



EDITORIAL
MAR ABIERTO

Tareas para la comunicación oral en inglés de estudiantes universitarios:

Una tipología



Isel Ramírez Berdud
Amable Faedo Borges
Raisa Macías Sera
Pedro Ramírez Gueton
María del Rosario
Freeman Suárez
Jairo Intriago Torres

Colección
E.

Este libro ha sido evaluado bajo el sistema de pares académicos y mediante la modalidad de doble ciego.

Tareas para la comunicación oral en inglés de estudiantes universitarios: una tipología

© Isel Ramírez Berdud

© Amable Faedo Borges

© Raisa Macías Sera

© Pedro Ramírez Gueton

© María del Rosario Freeman Suárez

© Jairo Intriago Torres

Universidad Laica Eloy Alfaro de Manabí (ULEAM)

Ciudadela universitaria vía circunvalación (Manta)

www.uleam.edu.ec

Departamento de Edición y Publicación Universitaria (DEPU)

Editorial Mar Abierto

Telef. 2 623 026 Ext. 255

www.marabierto.uleam.edu.ec

www.depu.uleam.blogspot.com

www.editorialmarabierto.blogspot.com

Cuidado de edición: Alexis Cuzme

Diseño de portada: Bryan Rodriguez

Maquetación: José Márquez

ISBN: 978-9942-959-68-3

Primera edición: febrero de 2017

Manta, Manabí, Ecuador.

A mi Leandrus, hijo querido, mi inspiración para hacer obras como esta.
A mi esposo Osmany por su apoyo incondicional de siempre
A mis padres quienes forjaron mi carácter y me enseñaron a amar el trabajo.

Isel

Contenido

INTRODUCCIÓN.....	5
Capítulo I La Enseñanza por Tareas: su relación con el manejo de la comunicación oral en lenguas extranjeras	7
1.1 Las tareas para la comunicación en lenguas extranjeras: definición y características	8
1.2. Principales tipos de tareas.....	13
1.3- Roles a adoptar por los estudiantes y profesores en la Enseñanza por Tareas.....	15
1.4- Formas de organización de los estudiantes en el proceso de enseñanza-aprendizaje de la comunicación oral en L.E.....	17
1.5-Dimensiones e indicadores para el diagnóstico-evaluación de la comunicación oral en L.E.....	19
Capítulo II Tipología de tareas para el desarrollo de la comunicación oral en inglés de acuerdo con los perfiles socio-profesionales de los estudiantes universitarios	21
2.1- Acerca de las tareas para la comunicación oral de los estudiantes de diversas carreras universitarias.....	22
2.2- Ejemplos de tareas para el desarrollo de la competencia comunicativa en inglés de los estudiantes de diversas carreras universitarias.....	25
CONCLUSIONES	87
Bibliografía	88

Introducción

En el mundo moderno el desarrollo de la ciencia y la técnica ha exigido a sus habitantes el dominio de diferentes idiomas que les permita el intercambio y la apropiación de los avances más notables para el progreso de las sociedades.

El inglés es, por excelencia, el idioma que facilita la comunicación a escala mundial. Es así, que, con la inserción de los países a nuevos mercados, la ampliación del horizonte en las relaciones internacionales, los intercambios culturales, la prestación de servicios y colaboraciones de profesionales en muchos países de habla inglesa, el estudio de esta lengua es hoy un requisito indispensable para todo graduado universitario. Sin embargo, la calidad del egresado en algunos países hispanohablantes no es la mejor, su competencia comunicativa oral en inglés, relacionada con sus necesidades, intereses y aspiraciones a partir de sus perfiles socio-profesionales, es pobre.

La imperiosa y creciente necesidad de perfeccionar la calidad de la enseñanza del idioma inglés en las carreras no filológicas, plantea nuevos retos a los investigadores, docentes y estudiantes por igual. El principal reto está en hacer propuestas que favorezcan el mejoramiento del proceso de enseñanza aprendizaje de este idioma que considere las respuestas a preguntas tales como: ¿Para qué necesita el estudiante el idioma? ¿Cómo lo usará? ¿Cuál es el nivel de cada estudiante? ¿Cuál es el contenido que le interesa? ¿Qué ya sabe y qué le falta? ¿Dónde usará el idioma? ¿Cuándo lo usará? ¿Cómo aprende mejor el estudiante? entre otras, aspectos que están estrechamente vinculados con el carácter diferenciado de los perfiles socio-profesionales de los estudiantes que requieren los servicios en la enseñanza de Superior.

La literatura pedagógica de lenguas extranjeras, en la actualidad, enfatiza la necesidad de partir de la determinación de las necesidades básicas de aprendizaje de los estudiantes, no obstante, no siempre se cuenta con una metodología o grupo de ejercicios, actividades o tareas construidas a partir de los perfiles socio-profesionales de los estudiantes que les

permita el desarrollo de la competencia comunicativa oral del inglés fundamentalmente si son hispanohablantes, se les atiende diferenciadamente y se aplique de una manera más eficiente la Enseñanza del Inglés con fines específicos.

En este texto se presenta un set de tareas orales en inglés que persigue agrupar a los estudiantes a partir de los aspectos comunes que tienen de acuerdo con sus necesidades, intereses y aspiraciones determinados, en este caso, por los perfiles socio-profesionales del contexto en que van a usar la lengua extranjera.

Capítulo I

La enseñanza por tareas: su relación con el manejo de la comunicación oral en lenguas extranjeras

1.1. Las tareas para la comunicación en lenguas extranjeras: definición y características

La didáctica de lenguas extranjeras brinda una especial relevancia a la Enseñanza por Tareas en la actualidad. La misma se ha convertido en el medio ideal para alcanzar un manejo adecuado de la competencia comunicativa, pues aparece como eje principal de distintos enfoques contemporáneos de enseñanza de lenguas extranjeras y segundas lenguas tales como el Enfoque Comunicativo, el Enfoque Basado en Competencias y el Enfoque por Tareas principalmente.

La Enseñanza por Tareas ha sido abordada por diferentes autores y en la actualidad se destacan los aportes realizados por investigadores en el campo de la didáctica general, especial o particular y la didáctica de lenguas extranjeras o segundas lenguas. Entre ellos sobresalen Danilov y Skatkin (1978); las ideas del colectivo de autores del Ministerio de Educación de Cuba (1984); Pidkasisti (1986); Majmutov(1983); Faedo(1988); Concepción(1989); Nunan (1989, 1996, 2004); Álvarez de Zayas (1999); Mariño (1999); Rodríguez (2001); Garcés(2003) Arias, (2003); Littlewood, (2004); Andreu, (2005); Ramírez (2005, 2006, 2013, 2014, 2015, 2016); Willis (2007); Willis y Willis (2001, 2007) Blanco (2007), Paoloni, (2007); Torres (2008); Macías (2012) entre otros.

Las tareas comunicativas estimulan la comunicación real en la lengua objeto de estudio, crean un propósito real para el uso de esa lengua y proveen un contexto natural para su estudio. Los estudiantes preparan la tarea, la realizan y con ello estudian la lengua que surge naturalmente del proceso de la tarea y del material que las acompaña. El marco ofrece una exposición rica pero accesible a la lengua en uso, a través de la escucha y la lectura, y provee oportunidades tanto para el habla y la escritura espontáneas como para las planificadas. También genera la motivación para mejorar y construir a partir de lo conocido desde el punto de vista lingüístico.

El proceso de enseñanza-aprendizaje basado en las tareas tiene en cuenta lo conocido acerca de cómo aprenden lenguas maternas las personas. Como se conoce la práctica de

formas lingüísticas no necesariamente lleva a la producción. No se puede aprender si no se tienen muchas oportunidades para el uso real de la lengua. Es importante que el material lingüístico al que se exponen y usan los estudiantes, refleje el tipo de lengua que desean aprender. Por ejemplo, si necesitan la lengua hablada espontáneamente (lo que, por cierto, es muy diferente de la lengua escrita planificada), entonces esto es lo que necesitan escuchar y estudiar.

Otro aspecto conocido es que el énfasis en la comunicación entre grupos pequeños sin prestar atención a la precisión puede llevar a la fosilización en la gramática por parte de los aprendices: algunos estudiantes desarrollan la fluencia (fluency) pero a expensas de la precisión (accuracy). El aprendizaje basado en tareas pretende enfrentar estos problemas, al combinar la reflexión sobre el enfoque comunicativo con la focalización sistemática en las formas lingüísticas. Las tareas, por lo tanto, tienen en cuenta tanto al significado como a la forma, aunque pueden poner su foco más en uno que en la otra.

Involucrar a los estudiantes en tareas comunicativas facilita un contexto adecuado para activar la comunicación oral ya que los obliga a negociar el significado de la expresión en condiciones naturales de comunicación y en cumplimiento de un propósito de comunicación.

El uso de tareas comunicativas para la enseñanza de segundas lenguas y lenguas extranjeras aporta tanto al proceso de entrada (input) como de salida (output) en el aprendizaje de lenguas, estimulando tanto a la negociación del significado como a la conversación centrada en la transacción de mensajes. La actividad centrada en tareas comunicativas es motivada y promueve el aprendizaje desarrollador, la autonomía, la evaluación y la co-evaluación donde se evidencia el uso auténtico de la lengua, su variabilidad en formato y operaciones, su estructura bien definida, la promoción de actividades físicas, la estimulación de la fraternidad y colaboración entre los actores del proceso de enseñanza-aprendizaje, el uso de la experiencia individual y colectiva, y la tolerancia e incentivación de los distintos estilos comunicativos y de aprendizaje individuales. Las dificultades de aprendizaje pueden ser diagnosticadas y remediadas bajo

un objetivo pedagógico definido con el diseño y uso de tareas específicas para determinados problemas lingüísticos.

Las claves de la instrucción basada en tareas son abordadas por autores como Richards y Rodgers (1995); Skehan (1998); Fezz (1998); Nunan (2004), entre otros anteriormente nombrados. A manera de resumen se pueden destacar las siguientes características principales:

- Se ofrecen oportunidades a los estudiantes para concentrarse no solo en la lengua, sino también en el proceso de aprendizaje.
- Se parte del análisis de las necesidades básicas de aprendizaje para la selección del contenido.
- Los elementos básicos están dados por tareas que enfatizan la comunicación y el significado.
- Los estudiantes aprenden la lengua en interacción comunicativa con un propósito e involucrados en tareas de forma participativa.
- Se promueve el uso de las experiencias personales de los estudiantes como elementos importantes que contribuyen al aprendizaje en el aula.
- Las tareas pueden ser aquellas que los estudiantes necesitan en la vida real o las que tienen un fin pedagógico específico para la clase.

La definición de tarea en el campo de la Didáctica y en particular en la Didáctica de Lenguas Extranjeras ha sido abordada por diferentes autores: Long (1985); Richards, Platt y Weber (1986); Breen (1987); Nunan (1989); Zanón (1995); Cook (2001), entre otros.

Sin embargo, como refiere Zanónb (1995), la definición de tarea puede conciliarse con las siguientes características: representativa del proceso de comunicación de la vida real; identificable como unidad de actividad en el aula; dirigida intencionalmente hacia el aprendizaje del lenguaje; diseñada con un objetivo, una estructura y una secuencia de trabajo.

