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**COURSE PROGRAM:**  
**TE0400 Conversational English II**  
**I-2023**

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**General Information**

**TE0400**  
**I Cycle 2023**  
**Major: B.A. in Ecotourism / 4<sup>th</sup> Year**  
**Conversational English II**  
**Type of course:** Theoretical / Workshop  
**Credits:** 3  
**Weekly Class hours:** 3  
**Weekly Out of Class hours:** 4  
**Requisite:** TE - 0300  
**Co-requisite:** None  
**Schedule:** Mondays, 13 – 16



**Este curso es Bajo Virtual.**

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**Instructor's Information**

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**Phone number:** 8328 0608  
**Office hours:** Wednesdays, 15 – 17

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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. Students' participation will take place through different class activities, 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.

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## 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.
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#### IV. Contents

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

<ol style="list-style-type: none"> <li>1. Eco-tourism definition, principles, statements, current status, and challenges.</li> <li>2. National reality of Eco-tourism (Current national policies to reactivate tourism, challenges, development, current trends, problems, opportunities)</li> <li>3. Tourism management (emergent markets and trends).</li> <li>4. Tourism marketing (evolution, new practices and their consequences for travelers).</li> <li>5. Tourism and inclusive policies. Law 7600.</li> <li>6. Ethics in tourism (Global Code of Ethics for Tourism).</li> <li>7. Reactivation of the Tourism Sector after the Covid 19 pandemic</li> </ol>	<ol style="list-style-type: none"> <li>8. Tourism and climate change (new realities, consequences, challenges).</li> <li>9. Local Rural tourism in Costa Rica (local organized groups or associations, projects, community involvement, productive chains or linkages).</li> <li>10. Tourism certifications and sustainable practices.</li> <li>11. The role of private reserves in conservation in Costa Rica.</li> <li>12. Describing specific species from Costa Rica.</li> <li>13. Grammar: present perfect, past perfect, passive voice, tag questions, second conditional.</li> <li>14. Pronunciation: /æ/, /ɔ/, /ə/, /θ/, /ð/, word stress, sentence stress and final consonant sounds.</li> <li>15. Public Speaking: Persuasive Speech.</li> </ol>
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#### 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 class activities and 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 visit a touristic place. 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 visited places. Appropriate guidelines will be provided before.

## **E. Oral presentations on scientific articles, ESP (English for specific purposes).**

In pairs or individually, 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.
2. **Debate:** Based on the topic of the **Reactivation of the Tourism Sector 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.
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.

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## 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)
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 lessons, preparation of assigned activities, active role in class discussions, group work 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.

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

-4 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 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 2023		
Date	Topic	Activities
<p><b>Week 1:</b></p> <p><b>March 13</b></p>	<ul style="list-style-type: none"> <li>• Syllabus discussion.</li> <li>• Course description, activities and evaluations.</li> <li>• Course expectations.</li> </ul>	<p>Course orientation and guidelines.</p> <p>Selection of topics for Oral Presentations.</p> <p>Diagnostic activities (grammar, speaking, pronunciation).</p> <p>Discussion of course expectations.</p> <p><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></p>
<p><b>Week 2</b></p> <p><b>March 20</b></p>	<ul style="list-style-type: none"> <li>• Tourism specialized lexicon.</li> <li>• Public Speaking: Persuasive Speech</li> <li>• Grammar: review of simple past and past progressive.</li> <li>• Grammar: The Present Perfect and The Past Perfect</li> </ul>	<p>Persuasive speech: class discussions about theory.</p> <p>Presentation of short speeches (diagnostic).</p> <p>Review of the Simple Past and Past Progressive</p> <p>Explanations and activities: The Present Perfect and the Past Perfect</p> <p><i>Homework: Practice about the Simple Past, Past Progressive, Present Perfect, and Past Perfect</i></p>

<p><b>Week 3</b> <b>March 27</b></p>	<ul style="list-style-type: none"> <li>• Eco-Tourism: Definition, principles, current status and challenges</li> <li>• National reality of Eco-tourism</li> <li>• Persuasive Speech Preparation</li> <li>• Guidelines for Final Project</li> </ul>	<p><b>Students' Oral Presentation 1: Eco-tourism definition, principles, statements, current status, and challenges.</b></p> <p><b>Students' Oral Presentation 2: National reality of Eco-tourism (Current national policies to reactivate tourism, challenges, development, current trends, problems, opportunities)</b></p> <p>Project Guidelines</p> <p>Preparation of Persuasive Speech about Species to be Protected in Costa Rica</p> <p><i>Homework: Decide on Groups to work on final project and possible place to carry it out.</i></p>
<p><b>Week 4</b> <b>April 3</b></p>	<p><b>Holiday: Holy Week</b></p>	<p><b>No Class</b></p>
<p><b>Week 5</b> <b>April 10</b></p>	<p><b>Holiday: Juan Santamaría Day</b></p>	<p><b>No Class</b></p>
<p><b>Week 6</b> <b>April 17</b></p>	<ul style="list-style-type: none"> <li>• Species to be Protected in Costa Rica</li> <li>• Tourism Marketing</li> <li>• Tourism and inclusive policies. Law 7600.</li> </ul>	<p><b>Persuasive Speech on Species to be Protected in Costa Rica</b></p> <p><b>Students' Oral Presentation 3: Tourism Marketing</b></p> <p><b>Students' Oral Presentation 4: Tourism and Inclusive Policies, Law 7600</b></p>



