

COURSE PROGRAM:
TE0300 Conversational English I
II-2024

General Information

TE0300
Conversational English I
II Cycle 2024
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: 5
Requisite: LM-1002
Co-requisite: None
Schedule: Fridays 8-12



Instructor's Information

Name: Mag. Eddie Ramírez Rodríguez
Email: eddie.ramirez@ucr.ac.cr
Phone number: 8328 0608
Office hours: Fridays 13 - 15

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.
-

IV. Contents

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

- | | |
|---|--|
| 1. Current Situation of Tourism in Costa Rica | 6. Global Warming and its Consequences in the Tourism Sector |
| 2. Biodiversity in Costa Rica | 7. What Tour Guides Need in order to be Competent and Successful |
| 3. Basic Costa Rican Historical Data for Foreign 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: Current Challenges in the Tourism Sector
14. Potential Tourist Attractions in C.R.
15. Improvements, Strengths, and Weaknesses in our Touristic Places
16. Environmental Hazards and its influence in the Tourism Sector
17. Tourism Development in Costa Rica in Comparison to other Countries
18. Health and Wellness Tourism and its relationship with Ecotourism
19. Adventure Tourism and its relationship 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 Zero and First Conditionals (Present Real Conditionals)

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 actividades de laboratorio. 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 (Ecotourism). 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 presentations. Moreover, they have to be shared with 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 presentations 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 the zero and first conditionals (Present Real Conditionals)

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

students to put the language about ecotourism 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. These lab activities correspond to the fourth hour the course includes in its schedule. Some days, these activities will be developed on site, or used to complete other class activities.

VI. Evaluation

Description	Percentage
1 Oral presentation about the course topics	15% (10% oral presentation, 5% written part)
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.

-4 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 16	<p>Syllabus discussion</p> <p>Course description, activities and evaluations</p> <p>Course expectations</p> <p>Introduction to the course</p> <p>Guidelines for Oral Presentations</p>	<p>Course orientation and guidelines</p> <p>Diagnostic activities (grammar, speaking, pronunciation)</p> <p>Discussion of course expectations</p> <p>Guidelines, dates, and topics for oral presentations based on articles</p>
2	August 23	<p>The Current Situation of Tourism in Costa Rica</p> <p>Past Tense</p> <p>Review of guidelines for oral presentations based on articles</p>	<p>Discussions and analysis of the current situation of tourism in Costa Rica</p> <p>Explanations and activities: Past Tense</p> <p>Guidelines Review</p>

3	August 30	<p>Biodiversity in Costa Rica</p> <p>Basic Costa Rican Historical Data for Foreign Tourists</p> <p><i>Would+base verb and used to for past habits</i></p>	<p>Students' oral presentation 1: Biodiversity in Costa Rica</p> <p>Students' oral presentation 2: Basic Costa Rican Historical Data for Foreign Tourists</p> <p>Explanations and activities: <i>Would+base verb and used to for past habits</i></p> <p>Preparation of talk show: Covid 19 Pandemic: Current Challenges in the Tourism Sector</p>
4	September 6	<p>Describing Specific Endangered Species in C.R.</p> <p>Gerunds and Infinitives 1</p> <p>Covid 19 Pandemic: Current Challenges in the Tourism Sector</p>	<p>Students' oral presentation 3: Describing Specific Endangered Species in C.R. – Birds and Reptiles</p> <p>Explanations and activities: Gerunds and Infinitives</p> <p>Talk Show: Covid 19 Pandemic: Current Challenges in the Tourism Sector</p>
5	September 13	<p>Describing Specific Endangered Species in C.R.</p> <p>Describing Specific Endangered Species in C.R.</p> <p>Gerunds and Infinitives 2</p>	<p>Students' oral presentation 4: Describing Specific Endangered Species in C.R. – Amphibians and Fish</p> <p>Students' oral presentation 5: Describing Specific Endangered Species in C.R. - Mammals</p> <p>Explanations and activities: Gerunds and Infinitives</p>