Este autor también señala que si el énfasis de la tarea recae en la información, en el significado, más que en los aspectos formales, entonces la tarea es comunicativa (a diferencia de las tareas pedagógicas posibilitadoras o pasos/ tareas previas que prestan atención a los aspectos lingüísticos).

Nunan (1989) define la tarea comunicativa como la unidad de trabajo en el aula que involucra a los aprendices en la comprensión, manipulación, producción o interacción en la lengua objeto de estudio, mientras que su atención está centrada principalmente en el significado más que en la forma. En su opinión la tarea comunicativa ha de tener un sentido de completamiento, por lo que debe constituir un acto comunicativo con inicio, desarrollo y fin.

Según el Diccionario de términos clave de ELE del Centro Virtual Cervantes (Instituto Cervantes, 1997-2017), una de las bases de la enseñanza por tareas consiste en la distinción entre los contenidos necesarios para la comunicación y los procesos de comunicación, en consonancia con los postulados del análisis del discurso, según los cuales la comunicación no se reduce a una codificación y decodificación de mensajes basada en el conocimiento de los signos, las reglas y la estructuras de una lengua, sino que requiere la adecuada interpretación del sentido de esos mensajes; esa interpretación, además, se consigue no solo a partir de lo que dice el texto, sino también de lo que cada interlocutor conoce sobre el contexto en que se desarrolla su comunicación.

Las tareas para el desarrollo de la comunicación oral se estructuran en fases y pasos sucesivos interrelacionados y sus resultados quedan abiertos pues dependen de los estilos y estrategias de aprendizaje que cada alumno aplique, de lo que sea capaz de producir o crear, de acuerdo con el objetivo y a sus características individuales.

El objetivo de la tarea es lo que el profesor se propone alcanzar en el aprendizaje de los estudiantes, es lo que les quiere enseñar de acuerdo con la función comunicativa objeto de

estudio, la forma lingüística involucrada y el aspecto de la actividad verbal y/o competencia comunicativa en tratamiento.

En la estructura de las tareas comunicativas que aquí se hace, se sigue la proposición de tres estadios que sugiere el proyecto Bangalore de Enseñanza Comunicativa de la Lengua Prabhu (1987), citado por Zanón (1995): la Pre-tarea, la Tarea y el Feedback (retroalimentación).

En la Pre-tarea los estudiantes y el profesor, deciden cuál va a ser la forma de organización para el trabajo, ya sea en pequeños grupos, individualmente o frontal, ambos analizan las posibles fuentes materiales que les puede proporcionar información, datos, estímulos e ideas para la realización de las tareas (documentos orales o escritos, música, imágenes, artículos, objetos, cartas, películas, softwares, etcétera), a partir del tema o contenido que prefieren o que la experiencia personal les permite o demanda, también se analiza cómo efectuar la evaluación y tratar los errores.

Aquí se puede prever el apoyo de la comprensión lectora y de la auditiva, así como de la escritura en ejercicios preparatorios, previos o no a la clase (para garantizar elementos de pronunciación, vocabulario, formas gramaticales y/o contenido) y en ejercicios que se puedan derivar de la tarea, como por ejemplo en los informes orales y en la presentación de resultados de investigaciones el profesor puede pedir una versión escrita de los mismos. Todo esto permite crear un clima favorable y de motivación para la realización de la tarea y para el mejor desarrollo de la comunicación oral.

En la Tarea, como tal, se coloca a los estudiantes dentro de la actividad, se orienta la técnica a aplicar, se realiza en pequeños grupos, de manera frontal comunicativa y/o individualmente, con el profesor junto a ellos como participante o monitoreando el trabajo; los estudiantes deciden cómo presentar los resultados y así lo hacen.

El feedback (la retroalimentación) se realiza según lo acordado en el paso de la Pre-tarea sobre si son errores o no lo detectado, sobre su autoevaluación, la evaluación entre compañeros y la del profesor.

Las tareas comunicativas se organizan de acuerdo con su grado de dificultad, la experiencia lingüística del estudiante, la función comunicativa y forma lingüística objetos de enseñanza y el aspecto de la actividad verbal y/o competencia comunicativa a tratar.

1.2. Principales tipos de tareas

La tipología de tareas existente es variada y disímil de acuerdo con el criterio rector utilizado por diferentes autores. De acuerdo con el acercamiento a la realidad objetiva Nunan (1989) sugiere que un programa de enseñanza puede especificar dos tipos de tareas principales:

1. Las tareas del mundo real, que están diseñadas para practicar o ejercitar las acciones importantes y útiles de la vida real como resultado del análisis de las necesidades básicas del mundo circundante. Ejemplo: Presentarse utilizando datos personales.
2. Las tareas pedagógicas, que tienen una base psicolingüística en la teoría de enseñanza y la investigación, pero no necesariamente constituyen acciones reales. Ejemplo: Crear un vacío de información para realizar una llamada telefónica simulada.

Willis (1996), propone seis tipos de tareas basados en jerarquías de conocimientos más o menos tradicionales. De esta forma clasifica las tareas en:

1. Tareas consistentes en hacer un listado.
2. Tareas de ordenamiento y selección.
3. Tareas de comparación.
4. Soluciones de problemas.
5. Intercambios de experiencias.

6. Tareas creativas.

Pica, Kanagy y Falodun (1993) clasifican las tareas de acuerdo con el tipo de interacción que ocurre en su ejecución y aportan la siguiente clasificación que resulta útil para el proceso de enseñanza-aprendizaje de la comunicación oral.

1. Tareas de rompecabezas: Involucran a los aprendices combinando diferentes partes de la información para formar un todo. Ejemplo: Tres individuos o grupos pueden tener diferentes partes de un cuento y deben armar el cuento completo entre todos.
2. Tareas con vacíos de información: un estudiante o grupo de estudiantes tiene unos datos que se complementan con otros que se encuentran en manos de un estudiante o grupo de estudiantes en interacción. Ellos deben negociar o interactuar con sus interlocutores para encontrar los datos y completar la información.
3. Soluciones de problemas: Se asigna un problema y un conjunto de información. Los estudiantes deben aportar la solución. El resultado es generalmente uno solo.
4. Tareas de toma de decisiones: Se asigna un problema para el cual existen varias soluciones. Los estudiantes deben seleccionar la mejor respuesta a través de la negociación y el debate.
5. Tareas de intercambio de opinión: Los estudiantes se involucran en la discusión e intercambio de ideas. No necesitan llegar a un acuerdo.

Otras clasificaciones de las tareas han sido descritas por Richards y Rodgers (1995), de la forma siguiente:

1. Tareas de intercambios en una o dos direcciones.
2. Tareas convergentes o divergentes: teniendo en cuenta si los estudiantes ejecutan un objetivo común o varios objetivos diferentes.
3. Tareas colaborativas o competitivas.
4. Tareas con un solo o varios resultados posibles.
5. Tareas que demandan el uso concreto o abstracto de la lengua.
6. Tareas que requieren un proceso cognitivo relativamente simple o complejo.

7. Tareas que demandan un uso lingüístico relativamente complejo o simple.
8. Tareas basadas en la vida real o tareas pedagógicas que simulan la realidad.

Por su parte Ramírez (2005) aporta una tipología de tareas comunicativas orales introducidas en la enseñanza del inglés con un eficiente grado de factibilidad. Las mismas constan de siete tipos de tareas orales que se relacionan a continuación: miniconferencias, mesas redondas, presentación de los resultados de una investigación, juegos de roles, debates, soluciones de problemas, simulaciones e informes orales.

Teniendo en cuenta el valor didáctico-metodológico de esta última tipología los autores de este trabajo decidieron adoptar esta clasificación para el contexto tratado y en el Capítulo II se presentan los ejemplos.

1.3. Roles a adoptar por los estudiantes y profesores en la Enseñanza por Tareas

Los estudiantes y profesores involucrados en la Enseñanza por Tareas asumen un conjunto de roles algunos de los cuales son comunes con aquellos aportados por el Enfoque Comunicativo de L.E.

Los principales roles a asumir por los estudiantes son los siguientes:

1. Rol de participante del trabajo en grupos.

Muchas tareas se realizan en parejas o pequeños grupos de estudiantes. Para aquellos acostumbrados al trabajo con toda el aula y/o individualmente, esta nueva actividad requiere de determinada adaptación.

2. Rol de monitoreo.

En la Enseñanza por Tareas estas últimas se emplean como un medio de facilitar el aprendizaje. Las actividades para la clase deben ser diseñadas de manera tal que los estudiantes tengan la oportunidad de observar cómo se usa la lengua en la comunicación.

Los estudiantes necesitan observar no solo el mensaje de la tarea, sino la forma típica en que aparece el mensaje implícito.

3. Rol de innovador y toma de riesgo.

Muchas tareas demandan del estudiante la creación e interpretación de mensajes para los cuales carecen de recursos lingüísticos completos y de experiencia. En realidad la práctica de re-decir, parafrasear, usar signos paralingüísticos donde sea apropiado, etc. siempre será una necesidad. Las habilidades de adivinar o anticipar por medio de los aspectos lingüísticos y contextuales, de pedir aclaración y consultar con sus compañeros deben también ser desarrolladas.

Los principales roles de los profesores son los siguientes:

1. Rol de selector y graduador de tareas.

El papel central del profesor consiste en seleccionar, adaptar y/o crear las tareas para la enseñanza y ordenarlas con una secuencia instructiva acorde con las necesidades, intereses y el nivel lingüístico de los estudiantes.

2. Rol de preparador de los estudiantes para las tareas.

El profesor debe garantizar actividades que preparen a los estudiantes para las tareas a realizar. Tales actividades de antemano pueden incluir la introducción de temas, el esclarecimiento de las instrucciones a seguir, el repaso o enseñanza de palabras y frases necesarias para facilitar el cumplimiento de las tareas y la demostración de procedimientos para realizar las mismas. Este proceso puede ejecutarse de manera inductiva e implícita, o de forma deductiva o explícita.

3. Rol de incentivador de la atención consciente de los estudiantes.

Este rol parte de la necesidad de incentivar el pensamiento crítico y consciente de los estudiantes hacia los aspectos lingüísticos de las tareas que escuchan y practican en la

lengua objeto. Esta afirmación parte de la idea que plantea que los estudiantes adquieren la lengua extranjera a través de su participación activa en las tareas comunicativas por lo que se hace necesario incentivar la atención crítica hacia la forma del lenguaje también, no solo al contenido de las mismas. De esta manera la forma y contenido de la lengua van de la mano, lo que no significa impartir una clase de gramática tradicional antes de ejecutar la tarea, sino aplicar una variedad de técnicas de análisis de la forma que, sin desvirtuar el significado del enunciado, concientice a los aprendices en el medio lingüístico utilizado. Esto incluye actividades y pre-tareas que focalizan la atención, exploración de textos, exposiciones guiadas hacia tareas paralelas, y el uso de materiales que enfatizan los aspectos lingüísticos sin desdeñar el significado.

1.4. Formas de organización de los estudiantes en el proceso de enseñanza-aprendizaje de la comunicación oral en L.E

Diferentes autores han abordado las formas de organización de los estudiantes en el proceso de enseñanza-aprendizaje de la comunicación oral en lenguas extranjeras o segundas lenguas, entre ellos Byrne(1989); Giovanini(1996); Ur(2001); Faedo(2004); Ramírez(2005); Macías, (2012), entre otros. En general existen dos grandes formas de organizar a los comunicadores. Ellas son: la organización frontal y aquella que se realiza en pequeños grupos de alumnos (dúos, tríos cuartetos, etc.).

