Marketing Species to be Protected in Costa Rica Grammar: Passive Voice 	<p>Students' Oral Presentation 3: Tourism Marketing</p> <p>Persuasive Speech on Species to be Protected in Costa Rica</p> <p>Explanations and activities: Passive Voice</p> <p><i>Homework: Practice about the Passive Voice</i></p>
<p>Week 7 May 17</p>	<ul style="list-style-type: none"> Tourism and inclusive policies. Law 7600. Grammar: Passive Voice 	<p>Students' Oral Presentation 4: Tourism and Inclusive Policies, Law 7600</p> <p>Additional activities on Passive Voice</p> <p>Preparation of debate on the Reactivation of the Tourism Sector during and after the Covid 19 pandemic</p> <p><i>Homework: Second practice about the Passive Voice</i></p>



<p>Week 8 May 24</p>	<ul style="list-style-type: none"> • Ethics in tourism • Reactivation of the Tourism Sector during and after the Covid 19 pandemic 	<p>Students' Oral Presentation 5: Ethics in tourism (Global Code of Ethics for Tourism)</p> <p>Debate: Reactivation of the Tourism Sector during and after the Covid 19 pandemic</p> <p><i>Homework: Additional follow-up activities and practice for Quiz 1</i></p>
<p>Week 9 May 31</p>	<ul style="list-style-type: none"> • Tourism and climate change (new realities, consequences, challenges). • Quiz 1 	<p>Students' Oral Presentation 6: Tourism and climate change (new realities, consequences, challenges).</p> <p>Quiz 1: Grammar and Pronunciation (Simple Past, Past Progressive, Present Perfect, Past Perfect, Pronunciation: /æ/ - /ɔ/ - /ə/, Passive Voice)</p>
<p>Week 10 June 7</p>	<ul style="list-style-type: none"> • Local Rural Tourism in C.R. • Pronunciation : Word Stress and Sentence Stress • Pronunciation: /θ/ and /ð/ 	<p>Students' Oral Presentation 7: Local Rural tourism in Costa Rica (local organized groups or associations, projects, community involvement, productive chains or linkages).</p> <p>Activities to practice pronunciation and word stress.</p> <p>Virtual / Previous Field Trip Presentation Guidelines</p> <p><i>Homework: Additional Follow-up activities</i></p>
<p>Week 11. June 14</p>	<p>Virtual Field Trip Speeches and Group Discussion</p> <p>Project Preparation</p>	<p>Field Trip Class Discussion</p> <p>Project advance discussion #2 (work done so far, objectives accomplished, pending matters).</p>



<p>Week 12 June 21</p>	<ul style="list-style-type: none"> • Tourism Certifications • Grammar: Tag Questions • Pronunciation: Final consonant clusters • Grammar: Second Conditional 	<p>Student Oral Presentation 8: Tourism certifications and sustainable practices.</p> <p>Explanation and activities about Tag Questions and Final Consonant Clusters</p> <p>Explanation about the second conditional</p> <p>Preparation of Talk Show on Tourism Management</p> <p><i>Homework: Practice about Tag Questions, Final Consonant Clusters, and The Second Conditional</i></p>
<p>Week 13 June 28</p>	<ul style="list-style-type: none"> • The Role of Private Reserves in Conservation in C.R. • Tourism Management 	<p>Students' Oral Presentation 9: The Role of Private Reserves in Conservation in C.R.</p> <p>Talk Show presentations</p> <p>Activities on the second conditional</p> <p><i>Homework: Practice for Quiz 2</i></p>
<p>Week 14 July 5</p>	<ul style="list-style-type: none"> • Project Preparation • Quiz 2 	<p>Group work to prepare final details for the project presentation</p> <p>Quiz 2: Grammar and Pronunciation (Word Stress and Sentence Stress, Pronunciation: /θ/ and /ð/, Tag Questions, Final consonant clusters, Second Conditional)</p>
<p>Week 15 July 12</p>	<p>Final Project Presentations (All the groups will send their written report this day)</p>	<p>First Groups present their projects</p>
<p>Week 16 July 19</p>	<p>Final Project Presentations</p>	<p>Remaining Groups present their projects</p>



<p>Week 17</p> <p>July 26</p>	<p>Make-up Test / Proficiency Test</p> <p>Since July 26 is a national holiday, these tests will be on Tuesday, <u>July 27</u></p>	
---	---	--

VIII. 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