

PROGRAMA CURSO: CONVERSATIONAL ENGLISH II
I Semestre, 2016

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: Hazel Vega Quesada
Correo Electrónico: hazelveg@gmail.com
Horas de atención a estudiantes: Lunes 8:00 – 12:00
Oficina: #9

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. Metodology

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 aspects from the course anthology. 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.

C. Field trip

The field trip will be held on April 20th-21st, and it will imply careful, systematic preparation. The destination will be Reserva Los Campesinos (<http://www.reservaloscampesinos.com>). The main goal is for the students to propose a tourism interpretation in the English language of one of the options available at the site. The students will also talk about different measures or guidelines they would follow as managers of the project (how will the resources will be used? Which certifications or standards would they pursue? How would the staff need to be trained?). As a second activity, the students will participate in a group discussion about the strengths and weaknesses of the project visited. Appropriate guidelines will be provided before the field trip.

D. 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, and guest professors) to invest in their project (potential investors). This presentation is formal, professional and very persuasive.

E. Oral presentations on scientific articles:

ESP (English for specific purposes). During every class the 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. Students will upload the article and a summary of it for the rest of the class to read before the class. 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. Reading comprehension oral reaction: At the end of each lesson the students will be expected to express their position towards the scientific article and the topic itself, considering the points expressed in the presentation and what they read at home. This must be done orally, and the student chosen must give a substantial comment that develops her or his opinion about one of the aspects of the topic. When necessary, the student will be asked to take a position and defend it with appropriate ideas (short persuasive speech or debate).

G. In-class tasks: five graded-in-class-tasks will be carried out during the course they will be based on the topic selected for the lesson.

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.
2. **Debate: (previous preparation needed)** Based on the topic of the day, students will decide on two opposing facts, ideas, or positions, regarding the Hotel Industry in Costa Rica, then they will organize and present a debate.
3. **Persuasive Speech: (previous preparation needed)** Each student will present a four minute persuasive speech about which Costa Rican natural species should be best protected.
4. **Round table:** after all the oral presentations of the course, students will organize and present a round table based on the main points of all the presentations.

Each evaluation task in this course will be graded using the corresponding rubric, which will be available in a Dropbox file.

6. Evaluation

Description	Percentage
2 oral presentations on scientific article	25% (12.5% each presentation)
4 Graded in-class tasks	20% (5% each)
Field Trip	15% (5%group discussion, 10% presentation)
Project presentation	20% (18% Teacher Evaluation, 2% Peer Evaluation)
4 Quizzes (Grammar, vocabulary, pronunciation)	20% (5% each)

7. Course Chronogram

PLAN DE TRABAJO Conversational English II / I SEMESTER 2016

Date	Topic	Activities
1. March 7	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. Homework: Read the first part of the theory about persuasive speech. / Prepare a jeopardy or game that includes tourism specialized lexicon. / Look for online magazines and apps related to tourism.
2. March 14	Tourism specialized lexicon. Public Speaking: Persuasive Speech Grammar: review of critical issues	Persuasive speech: class discussions about theory (part I). Discussion about online magazines and apps. Presentation of Jeopardy / board game (small groups).
March 21	Easter	
3. March 28	Eco-tourism definition, principles, statements, current status and challenges. Public Speaking: Persuasive Speech Grammar: Past Perfect	Student Oral Presentation #1 Oral reading reaction Persuasive speech: class discussions about theory (part II). Activities to practice grammar. Project advance discussion #1 (place chosen, reasons, objectives, timetable, resources and information needed)
4. April 4	National reality Pronunciation: /æ/	Student Oral Presentation #2. Oral reading reaction Activities to practice pronunciation. Discuss guidelines for the field trip. Quiz #1
5. April 11	National Holiday	
6. April 18	Tourism Management Pronunciation: /ɔ/	Student Oral Presentation #3. Oral reading reaction Activities to practice pronunciation. In-class task #1 Talk Show
7. April 25	SEMANA UNIVERSITARIA	
8. May 2	Hotel Industry Grammar: Passive voice	Student Oral Presentation #4 Oral reading reaction.

	Pronunciation: /ə/	Activities to practice grammar and pronunciation. Field trip discussion.
9. May 9	Tourism Marketing Grammar: Passive voice Pronunciation: Word stress	Student Oral Presentation # 5. Oral reading reaction. Activities to practice grammar and pronunciation. In-class task #2 Debate
10. May 16	Final Project Preparation. Evolution of Ecotourism.	Student Oral Presentation #6. Oral reading reaction In-class work on the final project (bring specific tasks to work on) Quiz #2
11. May 23	Tourism and inclusive policies, ethics Pronunciation: Sentence stress	Student Oral Presentation #7. Oral reading reaction. Activities to practice pronunciation. Project advance discussion #2 (work done so far, objectives accomplished, pending matters).
12. May 30	Describing specific natural species Grammar: Tag questions Pronunciation: /θ/	In class task #3 Persuasive Speech Activities to practice grammar and pronunciation. Quiz #3
13. June 6	Tourism and climate change Grammar: second conditional Pronunciation: /ð/	Student Oral Presentation # 8. Oral reading reaction. Activities to practice grammar and pronunciation.
14. June 13	Local Rural tourism in Costa Rica Pronunciation: Final consonant clusters	Student Oral Presentation # 9. Oral reading reaction. Activities to practice pronunciation. In class task #4 Round table
15. June 20	Tourism certifications and sustainable practices. Grammar: second conditional	Student Oral Presentation # 10. Oral reading reaction. Activities to practice grammar. Quiz#4
16. June 27	Final Project Preparation	Attention from 2:00 to 4:50 (office #7) Each group will attend to their appointment,
17. July 4	Final Project Presentation	Peer evaluation final project presentation.

Note: 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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Jones, L. (2005). Welcome: English for the travel and tourism industry (2nd Ed.). Cambridge: Cambridge University Press.

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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

www.ticotimes.net

www.ecotourism.org

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