La comunicación frontal ha sido renovada a partir de las concepciones tradicionales que la consideraban, de forma limitada, como el acto que se produce entre el profesor y un alumno o entre el profesor y el auditorio, centrando así la actividad en el primero.

La D.C.L.E. revoluciona la interacción profesor-alumno con la asignación de tareas comunicativas al resto del auditorio de forma tal que los espectadores no se encuentren pasivos. Ellos deben expresar acuerdo o desacuerdo con la conversación efectuada.

Siguiendo a Faedo(2004), en la organización frontal profesor-auditorio se introduce también la comunicación en parejas, tríos, cuartetos, etc. frente al grupo de alumnos, al

tiempo que el resto del auditorio, junto al profesor, escuchan con el fin de cumplimentar las tareas comunicativas asignadas.

El peso fundamental de la comunicación frontal va dirigido a la consolidación de la exactitud en la L.E, pues es relativamente tensa y concentrada en la forma de la lengua. Esta última enfatiza el desarrollo de la fluidez por encima de la exactitud en la L.E. Ambas formas de organización, frontal y en pequeños grupos, desarrollan tanto la fluidez como la exactitud. La diferencia radica en el énfasis que hacen en cada uno de estos aspectos.

En la forma de organización en pequeños grupos de estudiantes (dos o más interlocutores) estos cumplen tareas comunicativas al unísono. Este proceso de interacción grupal simultáneo intensifica el aprendizaje de la comunicación y la hace novedosa si se intercambian los interlocutores entre los dúos, tríos, cuartetos, etc. conformados. El hecho de que al menos uno de los interlocutores no sea el habitual aporta nuevos elementos y estimula la comunicación.

Cuando la comunicación se realiza entre tres alumnos resulta más efectiva, pues se aportan más elementos y disminuye el grado de tensión psicológica; sobre todo, si asignamos tareas informativas a los dos sujetos y receptivas al otro restante. Esto último ayuda a que la comunicación sea más fluida y coherente que bajo cualquier otra forma de organización grupal.

En general el trabajo grupal simultáneo hace de la comunicación un proceso menos tenso y centrado en el contenido de la expresión o función comunicativa.

Las ventajas del trabajo grupal simultáneo son las siguientes:

- a. El tiempo de exposición oral y volumen de la expresión escrita del estudiante aumentan considerablemente en la clase.
- b. El bloqueo mental del estudiante disminuye ostensiblemente.
- c. Se produce una menor tensión psicológica.

- d. Aproximadamente la misma expresión se repite de nuevo (apoya la repetición contextualizada).
- e. Aumenta el grado de cooperación mutua.
- f. Ayuda al proceso de autorregulación del aprendizaje y de autocorrección de la L.E.
- g. Tiene efectos terapéuticos y educativos, pues tiende a perfeccionar a sus integrantes, a brindarles la posibilidad de desarrollar sus potencialidades.

Está claro que en el proceso de enseñanza-aprendizaje de la comunicación en L.E. es necesaria la puesta en práctica tanto de las formas de organización frontal como en pequeños grupos de estudiantes. El énfasis que se le otorgue a cada tipo depende de los objetivos, niveles, y necesidades de los educandos.

1.5. Dimensiones e indicadores para el diagnóstico-evaluación de la comunicación oral en L.E.

Existen diferentes criterios evaluativos para valorar la comunicación en lenguas extranjeras siendo uno de los más aceptados y difundidos el aportado por Brumfit (1985), en términos de exactitud y fluidez. Se entiende por fluidez las habilidades para producir y recepcionar expresiones significativas de forma continua y apropiada con facilidad, sin reflejar un manejo perfecto de la pronunciación, el vocabulario y la gramática. La exactitud se define como aquellas habilidades para producir el sistema fonológico, gramatical y/o lexical de la lengua meta de forma correcta. Ambas dimensiones se expresan a través de los siguientes indicadores re-elaborados por Faedo (1988):

Fluidez (o fluencia):

- Ajuste de la expresión a la situación comunicativa (Incluye, como resultado, el análisis y producción de los registros formal, informal y menos formal del lenguaje y la adecuación de los elementos constituyentes de la expresión de acuerdo con el contexto)

- Lógica de la expresión (Se refiere a la coherencia semántica de la expresión para cumplir determinado fin comunicativo)
- Volumen de la expresión (Alude a la riqueza del lenguaje en el orden cuantitativo fundamentalmente)
- Tempo (sílabas por minuto o sonidos por segundo)
- Creatividad e imaginación (Alude a la riqueza del lenguaje en el orden cualitativo fundamentalmente)
- Uso de medios lingüísticos que expresan relaciones personales (gambitos conversacionales, expresiones retóricas, etc.)
- Uso de diferentes estructuras gramaticales aunque no sea de forma perfecta (Se refiere al uso, combinación y comprensión de varias estructuras gramaticales con un fin comunicativo dado)
- Uso de enlaces en la expresión.

Exactitud:

- Corrección léxica.
- Corrección gramatical.
- Corrección fonético-fonológica.

Capítulo II

Tipología de tareas para el desarrollo de la comunicación oral en inglés de acuerdo con los perfiles socio-profesionales de los estudiantes universitarios

2.1. Acerca de las tareas para la comunicación oral de los estudiantes de diversas carreras universitarias

En este capítulo se presenta un grupo de tareas para la comunicación oral en inglés sobre los contenidos propios de las futuras esferas de actuación de los estudiantes universitarios. Estas tareas demandan del estudiante ajuste al tema en cada perfil socio-profesional, empleo del vocabulario que se corresponde con las funciones comunicativas particulares de cada perfil, empleo de formas gramaticales correctas, comunicación oral de textos propios de cada situación comunicativa en los perfiles socio-profesionales (con fluidez y exactitud) y empleo de estrategias de comunicación cuando sean necesarias.

El proceso de enseñanza-aprendizaje de la comunicación oral del inglés a través de la aplicación de estas tareas se va a distinguir de estos procesos en educaciones precedentes que se centran en el aprendizaje del lenguaje cotidiano, partiendo de lo coloquial hasta la norma culta, es decir, de la variante lingüística socio-doméstica, mientras que con estas tareas se enfatizan las necesidades, los intereses y las aspiraciones socio-profesionales que surgen a partir del manejo del sistema de la lengua.

El contexto de actuación proporciona el tema a abordar en la comunicación oral y sobre su base las funciones comunicativas particulares, las formas gramaticales, plantea el carácter de las relaciones que se establecen entre hablantes y el tipo de lenguaje que predomina entre ellos; todo genera la intencionalidad de que didácticamente se proceda de forma diferente a la de niveles anteriores.

Las tareas de la propuesta les permiten a los profesores respetar los estilos de aprendizaje y el tipo de inteligencia que prevalece o es necesario desarrollar en sus estudiantes, sus preferencias por el trabajo individual o grupal. El estudiante asume la responsabilidad en su aprendizaje por lo que desarrolla su nivel de autonomía ya aprender a aprender para toda la vida. El profesor facilita el proceso, estructura la tarea, es decir, de ser necesario para la realización de la tarea, orienta una pre tarea, sugiere donde encontrar la información requerida, hace sugerencias en los aspectos que lo demanden, guía a los

estudiantes en el desarrollo de actividades que se deriven de la tarea que se puedan vincular al desarrollo de otras habilidades de la lengua, etc.

Una peculiaridad fundamental de las tareas que se proponen es la creatividad que caracteriza el proceso de realización y el resultado de las mismas pues con las tareas, a diferencia de los ejercicios y las actividades, los profesores no pueden predecir el texto oral resultante.

Las miniconferencias, mesas redondas, presentación de los resultados de una investigación, juegos de roles, debates, solución de problemas, simulaciones e informes orales forman parte de la tipología de tareas comunicativas orales propuesta por Ramírez (2005) e introducidas en la enseñanza del inglés en universidades y escuelas de idiomas en Cuba.

Las características de los tipos de tareas comunicativas que se proponen con el objetivo de desarrollar la competencia comunicativa oral de los estudiantes sobre temas de sus perfiles profesionales son las siguientes:

-En opinión de Hadfield (1996), un juego es una actividad que cumple con determinadas reglas, tiene un objetivo a lograr y contiene elementos de distracción; pueden ser competencias para alcanzar el objetivo primeramente, por un equipo o de colaboración en el que ambos equipos colaboran para alcanzar la meta. Los juegos se dirigen a lograr una comunicación exitosa, más que a lograr la corrección en el lenguaje.

En los juegos de roles los estudiantes tienen que actuar como si fuera en una actividad de la vida real, profesional u ocupacional, asumiendo diferentes roles que pueden ser dos o más. Normalmente las parejas o grupos improvisan el intercambio entre ellos, sin espectadores, la interacción generalmente es breve.

-La simulación nació en los cursos de formación especializadas para profesionales (abogados, economistas, etcétera) como técnica para trabajar las habilidades orales de discusión, negociación, persuasión, etcétera. Rápidamente se adaptó a la clase de lenguas

como recurso válido para desarrollar la comunicación oral en niveles avanzados. Es una tarea compleja Cassany y otros (1998).

La simulación en el proceso de enseñanza-aprendizaje del inglés es una actividad donde los aprendices discuten sobre un problema o una serie de problemas que se relacionan entre sí dentro de un escenario determinado Byrne (1989).

Según Faedo (2001) las simulaciones son actividades más cercanas a la realidad que los juegos de roles, aquí se crea una situación de la vida real y se inserta al estudiante en ella asumiendo roles.

-Con la solución de problemas los estudiantes resuelven problemas de acuerdo con su desarrollo lingüístico Faedo (2001).

Las tareas de solución de problemas plantean situaciones imaginarias con un tema controvertido que genera discusión y debate en la clase. Son actividades motivadoras y abiertas que fomentan la comunicación pues se plantea una situación y hay diversas opciones a escoger, se tiene que llegar a un acuerdo con el grupo y cada alumno expresa su opinión, puede haber material de apoyo como fotos, materiales escritos, entre otros Cassany y otros(1998).

-Para el debate se presentan problemáticas, que a su vez son temáticas controvertibles, acerca de la que afloran ideas contrapuestas, aquí lo más importante es la discusión y la claridad que se va ganando y no imponer una idea sobre otra Collazo y Puentes (1992).

El origen del debate puede ser real (una cuestión polémica) o preparado (un juego de rol, una simulación o una solución de problemas) por lo tanto es conveniente dar turnos para que todos puedan hablar, encargar a los estudiantes de conducir el debate si previamente se han definido las responsabilidades por ejemplo el moderador, el controlador del tiempo, etcétera, dejar tiempo y documentación para que los alumnos preparen las intervenciones Cassany y otros (1998).

-En la mesa redonda varios estudiantes se reúnen para discutir un tema científico, artístico, histórico, etcétera y llegar a un acuerdo. Esta tarea asegura que el estudiante se responsabilice con su propio aprendizaje, colabore con el aprendizaje de los demás, se apoye en sus compañeros y los apoye, Millán (2002).

