

PROGRAMA CURSO: CONVERSATIONAL ENGLISH II
I Semestre, 2017

Datos Generales

Sigla: TE0400

Nombre del curso: Inglés Conversacional II

Tipo de curso: Práctico

Número de créditos: 3

Número de horas semanales presenciales: 3

Número de horas semanales de trabajo independiente del estudiante: 6

Requisitos: TE-0300

Correquisitos: ninguno

Ubicación en el plan de estudio: Sexto Nivel

Horario del curso: Lunes 14:00-16:50

Suficiencia: No tiene

Tutoría: No tiene

Datos del Profesor

Nombre: Eddie Ramírez Rodríguez

Correo Electrónico: eddieramirezrodriguez@gmail.com

Horas de atención a estudiantes: Viernes 15:00 – 17:00

Oficina: Por definir

1. Description of the course

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 depend on students' participation for success. 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.

2. General Objectives:

1. To promote a positive environment where students can use their knowledge of the language.
2. To increase students' vocabulary, fluency and overall ability to produce the language.
3. To cover topics of interest.
4. To give the students some important skills that they will need when working in their field.
5. To enhance their skills in working together, in teams to effectively accomplish a task.

3. Specific Objectives:

1. To increase ESP lexicon to enable students to perform multiple communication tasks in the target language.
2. To practice different types of public speaking that students of Ecotourism may become engaged in when practicing their professions.
3. To improve accuracy in language performance in areas such as grammar, fluency, intonation and rhythm.
4. To widen the students' cultural understanding and its impact on language meaning.

4. Contents:

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 and tourism management).	13. Describing specific species from Costa Rica.
6. Evolution of ecotourism.	14. Grammar: 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.

5. Methodology

Course Approach

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 to and with them, and not at them. 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: past perfect, passive voice, tag questions, second conditional. Practice on the

following pronunciation aspects will be provided: /æ/, /ɔ/, /ə/, /θ/, /ð/, 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. 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.

E. 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 two groups, one group of students will assume the role of authorities in the field of **Tourism Management**. Another group will act as the audience, they will be in charge of asking questions to the people in the panel (Authorities) creating this way a discussion. For example students may search a video related to the topic and then organize the discussion based on the main points of the video. After the first talk show, students change roles and another talk show begins, this time, with a different video related to the same topic.
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 two 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.

3. **Persuasive Speech:** Each student will present a four minute persuasive speech about which Costa Rican natural species should be best protected.

Each evaluation task in this course will be graded using a corresponding rubric, that will be informed and commented with the students before each presentation.

6. Evaluation

Description	Percentage
Oral presentation on scientific article	20% (15% presentation, 5% summary and article)
3 Graded in-class tasks	30% (10% each)
Project presentation	30% (20% presentation, 10% report)
2 Quizzes (Grammar and Pronunciation)	20% (10% each)

7. Tentative Timetable

Conversational English II / I SEMESTER 2017		
Date	Topic	Activities
1. March 13	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. Selection of grammar topics to be reviewed next class. <i>Homework: Read the first part of the theory about persuasive speech. / Prepare a jeopardy or game that includes tourism specialized lexicon.</i>
2. March 20	No Class (No substitute Teacher)	
3. March 27	No Class (No substitute Teacher)	

4. April 3	Tourism specialized lexicon. Public Speaking: Persuasive Speech Grammar: review of simple past	Persuasive speech: class discussions about theory (part I). Presentation of Jeopardy / board game (small groups). Review of the Simple Past Homework: Read the second part of the theory about persuasive speech.
5. April 10	Easter Week	
6. April 17	New course syllabus Public Speaking: Persuasive Speech Grammar: The Past Perfect Eco-Tourism: Definition, principles, current status and challenges	Discussion of new course syllabus and distribution of topics for presentations Persuasive speech: class discussions about theory (part II) Explanations and activities: The Past Perfect Class discussion on Eco-tourism Homework: Bring a relevant article about the national reality in tourism development. Be ready to give a short summary of it and your interpretation of it.
7. April 24	National Reality of Tourism Development Pronunciation: /æ/ - /ɔ/ - /ə/ Project Preparation Talk Show Preparation	Discussion on articles about national reality in tourism development Activities to practice pronunciation. Project advance discussion #1 (place chosen, reasons, objectives, timetable, resources and information needed) Preparation of Talk Show Presentation on Tourism Management
8. May 1	National Holiday (Labor Day)	
9. May 8	Tourism Marketing Tourism Management Grammar: Passive Voice	Student Oral Presentation 1: Tourism Marketing Talk Show on Tourism Management Explanations and activities: Passive Voice

10. May 15	Evolution of Ecotourism Grammar: Passive Voice	Student Oral Presentation 2: Evolution of Ecotourism Additional activities on Passive Voice Preparation of debate on the Hotel Industry
11. May 22	Tourism and Inclusive Policies / Ethics in Tourism The Hotel Industry Project Preparation	Student Oral Presentation 3: Tourism and inclusive policies / Ethics in Tourism Debate on the Hotel Industry Project advance discussion #2 (work done so far, objectives accomplished, pending matters).
12. May 29	Tourism and Climate Change Pronunciation: Word Stress and Sentence Stress Pronunciation: /θ/ and /ð/	Student Oral Presentation 4: Tourism and Climate Change Quiz 1: Grammar and Pronunciation Activities to practice pronunciation.
13. June 5	Local Rural Tourism in Costa Rica Grammar: Tag Questions Pronunciation: Final consonant clusters	Student Oral Presentation 5: Local Rural Tourism in Costa Rica Explanation and activities about Tag Questions Activities to practice pronunciation
14. June 12	Tourism Certifications and Sustainable Practices Specific Species from Costa Rica Grammar: Second Conditional	Student Oral Presentation 6: Tourism certifications and sustainable practices Persuasive speeches on species from C.R. Explanation and activities on second conditional
15. June 19	The Role of Private Reserves in Conservation in Costa Rica Grammar: Second Conditional Project Preparation	Student Oral Presentation 7: The Role of Private Reserves Additional activities on the second conditional Quiz 2: Grammar and Pronunciation Pair work to prepare final details for the project presentation
16. June 26	Final Project Presentations (The 7 groups will present their written report this day)	Groups 1, 2, 3, and 4 present their projects (30 minutes per group, plus 10 minutes for questions from the audience)

17. July 3	Final Project Presentations Final Grades	Groups 5, 6, and 7 present their projects (30 minutes per group, plus 10 minutes for questions from the audience)
18. July 10	Ampliación	

Notes:

- Final Grades will be informed on July 3 in the evening, by email.
- This chronogram and list of activities is tentative. The development of the topics depends on the students' needs, situations that happen during the semester and the consideration of the professor.

8. Bibliografía

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Redman, E. (2007). English Vocabulary in Use. Cambridge: Cambridge University Press

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Otras referencias/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](#), [Conservation International](#), <http://earthcharterinaction.org> , [CANAECO](#) , [SustainableTrip.org](#), [UN-Water World Water Day](#), [World Wildlife Fund](#), [Tourism Voice Magazine](#)
