

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH**

Instructor: Dr. Alicia Pousada

Course Title: Conversational English Level 2 Intensive

Course Number: INGL 3041-3042 Intensive

Number of Credit Hours: 3 + 3 = 6

Prerequisites: INGL 3101-2 or 3003-4, and Level 2 on Placement Test.

Course Description: INGL 3041-3042 Intensive is a special, condensed, semester-long version of the year-long Level 2 Conversational English course. In this class, students work intensively on the vocabulary, social formulas, pronunciation, and grammar needed to carry out everyday conversations and read common written materials in English. The course revolves around a video series titled ***Connect with English*** which is viewed in the classroom. Classroom activities consist primarily of conversational and written exercises based on the video story. Grammar is presented as needed through homework and lab exercises along with classroom review. Student compositions are published on-line in web logs (blogs). Students also participate in Internet chat sessions in English and Spanish once a week (one hour total) for additional practice in writing and reading comprehension. As a special bonus, during each class session, students meet informally in groups of 3 or 4 with native speakers who serve as conversational partners.

Course Objectives: By the close of the intensive course, the student will:

- significantly reduce the fear of speaking in English;
- acquire the vocabulary and idiomatic phrases utilized in the video series;
- review basic tenses (present continuous, simple present, future with *will* and *going to*, simple past), prepositions, pronouns, and word order;
- learn more advanced structures (present perfect, passive)
- become more aware of (and hopefully correct) common pronunciation problems; and
- improve listening skills in English.

In addition, the student will be able to:

- contribute in an effective form to the inclusion of fellow students with special needs in the classroom.
- make the necessary accommodations to include fellow students with special needs in group work.

Course Outline: (subject to change)

Week 1--Introduction to course, students, and instructor--review of basics (e.g. alphabet, numbers, common phrases used in classroom, etc.)

Week 2--**Connect with English**, Episode 13--viewing video, completion of video exercises, conversational activities, and grammar exercises

Week 3-- **Connect with English**, Episode 14--viewing video, completion of video exercises, conversational activities, and grammar exercises--initiation of conversational partners sessions and chat sessions (these activities are done with each of the episodes that follow)

Week 4-- **Connect with English**, Episode 15

Week 5-- **Connect with English**, Episode 16

Week 6-- Review of Episodes 13-16 and Test #1

Week 7--**Connect with English**, Episode 17

Week 7-- **Connect with English**, Episode 18

Week 8-- **Connect with English**, Episode 19

Week 9-- **Connect with English**, Episode 20

Week 10--Review of Episodes 17-20, Test #2.

Week 11-- **Connect with English**, Episode 21

Week 12-- **Connect with English**, Episode 22

Week 13-- **Connect with English**, Episode 23

Week 14-- **Connect with English**, Episode 24

Week 15--Review of Episodes 21-24, Test #3

Week 16--Close of course

Teaching Strategies: Workshop, discussion, laboratory

A communicative approach is taken in the Intensive class. Activities stress interaction and active participation. They include:

- Listening to and completing the lyrics of songs
- Listening to and completing taped conversations and narratives
- Working in small groups on problem-solving tasks or learning games
- Performing jazz chants in chorus
- Solving crossword and word search puzzles
- Completing written assignments in the Video Comprehension and Grammar Workbooks, as well as those prepared by the professor to deal with grammatical issues in more detail
- Practicing pronunciation individually and in groups
- Watching and discussing video segments in detail
- Preparing short essays on topics of personal relevance for publication on-line
- Talking informally in English on a wide range of topics with conversational partners
- Writing informally in English and Spanish on a wide range of topics with U.S. college students in chat groups

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

Connect with English Video Comprehension, Book 2

Connect with English Conversation, Book 2

Connect with English Grammar, Book 2

bilingual English/Spanish dictionary

Methods of Evaluation:

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| • Attendance & participation in class & conversational sessions | 20% |
| • Internet chat sessions | 20% |
| • Written essays | 20% |
| • Grammar homework | 20% |
| • Three partial exams | 20% |
| • Differentiated evaluation of students with special needs | |

Grading System: A, B, C, D, F.

Bibliography: (utilized in planning course)

Andrews, Larry. (1998). ***Language exploration and awareness: A resource book for teachers, 2nd edition.*** Mahwah, NJ: Lawrence Erlbaum Associates.

Boswood, Tim. (ed.). (1997). ***New ways of using computers in language teaching.*** Alexandria, VA: TESOL, Inc.

Carter, Ronald and Michael McCarthy. (1998). ***Exploring spoken language.***

Chambers, Gary N. (1999). ***Motivating language learners.*** Clevedon, England: Multilingual Matters Ltd.

Folse, Keith. (1996). ***Talk a lot.*** Ann Arbor: University of Michigan Press.

Johnson, K. (1995). ***Language teaching for second language learning.*** Oxford, England: Oxford University Press.

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Underhill, Nic. (1995). ***Testing spoken language.*** Cambridge: Cambridge University Press.

Ur, Penny. (1995). ***Listening comprehension.*** New York: Cambridge University Press.

Torres, L. (2002). ***Estrategias de intervención para la inclusión.*** Río Piedras: University of Puerto Rico.

Torres, L. (2002). ***Asistencia tecnológica derecho de todos.*** Río Piedras: University of Puerto Rico.