-En la miniconferencia el estudiante expone en un tiempo no muy largo los conceptos principales y las tesis fundamentales de la materia científica dada, sus ideas, principios y problemas esenciales, generaliza e interpreta los descubrimientos en el campo de las ciencias y los fenómenos de la vida social; aquí luego el estudiante no solo va a transmitir información sino que la procesa en su mente y luego la comunica con sus propias concepciones y convicciones. Las conferencias y miniconferencias requieren de una buena preparación con la bibliografía, las fuentes originarias, los informes y las investigaciones Kaprivin (1981).

A continuación se ofrecen ejemplos de tareas para el desarrollo de la competencia comunicativa oral de los estudiantes universitarios según sus perfiles socio-profesionales sobre la base de los contenidos de los futuros contextos de actuación de los graduados de las siguientes carreras universitarias: Ingeniería Mecánica, Contabilidad, Economía, Ingeniería Civil, Derecho, Bibliotecología, Psicología, Historia, Ingeniería Industrial, Turismo, Ingeniería Informática, Agronomía, Ingeniería Agroindustrial, Ingeniería Agropecuaria, Periodismo, Comunicación Social, Pedagogía, Medicina y Cultura Física y Deportes.

2.2. Ejemplos de tareas para el desarrollo de la competencia comunicativa en inglés de los estudiantes de diversas carreras universitarias

-MECHANICAL ENGINEERING

1-Presentation of the results of a research work

The supply of water to the industries, health care centers, and touristic places as well as to the population has been affected because there have been long periods of drought in the

region. As a result you are developing a research work to find solutions to the problem, according to the topographic characteristics, material and natural resources at your disposal. Present the results of this investigation.

2-Role-playing

A: You are the designer of a piece that it is going to substitute an imported one. Analyze the design with the mechanic.

B: You are a mechanic who is going to produce an important piece for the production at a factory. Analyze and ask everything related to the piece to the designer.

3-Minilecture

You have to deliver a lecture about the evolution of mechanical engineering in our country, the influences received and the perspectives of its development. Offer part of this lecture to your friends.

4-Role-playing

A: You work with a new machine that is being exported. You go to an English speaking country to help the workers to operate it. Talk with them about your work, your machine and your country.

B: You are a worker from an English speaking country and you need to know how to work with a new machine. Ask the worker everything you want.

5-Oral report

Some members of the management board of a company were missing to the meeting when a new construction project was presented. Present a report to those persons for them to know.

6-Debate

Nowadays there is a need of having more supplies for the nourishment of the people in the city. Some Vietnamese are already helping the production of rice in near region. Will it be

profitable to develop a similar plan in your region? Debate on the pros and cons of a similar project in your area.

7-Solution to problems

The government is repairing the schools to guarantee the conditions for the development of the teaching and learning process and the formation of the new generations. A high school is being restored to form nurses, lab and X-ray technicians.

In the restoration of the labs there is a problem: the enterprise in charge of it does not have a material needed to air-condition them, besides the factory, where the material is produced, is out of work and the technician who can repair it is in hospital for various days; so they decided to wait and continue working in other areas at school.

- -What do you think of this decision? Will it be good to begin the course without the air-condition in the labs?
- -What is your opinion about the situation in the factory? Is it good for them to wait for the worker to recover?
- -What happens with the innovation movement?
- -What would you suggest for the solution of this situation?

8-Simulation

You are representing your country as part of the Delegation at a Science and Technology Forum in Japan. You designed a spare part that will improve the performance of a sugar cane cutter. During the press conference you and a foreign colleague of the Science and Technology Committee that works in the same field, explain the functions and future application of the device. Answer the questions of the reporters.

Roles to play: Delegation representative, reporters 1, 2, 3

9-Role playing

A: You work for a dealer as a truck driver. You are supposed to deliver a cargo that is bound for a far region. While on the road, your truck suddenly stops dead. It seems it is broken; you go down and try to fix it. You realize that an engine part is broken. You decide to go to the nearest *gas* station to buy the spare part, but as you do not know the technical name of the part, you will have to describe it to the mechanic who is going to sell you the correct spare part.

B: You are the mechanic on duty at a gas station and a client shows up with a problem. He needs an engine spare part but he does not know the specific name of the element he needs, so he describes it to you. Based on his description, help him to find the correct part.

10-Presentation of the results of a research work

In view of the growing environmental crisis that exists nowadays, our country strives to come up with smart solutions in an effort to protect our natural surroundings from pollution and contamination, specifically the carbon monoxide which comes from the car's exhausts. As the Sales manager of an important automobile plant, you conducted an investigation on the advantages of assembling electric cars in the factory, and you are trying to convince the sponsors to invest in this new design. Explain to your investors:

- The reason to build these cars.
- The problem that the production of electric cars may eventually solve.
- Why the new design is better than cars that operate with inner combustion engines.
- The materials used in its production and the cost of each model.
- How they function.
- Which the advantages and disadvantages of the technology are.

11-Oral Report

Some of your classmates missed a lecture on Materials Resistance held at the beginning of the course. During the lecture, the lecturer talked about which were the applications of nickel in Industry. Give your partners a general outline on the possible fields of application of nickel.

12-Round Table

You have just returned from the People's Republic of China. There you received an Instruction Course on how to assemble and operate the new cargo trains being installed in our place. This technology, designed to operate more efficiently with less fuel and transport a larger payload, has many advantages. Helped by your classmates, organize a Round Table on class to expose the importance of installing such system.

13-Debate

The State Department of Railway Transportation is managing the possibility of replacing all operating trains in the country by new ones equipped with Chinese technology. The measure demands a huge investment in exportation and installation. Taking into account the differences and similarities between them to decide whether it would be a good investment or not, organize a debate in class in which you comment on the advantages or disadvantages of this situation.

14-Minilecture

You are the Chief Mechanics Engineer at a Nickel Extraction Plant. In views of your experience and outstanding results you have been chosen to give a lecture to a group of foreign engineering students interested in knowing about the functioning of the main boiler. Prepare to give a short lecture on the functioning of the plant's boiler where you include the country where it was built, the characteristics of the boiler, the type of technology it uses, the country that imported the product as well as overall information on its maintenance. Share with your classmates an extract of this lecture.

15-Presentation of the results of a research work

In views of the growing worldwide crisis that exists nowadays, our country has been torched to come up with smart solutions in an effort to save fuel, specially oil and its by – products. A cargo of new buses has just been assigned to this region of the country, and they are expected to start into service very soon. The buses' gas consumption rate is rather high. In order to solve the problem you have just conducted an investigation to prove that

by uninstalling the air -conditioning unit the vehicle's consumption rate is reduced. Present your results and the practical application of your solution.

16-Role Play

A: You are the Chief Mechanics Engineer in charge of supervising the installation of a new generator in a hydroelectric plant. Answer the questions of the operator about how this system works.

B: You are the operator of a new power generation system at a hydroelectric plant. Ask the engineer in charge to explain to you how to operate it.

17-Minilecture

As a lecturer of Mechanics Engineering at the university, you are asked to give a lecture to first year students on the evolution of inner combustion engines and the most recent advances in the construction of such engines. Share with your classmates an extract of this lecture.

18-Oral Report

Some of your classmates missed the familiarization meeting held at the beginning of the course. In the meeting lecturers talked about which were the fields of work in which a Mechanics Engineer could put into practice his skills once he is graduated. Give your partners a general outline about the possible fields of work for a Mechanics Engineer.

19-Debate

Presently, our country strives to enhance and better up public transportation, both local and between provinces. Recently, a bus fleet destined exclusively to the transportation of students was introduced in our country. However, there is no such thing when it comes to the transportation of college students. Organize a debate in class in which you comment on this situation and the possible solutions to it.

20-Solution to problems

The general hospital in your region has been deprived of hot water for several days because the boiler is broken. There are only 2 factories in the country that produce the required parts to fix the boiler. One of these factories was damaged during the last hurricane, and is out of service. The other one continues producing the necessary parts to assemble the boilers of a new hotel under construction.

- Which is your personal opinion on the matter?
- Why to wait so long to come up with a solution instead of providing one as soon as the problem started?
- What happened with the spare parts that every factory has in reserve?
- Which is the position of the Ministry of Health Care? What about the Ministry of Tourism?
- Should the repair of the hospital's boiler be prioritized over the construction of the hotel's boiler?
- As a mechanic, what would you suggest to solve this problem?

21-Simulation

You are part of delegation at a Science and Technology Forum that is going to be held in a foreign country. You designed a spare piece that will substitute a very expensive importation our country has been doing for a long time. During a press conference you and a foreign colleague, along with the President of the Science and Technology Committee, explain the functions and future application of the device. Answer the questions of the reporters.

Role Play Characters:

Native Delegate

Foreign Delegate

President of the Science and Technology Committee

Reporters

-ACCOUNTING

1- Role-playing

A: You are a customer and you are discontent with the work of the enterprise you are making business with. Go to see the manager of the Accounting Department (Bursars' Department) and discuss some aspects of their work that is affecting your entity.

B: You are the manager of the Accounting Department in an enterprise. An important client comes to see you because he is not happy with your work. Talk to him and try to solve the problem.

2- Debate

Ask your students how the corruption, which is present in our daily working life, can affect the economy and image of an enterprise. Debate on this topic.

3- Oral report

You are engaged in commercial relations with an enterprise and you want to get an allowance from the entity. Present a whole exposition on how advantageous would be for them to give you the allowance.

4- Minilecture

You are a specialist of the Accounting Department of your enterprise. You have been assigned by your manager to offer some help to a group of technicians who are in their training period in the Accounting Department. Offer them a minilecture related to the presentation of the financial statements at the end of each year.

5- Solution to problems

The last audit in your enterprise showed some difficulties in the work of the Department because people working there are not able to do it properly due to their nonprofessional formation. One of the main problems is the work of an old technician who never wanted to continue his studies and now due to the advance of technology he doesn't know how to work properly with the computer that is necessary to register the financial operations that

carry out the enterprise. The management council got together and decided to hire a young technician to do this job.

-What do think that must be done with the old technician?

-What do you think is the best solution to this problem?

-If you were the old technician what would you do in this case?

6- Round table

The American Accounting Association (AAA) has published in its magazine The Accounting Review an interesting and advanced article about incomes and expenses in the modern business world. You and your co-workers have analyzed the article and you are going to have a round table about it. Present some of the new and advanced ideas, emphasizing on how this can help your enterprise.

7- Presentation of the results of a research work

You have been invited to an important meeting with the most prestigious accountants of the country. In the meeting you will discuss the new tendencies on the field and you will try to give solutions to some problems. Present there the results of your investigation about the revenue accounts and how it worked out in your enterprise.

8- Simulation

At the end of each year, the enterprise approves a budget to buy clothes and shoes for the workers. This year, the management council has curtailed the budget to buy some other things that are not so necessary for the enterprise. Due to this curtailment the clothes and shoes will be of lesser quality in relation to those they bought last year. Some members of the management council do not consider necessary this curtailment and they want to keep the former budget. But the purchases are almost done and the accountant has already registered the operations.

However, there is a possibility of changing everything. How can this situation be managed?

Roles to play: Different members of the Management Council, the accountant, the man in charge of the purchases and some workers.

9- Oral report

You have worked as an accountant for a long time. A young man, recently working at your enterprise, is interested in knowing about the work of an accountant. Prepare a brief presentation of the functions and characteristics of an accountant; particularize in the case of auditors.

10- Debate

There are some things an accountant should do and there are some others that he/she can never do. Discuss on the "do's" and the "don'ts" of an accountant.