6	September 20	<p>Reported Speech 1</p> <p>What Tour Guides Need in order to be Competent and Successful</p> <p>Adventure Tourism and its relationship with Ecotourism</p>	<p>Explanations and activities: Reported Speech</p> <p>Students' oral presentation 6: What Tour Guides Need in order to be Competent and Successful</p> <p>Student's Oral Presentation 7: Adventure Tourism and its relationship with Ecotourism</p>
7	September 27	<p>Reported Speech 2</p> <p>Life Zones in Costa Rica</p> <p>National Parks and Reserves</p>	<p>Explanations and activities: Reported Speech</p> <p>Students' oral Presentation 8: Life Zones in Costa Rica</p> <p>Students' oral Presentation 9: National Parks and Reserves</p> <p>Practice for Quiz 1</p>
8	October 4	<p>Pre-Columbian cultures and their influence in Costa Rican Tourism</p>	<p>Students' oral Presentation 10: Pre-Columbian cultures and their influence in Costa Rican Tourism</p> <p>Grammar Quiz 1 (The Past Tense, Gerunds and Infinitives, Reported Speech)</p> <p>Preparation of Debate: The Hotel Industry in Costa Rica and its Management</p>

9	October 11	<p>Idioms</p> <p>Social Problems in Costa Rica that Affect the Tourism Field</p> <p>The Hotel Industry in Costa Rica and its Management</p>	<p>Explanations and activities: Idioms</p> <p>Students' oral Presentation 11: Social Problems in Costa Rica that Affect the Tourism Field</p> <p>Debate: The Hotel Industry in Costa Rica and its Management</p> <p>Field Trip Project Guidelines</p>
10	October 18	Field Trip	Field Trip
11	October 25	<p>Adverbs</p> <p>Field Trip Discussion</p> <p>Environmental Hazards and its influence in the Tourism Sector</p> <p>Health and Wellness Tourism and its relationship with Ecotourism</p>	<p>Explanations and activities: Adverbs</p> <p>Field Trip's Class Discussion</p> <p>Student's oral Presentation 12: Environmental Hazards and its influence in the Tourism Sector</p> <p>Student's Oral Presentation 13: Health and Wellness Tourism and its relationship with Ecotourism</p>
12	November 1	<p>The Zero and First Conditionals (Present Real Conditionals) 1</p> <p>Evolution of Ecotourism</p> <p>Global Warming and its Consequences in the Tourism Sector</p>	<p>Explanations and activities: The Zero and First Conditionals</p> <p>Student's Oral Presentation 14: Evolution of Ecotourism</p> <p>Student's Oral Presentation 15: Global Warming and its Consequences in the Tourism Sector</p> <p>Persuasive Speech preparation: Potential Tourist Attractions</p>

13	November 8	<p>The Zero and First Conditionals (Present Real Conditionals) 2</p> <p>Tourism Development in Costa Rica in Comparison to other Countries</p> <p>Potential Tourist Attractions</p>	<p>Explanations and activities: The First Conditional</p> <p>Student's Oral Presentation 16: Tourism Development in Costa Rica in Comparison to other Countries</p> <p>Persuasive Speeches: Potential Tourist Attractions</p> <p>Practice for Quiz 2</p>
14	November 15	<p>Final Project Preparation</p>	<p>Grammar Quiz 2 (Idioms, Adverbs, The First Conditional)</p> <p>Final Project Preparation</p>
15	November 22	<p>Field Trip Project Presentations</p>	<p>Field Trip Project Presentations (First Part) – All groups send the written part this day.</p>
16	November 29	<p>Field Trip Project Presentations</p>	<p>Field Trip Project Presentations (Second Part)</p> <p>Final Grades</p>
17	December 6	<p>Make-up Test / Proficiency Test (Ampliación / Suficiencia)</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.

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.

Kohnhorst, K. *A Phrasal Verb Affair*. Albany, NY: Pro Lingua Associates, Publishers, 2003.

Watkins, Dana. *The Idiom Advantage: Fluency in Speaking and Listening*. White Plains, NY: Addison-Wesley Publishing Company, Inc, 1995.