

Pronunciation and Oral Expression

Level 2

LE-502

Updated 2022

80 hours / 5 credits

I. Course description

This course is characterized for being practical, aimed at developing the competence of the oral expression with emphasis on pronunciation with a tasks approach. To achieve this purpose, fifty percent of the activities will be carried out in public, cultural and some other places in the city. Level 2 coincides with level B2 of the Common European Framework of Reference for Languages (CEFR) and the Cervantes Curriculum Plan, therefore those who opt for this course are assumed to have B1 level of the Spanish language. Students will be provided with linguistic tools and oral expression strategies so that they are able to produce various types of oral texts respecting the grammar rules of Spanish. Intercultural competition will be developed transversally along the course, and it will be reinforced with cultural excursions to surrounding areas of the city. Classes will be attended at UISIL campus.

II. Objectives: At the end of the course students will be able to:

- Do elaborated descriptions fluently about topics of their interest in a linear sequence.
- Do narrations in a linear and detailed way.
- Take arguments from books or movies and explain them.
- Describe dreams, hopes and ambitions and hypothetical situations.
- Offer elaborated reasoning and explanations of opinions, plans and actions.
- Do fluently and clearly presentations on topics with a vocabulary.
- Participate spontaneously in casual conversations
- Pronounce intelligibly, even if they make pronunciation errors sporadically.

III. Topics: They may be related to visits, Written Expression course topics, Reading Comprehension course, or to those in the text.

1. Getting to know each other
2. Knowing the city of San Isidro
3. Learning “tico”
4. My diary in San Isidro.
5. Houses in Costa Rica
6. When I was in Buenos Aires
7. Costa Rican gastronomy
8. Costa Rican well-known persons
9. Costa Rican culture
10. Costa Rica: a country with happy people
11. How we protect nature
12. Free time in San Isidro
13. Costa Rican family
14. Immigration
15. Various languages in Costa Rica

IV. **Cultural visits and academic field trips:**

Cultural visits are meant to bring students closer to the Costa Rican culture. All have an academic purpose which will be achieved through the tasks assigned by the teacher of the course.

1. Knowing San Isidro: ask about the most important places in the city.
2. Knowing the neighborhoods of San Isidro: ask about the neighborhoods of the city and its most important places.
3. Buying at the local farmer market.
4. Visiting the cultural sites of San Isidro.
5. We visit and talk with immigrants
6. We visit and participate in environmental projects
7. We visit and chat with a Costa Rican family

V. **Academic field trips**

The sites to visit on these excursions are surrounding San Isidro in southern Costa Rica. Each semester UISIL organizes **two or three** academic field trips. After having visited these places, students must participate in some obligatory group projects which will be evaluated. Some field trip examples from past semesters:

1. Bribri: One of the most important indigenous communities in Costa Rica. They still preserve their language, building houses techniques, traditional ecological knowledge and everyday customs.

2. Longo Maï: Agricultural and ecological community (ecovillage) focused on sustainable production for self-consumption and inhabited mostly by Salvadoran immigrants who fled the war in their country in the 80s.
3. Local farms in rural communities: We visit some local farmer in this rural community with innovative and sustainable ideas who are producing non-traditional products such as apples, mushrooms, wine, or honey.
4. Las Nubes reserve and Alexander Skutch biological corridor. A conservation project owned and directed by York University. The Faculty of Environmental Studies of this Canadian university operates an eco-campus on the reserve that hosts classes and research projects focused on sustainability, conservation, and socio-ecological development of rural and indigenous communities.

VI. Language

This course is taught in the Spanish language except some excursions.

- #### VII. Schedule:
- 4 classroom hours per week (60 classroom hours) plus compulsory participation in academic field trips (20 hours).

VIII. Literature

Course book: Corpas, Jaime et al (2018). *Aula Internacional 4*. Edición Premium, Libro del alumno. Editorial Difusion

IX. Method and evaluation criteria.

- Attendance: It is essential that students attend **80%** of the classes to be evaluated.
- Evaluation methodology: For the evaluation of this course the different evaluation techniques described in the CEFR will be used.

- Summary:

| Evaluation activities | Number | Value | Total |
|--|--------|-------|-------------|
| Quizzes | 3 | 5 % | 15 % |
| Presentations | 2 | 10% | 20% |
| Group projects based on academic field trips | 2 | 10 % | 20 % |
| Final exam | 1 | 30 % | 30% |
| Class participation | | | 15 % |
| Total | | | 100% |

- Scale:

| | | |
|-----------|---|-----------|
| 90 - 100% | A | Excellent |
| 80 - 89 % | B | Good |
| 70 - 79% | C | Fair |

Less than 70%

Failed