11- Round table

It is said that an accountant's personality is not a common one. Do you agree with this assertion? Why? Why not? Analyze this in teams.

-CIVIL ENGINEERING

1-Simulation

To build a new school in your region is the new task that the Ministry of Education has, but there is a problem which delays the construction. There have been some mistakes with the construction material orders. The chief of construction work has received another type of cement, not the one he asked for and also he needs more concrete blocks. For this reason, there will be a meeting with the suppliers to analyze this situation. In this meeting should participate the chief of construction work, the construction material enterprise director and some members of the staff.

Roles to play:

- 1- Chief of construction work.
- 2- Construction material enterprise director.
- 3- Members of the staff1, 2, 3

3- Oral report

You will interview the chief of construction work of a new bridge which will be constructed. Then make an oral report about the characteristics of the new work, you have to take into account these aspects:

- Types of construction materials.
- How long will the construction work last.
- How many workers the construction work will have.
- Measures of the new bridge.
- Location of the new bridge.

4- Minilecture

One student has developed an investigation about some important aqueducts in the region due to the special and magnificent features of these works. This student has been chosen to deliver a minilecture to the students of first year, giving important information that has to do with the civil engineering.

5- Debate

The students can hold a debate about the construction of new social construction works in their region.

To develop the debate the students should take into account different aspects such as:

- Type of social construction works.
- Quality of social construction works.
- Commodities of social construction works.
- Location of social construction works.

6- Presentation of the results of a research work

A student has made an investigation about the construction of the Central Road in your region. He has studied the Road's history and also he has found out why it is incomplete. He should write down or report to a teacher all the information he has found, taking into account some aspects such as:

- When was it constructed?
- Whose idea was it?
- Measures.
- Reasons why it is incomplete.
- What has been done to finish it?
- What is it necessary to finish it?

7- Round table

A group of civil engineers have been working in some new social construction work in a foreign country. Once they have returned, there will be a round table in which these engineers will tell their experiences not only in the construction of social works but also about their real situation of civil engineers in that country.

8- Minilecture

You are a university professor and you are going to give a brief lecture presenting the various types of earth-moving machine. Let us know about its contents.

9- Role-playing

A: You are the chief engineer of an important new canal construction team. Answer the journalist questions.

B: You are a journalist in charge of covering the news of the construction of an important canal. Interview the chief engineer.

10-Role playing

Student A: You are a Jamaican engineer interested on knowing the characteristics of the building process of the called “petrocasas” and the main materials needed to build this new type of house first built in Venezuela.

Student B: You are a Cuban civil engineer with a broad knowledge and experience in the new construction of “petrocasas”. Provide the foreign professional with the information required. Answer him/her all the questions formulated during the meeting.

11-Solution to problems

After the pass of the hurricane Ike, many alternatives have been created to offer new houses to those citizens who lost their own domicile. The so called “petrocasas” have been built in some countries.

- Will it be correct to build these kinds of houses in any type of surface?
- How far from the sea should be located the “petrocasas”?
- What is its particular design? What are the main materials needed to build them?
- Do you think that the so called “petrocasas” could substitute someday the brick houses so common in our country?

12-Debate

Nowadays there is tendency around the world to build bridges. All of them vary according to its size, design, the place where they are built. Comment on the topic.

Comment on the main characteristics of the building process of bridges. Do they differ from the ones built five decades ago?

Mention some of the most common methods used to build bridges in other countries.

13-Minilecture

You are a civil engineer invited to a conference that takes place in an English speaking country. Many civil engineers all over the world participate in the conference. The principal topic of the event is: “Different styles and designs in the building process of bridges”. You are the representative of the delegation, so you have to deliver a lecture about the evolution of the civil engineering in the construction of bridges and the influence received from other countries. Offer part of the lecture to the rest of the delegates.

14-Solution to problems

New resorts will be built in the coastal region. The principal of the project is a Canadian engineer interested on building three new resorts, different from the ones already built. He thinks that these new resorts have to be designed differently. He considers that they all need to have many bridges; he wants that the bridges differentiate these resorts from the rest. He is considering building bridges any place, near the beach, near the resorts, on the

road to the hotels, etc. But there are certain problems; firstly, the plan for the building of bridges is lost; secondly, the civil engineer in charge of the project is out of the country for a month, and thirdly; the materials available for the construction are not sufficient. Even though, the principal of the project states that all the resorts and bridges have to be finished before next summer.

-What do you think about this decision? Will it be good to build the bridges without its plan?

-What is your opinion about the principal of the project's behavior?

-What do you consider about building the bridges without the presence of the civil engineer in charge of the project?

-What happens if the bridges are built in a surface that does not have the required conditions for such a construction?

-What would you suggest for the solution of this situation?

15-Oral Report

You have information about the construction of roads, its characteristics, and current methods used to construct and reconstruct them. Present in the next lesson a summary of it.

16-Debate:

A road is being reconstructed. It is true that it needs to be completely repaired. Many technicians and specialists from the construction sector are in charge of the project. It is known that all the areas repaired have been very well done, but the project goes slowly.

Is it profitable to make the reconstruction in one area and keep on working in another one far from the previous one? What do you think about the work done? Do they count on the necessary materials and machines to carry out the project?

17-Presentation of the results of a research work

The roads and highways of the province are quite deteriorated. Many factors have influenced it. As a result you are developing a research work to look for the real factors that

affect the rapid deterioration of the roads and you want to propose a solution to solve this problem quickly. Present the results of this investigation.

18-Oral Report

You have the information about the characteristics of the construction of airports and its requirements. Present the most important ideas to your classmates.

19-Round Table

Last month, the country received a donation from a friend country to repair the most affected highways of our country and to construct new ones. The Minister of Construction of the nation has prepared an important meeting where many civil engineers from all over the country are going to comment on the situation of the highways. They will also talk about the possible actions to repair them taking into account the cost that it implies. Discuss on the topic in a round table.

20-Role- playing

Student A: You are a foreign civil engineer who is interested on knowing every aspect about a construction project, which consists on the building of a mini-airport in a near area of the general hospital located in the outskirts of the city. Your country is going to make a big donation for this project. The airport will be part of this health institution and will benefit it a lot.

Student B: You are the civil engineer in charge of the project. Explain to the foreign engineer everything about the construction.

21-Simulation

The system of sewer in the center part of the city is quite deteriorated. When it rains heavily many of them overflow and give an unpleasant smell. Laura's house is one of the most affected for this situation. Laura is a divorced woman who lives with two children who are three and two years old, and her mother is a handicapped person. Laura has affirmed that the sewer has been cleaned in many occasions but, every time it rains that

happens. Undoubtly, the system of sewers need reparation. In the area there are some other houses affected. How could this situation be managed?

Student A: You are the representative of the community

Student B: You are the civil engineer in charge of the reparation

Student C: You are Laura.

22-Oral Report

The Minister of Tourism in the province is interested on constructing new and beautiful bridges in the road to the resorts to beautify the region. You are the civil engineer in charge of the project. You have worked on this since last year and made the necessary measure to the land, have studied the surface, have chosen the possible places to build them and have estimated the cost of the construction. Present a report of the project in a management board of the Ministry of Tourism.

-ECONOMICS

1- Role-playing

A: You are an economist who is participating in the international conference "Globalization and Development Problems". One of the European delegates begins to talk to you and asks you about some facts of the functioning of economy in your country. Answer his/her questions and ask about the current situation of economy his/her country.

B: You are an economist from Europe. You participate as a delegate in the international "Globalization and Development Problems" conference. There you meet a foreign economist. Inquire about his/her economy and answer his/her questions.

2- Oral report

You are the economist of a bakery. Next week, there will be a meeting which is celebrated every three months in order to evaluate the efficiency of the production during this period. Present a report about the cost of the production to the administration of the bakery.

7- Solution to problems

An enterprise renders services of transportation and storage. One of its clients is having selling levels of \$ 3.5 million. Generally, 45% of this amount is paid in credits. The economist of the enterprise needs some cash today to do an important inversion but the enterprise does not have enough money because the client mentioned has 60 days to pay the accounts in cash.

- What do you think the economist will do?
- What is your opinion about the situation of the enterprise?
- Will it be profitable to sell the credit to the bank at a lower price?
- What do you suggest to give solution to this problem?

8- Simulation

Since October, there have been problems with the generation of claim checks which is affecting some areas of an important enterprise. The information-technology engineer checked the program and said that there were no software defects. How can this situation be solved?

Roles to play: The economic, the information-technology engineer, the economic director, the manager of the enterprise, the accountant, others.

9- Solution to problems

Rachel and Joseph work in the Marketing Department of a company that makes cereals, pancake products and frozen breakfast food. They are analyzing some figures and realize that the cost of sugar is going up to 15% during the year, that is why, this will cause trouble for the syrup line because sugar is the main ingredient.

On the other hand, they know that their enterprise is not the price leader in the field and that syrup is a price sensitive item on him. Besides, their marketing research information tells them that customers aren't particularly brand-loyal about syrup either.

- What do you think of this situation?
- How can marketing function here? What techniques can be used?
- What solutions can be given?

10- Debate

Marketing operations include product planning, buying, storage, pricing, promotion, selling, credit and traffic. Is this assertion correct? What about marketing research? What is its role?

11- Presentation of the results of an investigation

In our country, it is known that there are problems with the chain of distribution of goods. How can this be supported? Present to your classmates the information gathered in your investigation.

12- Role-playing

A: You have been recently hired as a financial analyst by an electronic components enterprise. Decide what your first task will be. Ask for advice. Accept help.

B: A new financial analyst needs your help. Advise him/her what to do and where to find all the information needed.

13- Presentation of the results of a research work

Alfred Marshall was an outstanding English economist. Look for information about his life, work and contributions. Present an oral minibiography.

-HISTORY

1- Role-playing

A: You teach History of Greece at the University. You went to Greece for a conference on the teaching of History and there you had a meeting with other lecturers. One of them begins talking to you and introduces her/himself. Answer her/his questions and talk about: age, nationality, personal address, time, occupation, phone number, birth date, etc.

B: You are a foreign lecturer of History and you went to Greece for a conference and there you had a meeting with other teachers. Start the conversation and talk about: age, nationality, personal address, occupation, phone number, time, birth date, birth place, etc.

2- Minilecture

You are a lecturer of History of America. You were invited to go to Cuba to give a lecture at the University of Havana about customs and traditions in South America. Get ready to present part of the lecture you should deliver.

3- Round table

You have worked as a teacher of History in different countries. Get ready to present your experiences in an opening section of the Conference "Pedagogía" that is going to be held in Havana, Cuba next February.

4- Debate

A delegation of 20 historians from Canada is coming to your place. They are going to have a meeting with the teachers of the department of History at your university. You and the rest of the lecturers of this department have already prepared a debate about the effectiveness of the use of the audiovisual media in the teaching-learning process of History. Present part of this debate.

5- Solution to problems

A neighbor of yours works as a historian at a touristic place. He has a lot of work this season, but next spring, he won't have enough work. The manager of this place will talk to him to analyze his situation because this man does not know how to do any other job.

At home the situation of this worker is complicated because his mother needs to live with him since she is sick and he is an only child. He is building his house to help his mother.

- What do you think the manager will do?
- What do you think the worker will do?
- If you were this man what would you do to solve this problem?

