

COURSE PROGRAM:
TE0300 Conversational English I
II-2023

General Information

TE0300
Conversational English I
II Cycle 2023
Major: B.A. in Ecotourism / 3rd Year
Type of course: Theoretical / Workshop (Low Virtual)
Credits: 3
Weekly Class hours: 4
Weekly Out of Class hours: 3
Requisite: LM-1002
Co-requisite: None
Schedule: Mondays, 13 – 17



Instructor's Information

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I. Course Description

This workshop-type course has been designed to help students improve and increase fluency and accuracy in Ecotourism-related topics. The course will provide personal, interpersonal, and creative strategies for students to build on their interactive skills. Since one of the major purposes of education is to enable a person to speak clearly and confidently, the course will also provide the learners with the basic principles of oral communication in different situations like speeches, debates, talk shows, among others. Some grammar and vocabulary topics will go hand-in-hand with the contents and development of the course.

II. General Objective

Provide strategic, sociolinguistic and discourse competence in English to students in order to have a better linguistic performance in the professional field of ecotourism.

III. Specific Objectives:

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

- Increase fluency on issues concerning Ecotourism and express ideas with greater confidence and solid background knowledge.
 - Organize, plan, and present informative speeches based on audience-centered interaction.
 - Acknowledge their personal contribution to the conservation and destruction of the environment.
 - Increase their use of essential idioms and phrasal verbs.
 - Produce more complex utterances using advanced grammatical structures.
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IV. Contents

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

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|-----------------------------------------------------|--------------------------------------------------------|
| 1. Current Situation of Tourism in Costa Rica | 6. Global Warming and its Consequences |
| 2. Biodiversity in Costa Rica | 7. Guidelines for Being a Successful Tour Guide |
| 3. Basic Costa Rican History for Foreigner Tourists | 8. The Hotel Industry in Costa Rica and its Management |
| 4. Describing Specific Endangered Species in C.R | 9. Life Zones in Costa Rica |
| 5. Evolution of Ecotourism | 10. National Parks and Reserves |

11. Pre-Columbian cultures and their influence in Costa Rican Tourism
12. Social Problems in Costa Rica that Affect the Tourism Field
13. Covid 19 Pandemic: Challenges in the Tourism Sector
14. Potential Tourist Attractions
15. Improvements, Strengths, and Weaknesses in our Touristic Places
16. Environmental Hazards
17. Tourism Development in Costa Rica in Comparison to other Countries
18. Health and Wellness Tourism and its relation with Ecotourism
19. Adventure Tourism and its relation with Ecotourism

Language Structures

1. The Past Tense, *would+base verb* and *used to* for past habits
2. Gerunds and Infinitives
3. Reported Speech
4. Idioms
5. Use of Adverbs
6. The First Conditional

En este curso se utilizará la plataforma institucional Mediación Virtual en la modalidad bajo virtual para colocar los documentos pertinentes, presentaciones, materiales y vídeos del curso. Las actividades asincrónicas se realizarán por medio de tareas y foros. El entorno funcionará como medio de comunicación ante cualquier eventualidad que se presente y será el medio para la atención de estudiantes, unido al correo institucional.

V. Methodology

The course will be organized in a way that provides the students with practical knowledge and hands-on experience which will prepare them to interact successfully with native and non-native speakers of English on a variety of environmental topics. It will include the following important components:

A. Public speaking: Talk Show, Debate, Persuasive Speech

There will be activities to analyze listeners in terms of how to be sensitive to their needs and interests. Students will be encouraged to communicate ideas to real groups of listeners, rather than merely stand up and go through the motions of “giving a speech,” and apply practical activities to analyze the audience, select a topic and a specific purpose, devise a central idea, find verbal and visual support material, and design effective introductions and conclusions as well. They will develop these presentations based on topics related to ecotourism, which is their specific field of study.

B. ESP (English for specific purposes)

During most of the class periods, students individually will have to deliver an oral presentation related to topics that have to do with the students’ major. The students have to choose different sources related to the assigned topics. The sources have to be approved by the professor at least one week before the presentation. Moreover, they have to be sent to the rest of the class together with a summary of their main ideas and a list of the most relevant vocabulary words in the sources, with their corresponding definitions in English. The list must have a minimum of 10 well-chosen words. These presentations must be very dynamic and well-organized. Students are expected to incorporate the principles of public speaking in these demonstrations and prepare a short activity for the group. The day of the presentation, the rest of the class will bring questions to be used in a question-answer exchange. This will be a follow-up activity to grasp the content of each presentation and assimilate the main ideas. The evaluation sheet which will be used to assess these demonstrations will be discussed with the students.

C. Grammar and idioms

Students will have explanations from the teacher and useful practice about the use of different idioms, as well as of the following grammar topics: past tense, *would+base verb* and *used to* for past habits, gerunds and infinitives, reported speech, use of adverbs, and first conditional sentences.

D. Field trip-based Project

The field trip will be a final class project which will imply a careful and systematic preparation. We will visit a touristic place in order to analyze it in detail, and prepare a detailed report of advantages, disadvantages, opportunities of improvement, and realistic proposals. The goal is for the students to put the language of biodiversity into application in a real context. The destination

will be announced during the first weeks of the course. Appropriate guidelines will also be provided.

E. Lab Activities

The course includes a series of Lab activities that students need to complete, most of which will be asynchronous. They will be evaluated according to specific guidelines and rubrics.