<p><b>Week 7</b>  <b>April 24</b></p>	<ul style="list-style-type: none"> <li>• Pronunciation: /æ/ - /ɔ/ - /ə/</li> <li>• Grammar: Passive Voice</li> <li>• Debate Preparation</li> </ul> <p>Project Preparation</p>	<p>Activities to practice pronunciation.</p> <p>Explanations and activities: Passive Voice</p> <p>Preparation of debate on the Reactivation of the Tourism Sector after the Covid 19 pandemic</p> <p>Project advance discussion #1: Place chosen, reason for choosing it, objectives, timetable, resources needed, and information needed.</p> <p><i>Homework: Practice on Pronunciation / Practice about the Passive Voice</i></p>
<p><b>Week 8</b>  <b>May 1</b></p>	<p><b>Holiday: Labor Day</b></p>	<p><b>No Class</b></p>
<p><b>Week 9</b>  <b>May 8</b></p>	<ul style="list-style-type: none"> <li>• Reactivation of the Tourism Sector after the Covid 19 pandemic (How has the process been?)</li> <li>• Quiz 1 Preparation</li> </ul>	<p><b>Debate: Current Process of Reactivation of the Tourism Sector during and after the Covid 19 pandemic</b></p> <p>Practice for Quiz 1</p> <p><i>Homework: Study for Quiz 1</i></p>
<p><b>Week 10</b>  <b>May 15</b></p>	<ul style="list-style-type: none"> <li>• Ethics in tourism</li> <li>• Tourism and climate change (new realities, consequences, challenges).</li> </ul>	<p><b>Students' Oral Presentation 5: Ethics in tourism (Global Code of Ethics for Tourism)</b></p> <p><b>Students' Oral Presentation 6: Tourism and climate change (new realities, consequences, challenges).</b></p>

	<ul style="list-style-type: none"> <li>Quiz 1</li> </ul>	<p><b>Quiz 1: Grammar and Pronunciation (Simple Past, Past Progressive, Present Perfect, Past Perfect, Pronunciation: /æ/ - /ɔ/ - /ə/, Passive Voice)</b></p>
<p><b>Week 11</b> <b>May 22</b></p>	<ul style="list-style-type: none"> <li>Local Rural Tourism in C.R.</li> <li>Tourism Certifications</li> <li>Pronunciation : Word Stress and Sentence Stress</li> <li>Pronunciation: /θ/ and /ð/</li> <li>Preparation of Field Trip Presentation</li> </ul>	<p><b>Students' Oral Presentation 7: Local Rural tourism in Costa Rica (local organized groups or associations, projects, community involvement, productive chains or linkages).</b></p> <p><b>Student Oral Presentation 8: Tourism certifications and sustainable practices.</b></p> <p>Activities to practice pronunciation and word stress.</p> <p>Field Trip Presentation Guidelines</p> <p><i>Homework: Exercises on pronunciation and word/sentence stress topics</i></p>
<p><b>Week 12</b> <b>May 29</b> <b>(Saturday, June 3)</b></p>	<p><b>Field Trip</b></p>	<p><b>The field trip takes place on Saturday, June 3, so there is no class on Monday, May 29.</b></p>
<p><b>Week 13</b> <b>June 5</b></p>	<ul style="list-style-type: none"> <li>The Role of Private Reserves in Conservation in C.R.</li> <li>Grammar: Tag Questions</li> <li>Pronunciation: Final consonant clusters</li> </ul>	<p><b>Students' Oral Presentation 9: The Role of Private Reserves in Conservation in C.R.</b></p> <p>Explanation and activities about Tag Questions and Final Consonant Clusters</p> <p>Explanation about the second conditional</p>

	<ul style="list-style-type: none"> <li>Grammar: Second Conditional</li> </ul>	<p><i>Homework: Practice about Tag Questions, Final Consonant Clusters, and The Second Conditional</i></p>
<p><b>Week 14</b> <b>June 12</b></p>	<p>Field Trip Speeches and Group Discussion</p> <p>Project Preparation</p> <ul style="list-style-type: none"> <li>Talk Show Preparation</li> </ul>	<p><b>Field Trip Class Discussion</b></p> <p>Project advance discussion #2: Improvements of advance 1, description of proposal, arguments to convince investors, pending matters.</p> <p>Preparation of Talk Show about Tourism Management</p>
<p><b>Week 15</b> <b>June 19</b></p>	<ul style="list-style-type: none"> <li>Tourism Management</li> <li>Quiz 2 Preparation</li> </ul>	<p><b>Presentation of Talk Shows about Tourism Management</b></p> <p>Practice for Quiz 2</p> <p><i>Homework: Study for Quiz 2</i></p>
<p><b>Week 16</b> <b>June 26</b></p>	<ul style="list-style-type: none"> <li>Project Preparation</li> <li>Quiz 2</li> </ul>	<p>Group work to prepare final details for the project presentation</p> <p><b>Quiz 2: Grammar and Pronunciation (Word Stress and Sentence Stress, Pronunciation: /θ/ and /ð/, Tag Questions, Final consonant clusters, Second Conditional)</b></p>
<p><b>Week 17</b> <b>July 3</b></p>	<p><b>Final Project Presentations</b></p>	<p><b>Groups present their projects, both the oral and written part</b></p>

<b>Week 18</b> <b>July 10</b>	<b>Make-up Test / Proficiency Test</b>	

### VIII. Bibliography

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