6- Presentation of the results of a research work

You are developing a research work about the History of your place. You should talk about the importance of your investigation in a conference next month. Get ready to expose this here during the lesson.

7- Oral report

You are a teacher of History of your country at a high school. Some of your students are not interested in your subject, so you should tell them the importance of studying history for their future lives. Present an oral report of this topic.

8- Simulation

Last cyclone we had in our place affected an important museum. Now, the city does not have any museum of History. The workers need to work and the city needs the museum because it is one of the most important places in your region. How can this situation be managed?

Roles to play: Representatives of different regional organizations, principal of the museum, employees of the museum.

9- Minilecture

Next month, our country will celebrate another anniversary of the victory of the war of independence. The students, within their organization are preparing different activities. Prepare yourself to deliver a minilecture about this topic to the students of the other majors at your university.

10- Presentation of the results of a research work

The coming January, some Canadian university students will be here in our faculty and the English lecturers will invite them to meet the students of all the careers while developing the activities to celebrate the birth of our national hero. Investigate about his life, political and literary work and support why he is considered our national hero.

11- Role-playing

A: You and your friend have just finished reading a newspaper article about a great personality in the history of our country, but you consider that the writer of the material didn't give all the elements for considering him as an outstanding personality. Discuss with your friend and give the elements you consider are not expressed in the article.

B: You and your friend have just read a newspaper article about a great personality in the history of our country but your friend considers the material lacks some elements for considering him as an outstanding personality. Ask him about his opinion and discuss on the matter.

12- Oral report

In your private study in the subject History of the United States of America, you were assigned to support this assertion: "The war between the North and the South constitutes a turning point not only for the USA but for other countries too". Present in the English lesson a summary of what you are going to explain in the History lesson.

13- Simulation

During the independence war there was no unity among the native forces and this allowed the colonizers to obtain victories. Why did this happen? How could this situation be solved?

Roles to play:

- History teacher
- Student 1
- Student 2

-INDUSTRIAL ENGINEERING

1-Simulation

Recently, a new island in the Caribbean has come into light. It is a beautiful island, full of exotic plants and endemic animals never seen before. It has 120 km of beautiful beaches of

white sand and blue sky. Investors from the United State want to build there a vacation resort that will provide them with much financial profits and also will improve the island inhabitants' way of life. But some naturalists that are part of an organization are against this for the building up would damage the fauna and they do not want this to happen. What do you think is the right solution to this situation?

Student A: You are the American investor.

Student B: You are the naturalist in charge of the Naturalist Organization.

Student C: You are the representative of the government in the island.

2-Role-playing

A: You are a lecturer at the University of Western Ontario, Canada, who is teaching a lesson about the environmental situation in Mexico due to the US Maquilas in that country. One of the students argues that those Maquilas really help the people in such poor villages and does not really damage the environment. Explain to him how much those factories damage not only the environment, but also the people who are almost being slaved.

B: You are a student at the University of Western Ontario, Canada who is taking a lecture on the environmental situation in Mexico due to the US Maquilas in that country. You disagree with the lecturer because you think that such factories are of a great help to those poor people. Argue with him and tell him which your point is.

3-Presentation of the results of a research work

The development of our world has damaged our environment. More factories, buildings, malls, etc. are being built each day on the forests. As a consequence, the nature is being transformed. Species of animals and plants are disappearing every year. You are an investigator on this matter. Be ready to talk about it next lesson. Make sure you bring examples of such species and who are the ones that are responsible for all this.

4- Role-Playing

Student A: You are a new business man who wants to invest in the Mall's business. You have the financial support but you lack the knowledge of all the Logistics factors you need to take into account when opening a business of your own. You look for some information

on the web and find a webpage by a specialist in Logistic support and you have an appointment with him. Ask him all kinds of questions related to the basic elements of logistic support.

Student B: You are a specialist in Logistic support at the University of Edmonton. You have an appointment with a new business man who wants to know all about the basic elements of logistic support for he is opening a new business and does not know much about this matter. Get prepared for this and answer all the questions he asks.

5-Debate

Logistics has been defined as the aspect of military science dealing with the procurement, maintenance, and transportation of military material, facilities, and personnel. But at the same time, it is also defined in the American Heritage Dictionary as the procurement, distribution, maintenance, and replacement of material and personnel.

-Which do you think is the most complete concept?

-Is Logistics only related to the military fields or also to some others?

-Give reasons to support your answer.

6-Minilecture

You are a Ph. D in Logistics at the University of Yale. You have been invited to the International Congress of Industrial Engineers to take place in Toronto, Canada next semester. You have been scheduled to give a lecture on Logistics in the System Life Cycle. Search some information about it and be ready to expose it.

7-Presentation of the results of a research work

The development and processing of data, primarily in a digital format, with the objectives of reducing preparation and processing times, eliminating redundancies, shortening the system acquisition process and reducing overall program costs has become very useful nowadays. You are an investigator on this matter. Be ready to talk about the relationship (impact on one another) between reliability and maintainability, reliability and human factors; and reliability and logistic support.

9-Oral Report

Some industrial and mechanic engineers are discussing about the importance of the personnel and training requirements for the development and safety of an enterprise. Present a report about this matter to those persons for them to clarify all kinds of doubts.

10- Round Table

You are one of the most competent industrial engineers in our country. For that reason, you have been invited to a Round Table on television that will be devoted to the development in the field of industrial engineering in our region. Be prepared to talk about the improvement of Industrial engineering in the last century and also about the importance of the training, the technical data and the transportation in the enterprises in your country.

11-Solution to Problems

In the last months, the USA, the European countries and some other nations around the world have suffered the impact of the world financial crisis. For such a reason, in the USA, for instance, all stores and factories are full of products that cannot be sold, even though the prices are lower now.

- What do you think is the reason of such problems?
- From your point of view, what was the cause of the crisis?
- Do you think there is a hope for those products?
- Taking into account the marketing principles, what would be a solution to that problem?

13-Debate

Next week, a debate about business administration is going to take place at the National Business Centre. Some managers believe that small companies do not provide enough earnings to the national economy. Do you think that only the big enterprises can support the economy of the country? Study the topic and be ready to be part of the debate by giving your points of view and opinions.

14-Presentation of the results of a research work.

Every end of the month, the factory you work in, holds a workshop about the quality of new products. As you were promoted to form part of the group of supervisors you have to research about the quality of the products and their guarantees once at the market. Prepare yourself and be ready to present the results of your investigation.

15-Simulation.

Some workers of your enterprise are complaining since they are working extra time (about two or three hours more than the established time) They go to the Personnel Department Office to present some demands to solve this situation. What would you do as the head of that department to arrive to a solution that responds to those demands?

Roles to play: Director of the Personnel Department, Employee 1, 2, 3

16-Role Play

Student A: You are an employee from an enterprise and you have found a better job proposal. You ask for the papers to quit the job but your boss does not want you to leave. He tries to convince you to stay. Give him your reasons to quit the job.

Student B: You are the director of an enterprise and one of your workers wants to quit the job. He has a very important charge in the enterprise and you cannot put another person to assume his place immediately. Make him some propositions to solve this problem.

-TOURISM

1-Role-playing

A: A guest came down to the reception and is asking you different questions. Try to give the appropriate responses. If you are not sure what to say, then consult an experienced receptionist.

B.: It's your first time in the hotel, so you would like to get some information about different aspects so you go down to the reception to find out:

-What you have to do if you want to go to an excursion.

-If someone was ill where he could get medical attention.

- What to do if you wanted to eat at the special food restaurants.
- What places are worth seeing outside the hotel.
- If you could reserve directly if you decided to come back to the hotel.
- What type of room may be appropriate for a family with two children.
- What to do if you forgot your safe code combination to open it.

2-Simulation

A guest who has checked in already, claims that he has been given two single beds when the travel agent in Canada promised that he would have a king size bed.

Students A: play the role of the front desk clerk. Try to calm down the guest and reach an agreement with him.

Students B: play the role of the guest. You are very upset because of the situation and you want to talk to the manager. Complain to the front desk clerk. Reach an agreement.

3-Minilecture

The following pieces of advice are a reminder to the hotel staff at any hotel. Prepare a minilecture on how this should be fulfilled at any hotel to make the client feel good. Be ready to stand in front of the class and deliver the information.

Speak to people: There is nothing as nice as a cheerful word of greeting.

Smile to people: It takes seventy-two muscles to frown, only fourteen to smile.

Call people by name: The sweetest music to anyone's ears is the sound of their own names.

4-Presentation of the results of a research work

Find out information about the different hotel plans and be ready to comment on the information found. Act out as if you were a reception instructor.

- All-inclusive plan.
- American plan.
- Modified American plan.
- Continental plan.
- European plan.

5-Round table

An event of hotel reception is being held at your hotel and you are one of the receptionists participating. Present the possible ideas they may refer to.

Some of them may be:

- Characteristics of their resorts.
- Experiences and anecdotes.
- Proposals to improve front desk work.

6-Role-playing

A: A guest who just arrived came down to the reception to complain about his room. It was not the type of room requested. Apologize to him, explain the situation (one of the hotel sections is closed), and offer a possible solution. Be calmed and polite, smile to the guest.

B: You just arrived to the hotel and they showed you the room. But you cannot bear your disappointment; this is not the kind of room you requested. You paid the money to the travel agency for a room with a balcony and this one doesn't have one. Say you will claim to the travel agency if they don't solve the problem. Listen to the proposals and make a decision.

7-Simulation

A guest had booked this hotel in Canada and since the very beginning he requested a room in section 500 (a friend who had already been here told him they were the best rooms). However, when he checked in he was allocated in section 200. Now he is complaining.

Students A: play the role of the front desk clerk. Try to calm down the guest and reach an agreement with him.

Students B: play the role of the guest. You are very upset because of the situation and you want to talk to the manager. Complain to the front desk clerk. Reach an agreement.

8-Role-playing

A.: You are the front desk clerk at Rio de Luna Hotel. A tour group arrives; among them there is a returning guest. He's been to this hotel for seven times.

- Welcome him warmly and friendly and request his documents.
- Announce some privileges he will enjoy (type of room and location, special food restaurant reservation, special party for VIPs, some special gifts in room.).
- Wish him a nice stay and offer new contacts.

B.: You are a tourist who's been to the same hotel for seven times now. You are checking in, and after greeting everyone you tell the receptionist how happy you are to be in the hotel and why. Tell her also about the weather in your country. Show your gratitude and give your opinion about each of the privileges you will enjoy.

9-Simulation

1. A couple of guests with children arrived from the airport at noon. When they checked in, the front desk staff told them their room would be ready by 3:00 pm, now it is 5:00 pm and the room is not ready yet. They are very tired and so are their children.

Students A: play the role of the front desk clerk. Try to calm down the guest and reach an agreement with him.

Students B: play the role of the guest. You are very upset because of the situation and you want to talk to the manager. Complain to the front desk clerk. Reach an agreement.

2: A guest who arrives to the hotel with his wife and his three-year-old daughter has the hotel voucher but to his surprise the front desk clerk tells him that he is not in the rooming list, that the hotel is full and that he will probably have to be relocated at another hotel. He requests to talk to his rep, but he feels he should not pay for that phone call.

Students A: play the role of the front desk clerk. Try to calm down the guest and reach an agreement with him.