VI. Evaluation

Description	Percentage
1 Oral presentation about the course topics	15% (10% presentation, 5% summary and sources)
3 Graded in-class tasks on public speaking (Talk Show, Debate, Individual Persuasive Speech)	30% (10% each)
Field Trip Project Presentation	20% (10% oral presentation, 10% written report)
2 Quizzes (Grammar and Idioms)	20% (10% each)
Lab Assignments	10%
Class participation: attendance to lessons, preparation of assigned activities, active role in class discussions and classmates' presentations	5%

-Because this course meets only once a week, attendance, punctuality, and participation are essential.

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

-3 hours per week is the minimum amount of time that should be spent on preparing, 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.

VII. Tentative Timetable

Week	Date	Contents	Activities
1	August 14	Holiday: Mother's Day	No Class
2	August 21	"Inclusión" Registration Period	No Class – Students had to register during the "Inclusión" period.
3	August 28	<p>Syllabus discussion</p> <p>Course description, activities and evaluations</p> <p>Course expectations Introduction to the course</p> <p>Guidelines for Oral Presentations</p> <p>The Current Situation of Tourism in Costa Rica</p>	<p>Course orientation and guidelines</p> <p>Diagnostic activities (grammar, speaking, pronunciation)</p> <p>Discussion of course expectations</p> <p>Guidelines and dates for oral presentations based on articles</p> <p>Distribution of topics for Oral Presentations</p> <p>Discussions and analysis of the current situation of tourism in Costa Rica</p>

		The Past Tense, <i>would+base verb</i> and <i>used to</i> for past habits	Explanations and activities: The Past Tense
4	September 4	Biodiversity in Costa Rica Basic Costa Rican History for Foreigners The Past Tense, <i>would+base verb</i> and <i>used to</i> for past habits	Students' oral presentation 1: Biodiversity in Costa Rica Students' oral presentation 2: Basic Costa Rican History for Foreigners Explanations and activities: The Past Tense
5	September 11	Describing Specific Endangered Species in C.R. Evolution of Ecotourism Gerunds and Infinitives	Students' oral presentation 3: Describing Specific Endangered Species in C.R. Students' oral presentation 4: Evolution of Ecotourism Explanations and activities: Gerunds and Infinitives Preparation of talk show: The Covid 19 Pandemic: Challenges in the Tourism Sector
6	September 18	Global Warming and its Consequences Gerunds and Infinitives The Covid 19 Pandemic: Challenges in the Tourism Sector	Students' oral presentation 5: Global Warming and its Consequences Explanations and activities: Gerunds and Infinitives Talk Show: The Covid 19 Pandemic: Challenges in the Tourism Sector

7	September 25	<p>Reported Speech</p> <p>Guidelines for Being a Successful Tour Guide</p> <p>Adventure Tourism and its relation with Ecotourism</p>	<p>Explanations and activities: Reported Speech</p> <p>Students' oral presentation 6: Guidelines for Being a Successful Tour Guide</p> <p>Student's Oral Presentation 7: Adventure Tourism and its relation with Ecotourism</p> <p>Practice for Quiz 1</p>
8	October 2	Life Zones in Costa Rica	<p>Students' oral Presentation 8: Life Zones in Costa Rica</p> <p>Grammar Quiz 1 (The Past Tense, Gerunds and Infinitives, Reported Speech)</p>
9	October 9	<p>National Parks and Reserves</p> <p>Environmental Hazards</p> <p>Idioms</p>	<p>Students' oral Presentation 9: National Parks and Reserves</p> <p>Student's oral Presentation 10: Environmental Hazards</p> <p>Explanations and activities: Idioms</p> <p>Preparation of Debate: The Hotel Industry in Costa Rica and its Management</p>

10	October 16	<p>Pre-Columbian cultures</p> <p>Adverbs</p> <p>The Hotel Industry in Costa Rica and its Management</p>	<p>Students' oral Presentation 11: Pre-Columbian cultures and their influence in Costa Rican Tourism</p> <p>Explanations and activities: Adverbs</p> <p>Debate: The Hotel Industry in Costa Rica and its Management</p>
11	October 23	<p>Social Problems in Costa Rica that Affect the Tourism Field</p> <p>Health and Wellness Tourism</p> <p>The First Conditional</p>	<p>Students' oral Presentation 12: Social Problems in Costa Rica that Affect the Tourism Field</p> <p>Student's Oral Presentation 13: Health and Wellness Tourism and its Relation with Ecotourism</p> <p>Explanations and activities: The First Conditional</p> <p>Practice for Quiz 2</p> <p>Field Trip Project Guidelines</p>
12	Saturday, October 28	Field Trip	<p>Since our field trip will be on a Saturday, we won't meet on Monday, October 30</p>

13	November 6	Field Trip Discussion	Field Trip's Class Discussion Grammar Quiz 2 (Idioms, Adverbs, The First Conditional) Persuasive Speech preparation: Potential Tourist Attractions
14	November 13	Potential Tourist Attractions Final Project Preparation	Persuasive Speeches: Potential Tourist Attractions Final Project Preparation
15	November 20	Field Trip Project Presentations	Field Trip Project Presentations (First Groups) – All groups send the written part this day.
16	November 27	Field Trip Project Presentations	Field Trip Project Presentations (Last Groups)
17	December 4	Make-up Test / Proficiency Test (Ampliación / Suficiencia)	

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.

Beebe, S and Beebe S. Public Speaking: An audience-centered approach. Allyn & Bacon. 2000

Benjamin, S. *The Public Speaking Handbook*. U.S.A: GoodYear Books, 1996.

Schaller, K. *Principles of effective public speaking: Student workbook*. Boston, MA: McGraw-Hill, 2002.

McCarthy, M & O'Dell, F. *English Collocations in Advanced Use*. UK: Cambridge University Press, 2008.

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