Students B: play the role of the guest. You are very upset because of the situation and you want to talk to the manager. Complain to the front desk clerk. Reach an agreement.

10-Solution to problems

A guest at the hotel calls the front desk to complain about the safety in his room. He reported the problem the day before and the people in charge told him that they were going to send someone to fix the problem, but so far no one has been to his room. He is angry and wants the problem fixed immediately.

If you were the receptionist:

-What would you say to the guest?

-What kind of questions would pose to the guest?

-What steps would you take? Who would notify?

-How would you try to calm him/her down?

11-Solution to problems

Now imagine a guest is being abusive. He is very angry and using abusive language. He says it is completely your fault that his phone has not been fixed. Also that he will claim some money back because of the bad service.

-What would you say to calm him down?

-Would you get angry as well?

-Would you use the same language he is using?

12-Solution to problems

The receptionist receives a phone call from the grill bar. The bartender reports that there is an overly drunk guest bothering other tourists. He had asked for several drinks and now the bar tender refused to give him more. Therefore, the drunken man got very angry and began yelling and using abusive language to address the barman; he even started jumping around the tables. The public relation woman, accompanied by a security guard, went to the bar to handle the situation. They tried to persuade the abusive guest to stop doing all that and return to his room. Instead, the man grabbed the public relation woman's scarf and pulled her towards him. The security guard approached them trying to help. Suddenly, the drunk turned around and pushed her into the swimming pool.

-Should the receptionist go there and see what is happening to find a solution?

-Should she call the hotel manager and tell him to handle the situation himself?

-What would you do?

-What should the hotel management do with this guest?

-Find out what further actions can be taken.

13-Role-playing

A: You are a guest at a hotel. You arrived some minutes ago but when you went to your room, you discovered that it wasn't completely made, everything was dirty. You are angry about this. Call the front desk and complain.

B: You are a front desk clerk. A client will call you complaining. Listen to his| her comments and respond accordingly.

14-Solution to problems

A client is leaving the hotel and he requested the shuttle service to take his luggage to the hotel lounge. The front desk told him that they would be there in ten minutes. After a half-an-hour wait, the bellboy finally shows up and the client complains to him in a rude manner. How can this be managed?

15-Minilecture

You have been sent to the university to deliver a lecture to the students of the Tourism Major going to do their training time at your hotel. Fully explain the importance of handling complaints with patience and good temper. Support the statement that says that “the client is always right”.

16-Round table

The II Conference on Quality in Tourism is taking place at your hotel. The public relation representative is to deliver a lecture on the importance of giving a highly deferent and personalized treatment to clients in order to expand the hospitality business. Present some of the ideas the representative is going to deal with.

19-Role playing

A: A guest comes to the reception and complains about some problems in his room. He looks very upset and he’s being abusive. Calm him down, apologize and offer a solution.

B: You go down to the reception to complain about some problems in your room. There is no hot water in the faucets, there is leaking from the ceiling in the bathroom and the toilet does not flush. You feel very upset and discharge all your anger at the reception.

17-Minilecture

There some students of the profile of tourism doing their training time at the hotel you work at. You have been chosen to speak to them about your workplace and about the different situations you frequently deal with there. Explain everything to them. Give them tips on how to solve these troublesome situations.

18-Solution to problems

A couple of guests who just arrived are expecting a great vacation because they have decided to spend their honeymoon at this hotel. However, they had to wait at the front desk to check in (where nobody congratulated them). As they opened the room they were given, they realized that it was taken by someone else and talks to the bellboy about it. How can this situation be managed?

19- Solution to problems

The manager of a hotel has received a complaint about one of the receptionists of the resort, since the client could not sleep because the neighbours next door were being loud in the wee hours. The sleepy client talked to them but they did not care about it. So, he phoned the receptionist and the person in charge replied that he could not do anything about it, because they were celebrating and in their room. How would you solve this problem? Do you think that the receptionist acted in an ethical way?

20-Role-playing

Student 1: You are the principal of *Go for It* Recreational Center, and you have problems with your entertaining team, since they take advantage of clients, and sometimes clients have reported that your entertainers are not doing their work, but just drinking alcohol and swimming on the pool. Evaluate the problem with your entertainers and make a decision.

Student 2: You are an entertainer at a Recreational Center, and the principal talks to you about some clients complaining about your behaviour. Answer his questions, and try to convince him, that it will not happen again.

Student 3: You are another entertainer on the Recreational Center, and you do not understand why clients are complaining, if, most of the time they are the ones that invite you to drink and to swim in the pool. According to your own ethics, you are not violating any rule. Try to convince the principal about it.

21-Role- playing

Student 1: You are a tour guide, who is taking the tourists to a fishing tour. A client wants to eat turtle. Explain him that turtles are being preserved, and he is only allowed to take pictures of them, try to make him feel comfortable with it and recommend him to fish something else.

Student 2: You are a tourist who wants to catch a turtle. After the tour guide's explanation, tell him that you pay and you want to be pleased, and tell him you will complain.

22-Oral report

There is a hotel in your town, which is decaying since the quantity of tourists is less every year. If you were to redefine your town as a tourism destination, which characteristics will you take into account. It is important that wherever decision you take, make sure it is profitable and ethical.

23-Round table

You are tourism executives and you are to expose all the profits of the industry to the locals where you want to build a new resort. Prepare the activity based on these questions:

- What is going to be the hotel's ecological policy?
- How many jobs are you going to provide to the locals?
- Are you going to bring professionals from other cities?
- Are they going to use local and national products? Why?
- What are the main problems that locals are going to experience?
- What are the main changes that the city is going to experience?

Then, each subgroup presents their project to the community, which is represented by the rest of the classroom. Each project should be different since it should be built in different cities.

24-Oral Report:

You are a tour guide at a travel agency. You have just received at the airport the new comers that will be staying at a hotel. They prove to be interested in getting acquainted with general information about the Island and the resort they will be vacating at. You are to give

them the welcome meeting while on your way to the resort. Be prepared to expose the information they are willing to hear and motivate them to attend the morning briefing at the resort the following morning.

25-Minilecture:

You are the representative of a resort. You are to develop the information meeting for the clients who just arrived the previous night. The information you are to provide includes hotel services, schedules, spare time options, prices, tours, departure details... everything they might need to know to enjoy their stay to the extent. Be prepared to deliver a lecture containing all this information.

26-Debate:

You are member of the entertainment team at a resort. You meet some fellow entertainers who studied with you and now are working in various hotels of the area. Prepare a debate session on the different entertaining activities which are carried out on their respective resorts. Take into account specific characteristics some of them have, which may facilitate or difficult the development of the previously mentioned activities.

27-Round Table

Some members of a corporation are willing to invest in your resort. The fusion between them depends on their appreciation of whether it would be profitable or not, so they need as much information as possible about the characteristics of the resort. During their visit, the hotel manager, the director of public relations, the director of the personnel department, the director of the economics department, the director of different departments, and the representative of the Ministry of Tourism at the resort comment about their respective areas of work. Present the possible ideas they may refer to.

28-Solution to problems:

At your travel agency the previous high season brought an increase of the Italian market, so it was necessary to hire tour guides on the language. This year, on the contrary, the Italian market has decreased to the lowest and the French is the one increasing. Except for

Francois, who never studied French, the rest of the tour guides are able to take over on the new transmitter market. Francois is a very responsible and capable worker, as well as a loving father and husband; but looking at his CV the director realizes he is not able to work on another area.

He calls Francois to his office to analyze the situation and find a solution.

-What would you do if you were Francois?

-What if you were the director?

-What possible solution you propose to solve the problem that may suit both parts?

-What would you recommend to avoid these sort of situations?

29-Presentation of the results of a research work

You are member of a commission representing a corporation that carries out a research on a given area. You want to determine if it is possible to build another hotel -the 4th one - on this area without breaking the environmental ISO norms.Reach a conclusion and present the results of your investigation to the director.

30-Simulation

It is almost departure time for the flight 308 Air Transat. The clients wait to be picked up at the lobby of the resort and when the bus arrives the situation is confusing because some proceed to put their luggage inside the compartment without first checking their names on the list. Once they arrive to the airport, Frank Parker, one of the clients, realizes his luggage is not there. He blames the tour guide for his lost and wants him to pay for its value without even trying to find out what has possibly happened to his belongings. On one hand, Frank is a very good client, but this time is very upset. On the other hand, Tom, the tour guide, has the responsibility of finding a solution to this troublesome situation.

Take into account the previous information and be creative while acting out as follows:

A: you are Tom, the tour guide. Try to calm Frank down. Convince him to try to find the luggage. Find out where it might be (call the resort, ask the other passengers, talk to the driver....). Reach an agreement with Frank. Be polite but firm.

B: you are Frank Parker. You are very upset and you want to be paid for the belongings you have lost. Listen to Tom's arguments and reasons. Reach an agreement. Be polite but demanding.

-INFORMATICS ENGINEERING

1- Debate

As you know there is a current tendency of replacing the manual work for new technologies. This is the case of computers, from which nowadays, most works and operations are directed. Is this replacement always profitable for men? State the pros and cons of using computers.

2-Role playing

Student A: You have been assigned a programming task in which you are supposed to work together with a classmate to create a web page for a given subject. Discuss the different possibilities with your partner and get into an agreement.

Student B: You are going to work with a classmate in a Programming task where you are asked to create a web page for a given subject. Share ideas about the different possibilities to creating it and its components. Get into agreement.

3- Solution to problems

A person came to the laboratory you are in charge of, to work in a project. But, just after he connects his pen driver, the computer stops working and starts making a strange noise. It seems it is a virus that has affected the computer system or it can also be something else.

The user is worried about his project. He is afraid of losing the information.

- What are the possible problems?
- What can a computer programmer do about it?
- Could that person get back the information?
- What security measure can be taken to avoid incidents like this one?

4-Oral report

Situation: You are supposed to deliver the introductory lesson of Computer Science subject. In this lesson the main parts or components of the computer are explained as well as their function: monitor, central unit, RAM memory, hard disc, CPU, chipset, mother board. Be ready to talk about them.

5-Simulation

You are the product seller in one of the University of Computer Science (UCI) stands in Informatics Exposition 2009. Your stand has to be with public administration: projects of judicial, penitentiary, or emergency negotiations and other services offered to people. So, you are going to negotiate with different customers, propitiating the UCI's operative capacity to produce informatics solutions. There you will answer the exposition visitor's questions and doubts which are every related with marketing and image of the UCI as a possible software industry. So, you will try to create new contacts that represent potent clients.

Roles to play: seller, clients.

6-Role playing

A: You are the manager of a bank and you want to reach a higher level of proficiency and efficiency. You have noticed that some operations like the opening of bank accounts, the deposit and withdrawal of money are affecting the quality of the service. So you ask a computer programmer to create a software that makes faster those operations.

B: You are a computer programmer and a manager of a bank asks you to create a software to make faster some operations that are affecting the quality of the service. Once you have created it you will explain it to the manager stating its advantages.

7-Minilecture

You have created a software for the security of the computer system and you have been chosen to present it in a Computer Programmers International Meeting, which will be held next week. So, introduce and explain the advantages of the software as MAILEN

8-Presentation of the results of a research work.

You graduated on Informatics last year and you are carrying out an investigation concerning the Major's needs. Get ready to present the results you have obtained so far, in the international workshop to be celebrated next month in Canada.

9-Round Table

You have been working overseas in Venezuela, Haiti, and Equator mainly in the designing of programs, to be implemented in the adult literacy campaign process. And you have been invited to the Scientific and Technical Forum next July in South Africa. Get ready to share in a round table your experiences.

10-Role playing.

A-You are a Computer Engineer who is in an English speaking country because of a Congress on Sciences. There, a native colleague starts a conversation due to his interest in knowing about the development of informatics in your country. Answer his questions and try to get the same information from him about his country.

B-You are a Computer Engineer from an English Speaking country who is in a Congress on Sciences. There you meet a colleague. Ask him everything you wish to know about his country and the development of informatics there. Answer all his questions.

11-Oral Report.

Some students have come from another country to study informatics at your university. You are the class representative, and you should inform them about the main subjects, ways of evaluation, and other aspects they need to know concerning the major. Present to them a report on this respect.

12-Minilecture.

You have been invited to Oxford University to impart a conference on advanced antivirus technology. Get prepared to expose part of it.

13-Debate.

An experienced Computer Science professor of the University of Cambridge is visiting our region. Among the activities included in his schedule he has the visit to our university to participate in a debate organized to prepare the students of 5th year for their research work. Present the doubts that you as student may have about your work.

14-Solution to problems.

When the laboratories of informatics major were checked this month a current problem was detected, two of the computers had been robbed. Immediately the technician in charge of the laboratory was sent to another department. However, he argues that this problem was the technician responsibility. What would be your suggestions as the head of the department to solve this problem.

15-Minilecture

After you graduated, you began teaching Programming to the first year of Informatics Major. The subject you are imparting today has to do with Java. One of the students does not understand very well and you must explain him as clearly as you can, what this programming language consists of.

-LAWS STUDIES

1-Oral Report

You are Mr. Johnson's attorney. Mr. Johnson is demanding Doris Memorial Hospital due to the fact that while he was there taking some treatment for his bone condition, he got the wrong treatment and he is now having some troubles as a consequence of this. Be able to present your statement to a judge in order to build up the case.

2-Debate

You have probably watched a lot of movies where the USA court system is shown. Take one of these movies and show it to the classroom in order to make a debate of all the facts presented of this content.

3-Solution to problems

In a given neighbourhood there is a grandmother taking care of two of her grandchildren, four and five years old respectively. Their mother decided to abandon them because she thought she would have a better life without them.

The house where these kids are living is in really bad conditions. Also, the grandmother is being scold several times by the neighbours because she treats her grandchildren unkindly. Not so far from this place there is a foster house where all the kids are treated kindly without any kind of distinction, where the government has provided qualified persons to work with kids and where all the main needs are guaranteed. All the concerned authorities, including the social worker in charge of that location, have been informed about the situation. What could they possibly do about it?

Roles to play: different authorities, social worker, principle of the foster house,

4-Role-playing

A: You are a police officer and you have been notified about a fight of a marriage. There is a witness of the fight. Demand him/her about it.

B: You witnessed a fight of a marriage, where the wife is been hurt. Tell everything you saw to the police officer.

5-Simulation

Mary and John are getting divorced, since a few months ago they realized their marriage wasn't working as it was supposed to, so they decided to take different ways. Nevertheless, as they were married they have goods to share but they do not arrive into an arrangement. So they decided to hire lawyers and go to a judge to split their goods as fairly as possible. The case must be revised by the competitive authorities because Mary wants to keep a restaurant and two hotels that originally belong to her husband.

Roles to play: Mary, John, Mary's lawyer and John's lawyer, the judge.

7-Role Playing

Student A: A nurse that has been working for 30 years and she is now 50 years old want to get retired but her boss tries to explain to her that she is still in labour age due to the new established law. She is not aware of the articles and resolutions of the law so she argues him.

Student B: You are the boss of the nurses at the hospital and there is one of them that wants the get retired due to the fact that she is 50 years old and she is being working for 30 years. You will explain to her about a new law that has been established and so that she is still in labour age. You should convince her positively.

8-Minilecture

A new article to the law of retire age is been added and as you participated in its approval you are going to give a dissertation to your partners on what this new article is about.

9-Oral report

You are a city attorney and you are going to put on trial a burglar for a major robbery. Nevertheless, you have almost no evidence on the case and the defence has many fairly alibis. It is your duty to take down all the alibis and to prove his guiltiness.

10-Role playing

A: You are a police officer. You were called because there was a traffic accident. B is a witness who saw what happened. Ask him/her about it.

B: You witnessed the traffic accident. Describe the accident and give any other helpful information to the policeman.

11-Debate

Based on what you have seen in class and what you have watched or listened through the Medias make a list of the differences regarding procedures, sentences and prejudices, between your own Judicial System and USA Judicial System. Prepare three members of each team to make a dissertation on each one of the aspects of every Judicial System.

12-Presentation of the results of a research work

The last population counting gave out valuable information about the infant decreasing rate. After that an investigation took place where you and some other members of Work Ministry and Social Care participated. Present to your partners what you have achieved during the research.

13-Solution to problems

The last cyclone we had in our region affected some houses. The house of Estela was almost destroyed and she and her daughter are living in a small room whose ceiling is in very bad conditions. In the City there are other persons with similar situations as for example Delia, who lives with a son having psychic troubles; she is living in a room and a porch in which there is a well that overflows when it is raining.

Everybody knows that there are some houses belonging to the government where no people are living. How can this situation be managed?

14-Oral report

You are in charge of defending a criminal. Present a possible defense.

15-Debate

Ask the students to watch a film that reflects the judicial system in the United States. Debate on this.

16-Presentation of the results of a research work

Last national census brought valuable information about different persons who need economic help and specialized health care. Since you worked on this activity, you were selected to develop a research work to design a strategy for the help of these persons. Present part of the results of this investigation.

17-Role playing

A widow/widower wants to know if she/he has any chances of acquiring the property of her/his spouse`s house so she consults a lawyer who is specialized in this matter.

A: You want to know if you can get the property of your spouse`s house who recently died. Seek the help of a lawyer.

B: You are a lawyer and someone consults you about the legal process to have the property of his spouse`s house who recently died. Ask her/him how long the marriage was, if they had children, etc. and give her/him a conclusion or a piece of advice about her case.

24-Solution to problems:

A woman has been hit by her husband in several occasions. She doesn`t want to accuse him because she is frightened and because they have two children who love and need their father.

-What do you think about the attitude of her husband?

-What is your opinion about the position assumed by the woman?

-Do you agree with her that the kids would rather live with their father, even when he mistreats her, than in a peaceful environment?

-What are the possible actions she can carry on to solve this situation?

-What do you advice her to do?

-What could you do to help her?

- AGRONOMY MAJOR

1-Oral Report:

Based on the knowledge you have on the latest technologies applied in agriculture make a small report where you explain how these scientific methods are environmentally used in our country. Take into account the preservation and development of crops and animals.

2-Minilecture

Research and get prepared to talk to your class for an estimate of 5 minutes about organic agriculture and its development in our country. Consult different materials in the library

and another source, especially the most recent articles in magazines, newspapers, etc. on the field. Make sure you include and explain in your exposition the main concepts of the topic, as well as examples, etc.

3-Simulation

The recent hurricanes in your region caused damages to the main agricultural sources of food and there is scarcity of some vital types of food.

Roles to play:

- an engineer in agronomy,
- a researcher on the introduction of new crops,
- agricultural worker 1, 2, 3

4-Round Table

Look for information about the development of agriculture through the last 60 years. Be prepared to talk and compare the situation of agriculture with some other countries.

5- Presentation of the results of a research work

You have made a research on the condition of the soils in your locality, their productivity and fertility. Present the results of your report.

6-Debate

The current tendency to solve the lack of renewable energy resources in some countries is to use food to generate energy. This polemic issue has generated serious debates around the world. Give your personal opinion on the topic and discuss it with your classmates.

7-Solution to problems

The newest species of bananas introduced in some areas of the country is being attacked by an unknown agent. Research on the possible suspects affecting these crops and propose some countermeasures to solve this situation. You may bring pictures, written materials, etc. to support your proposal. In the end, the group should arrive to an agreement and choose the best proposal.

8-Oral Report

Based on the knowledge you have on the latest technologies applied in agriculture make a small report where you explain how these scientific methods are environmentally used in our country. Take into account the preservation and development of crops and animals.

- AGRO-INDUSTRIAL MAJOR

1- Oral Report

Look for information about the national and international policies whose main purpose is to reinforce the sustainability of the planet. You should be able to make a brief exposition of the current posture adopted by our country in relation to this.

2- Role Play

Student A: You are the chief of the Personnel Department of an enterprise and you have to inform to your superiors on the work your department has been developing during the last three months. Make emphasis on the security, health care, salaries, etc. of your workers.

Student B: You are the head of the Quality Control Department of an enterprise. You interview the chief of Personnel in order to know about the measures that favor and protect your workers. Ask as many questions as the situation requires.

3- Minilecture:

Research and get ready to talk to your classmates for an estimate of 5 minutes about the use of the renewable energy resources in our country. Provide examples of different parts of the country.

4- Simulation

There are environmental problems affecting the development of national economies all around the world. Discuss about this.

Roles to play:

-an environmentalist,

- an economist, etc.

5- Round Table:

Get prepared to develop a round table in your class about the changes occurred on a mountainous region and how they have favored the development of the rural areas where it has been implemented. You should arrive to a conclusion.

6- Presentation of the results of a research work

You have made a research on the current tendency of sustainable communities, their development and the advantages they provide. Make a brief presentation of the results of the investigation.

7- Debate

Several international meetings have taken place during the last years to discuss environmental and social problems. The most advanced proposals regarding environmental sustainability in the 21st century have been achieved in the Summit of Rio and the Conference of Kyoto. Debate with your classmates on the matter; make sure you give your personal opinion.

8- Presentation of the results of a research work

The current irrigation system in our province has proved to be insufficient, provoking a delay in some areas of agriculture that should provide the basic food products for the local people. Research on the different methods you could apply to solve the problem. Be ready to discuss it with your classmates. You can bring pictures, written materials, etc. to support your proposal. The class should come to an agreement and select the most suitable method.

-AGRICULTURAL AND LIVESTOCK ENGINEERING. (IngenieríaAgropecuaria)

1-Presentation of the results of a research work

In the last decade molecular methods have permitted the deletion of genes or chromosomal regions bearing commercial interest genes on several species of livestock. The development of genetic maps highly saturated with molecular markers, allows the identification of accurate position where genes affect quantitative traits, or where Q_t are located. In the salmon species the map development has been slower than on domestic animals, therefore the QTL identification has been slower too. You have been working on an actualized revision of all genetic map published for salmon fishes until this date. Present the result of this investigation.

2- Minilecture

You are going to participate in the Fourth International Congress of Animal Improvement. You have to deliver a lecture about the biotechnological methods to increase the efficiency of reproductive processes on cattle and feeding and reproductive management strategies to obtain better fertility results. Before delivering the lecture at the event, offer part of this to some members of the organizing committee of the Congress.

3- Oral Report

Some producers, technicians and professionals of animal production were missing to a meeting where the different sustainable strategies for the development of cattle production, digestive physiology and intermediate metabolism of ruminants were discussed. Present a report to those persons for them to know.

4-Debate

The Department of Animal Production of the University of Chile carried out an investigation in order to quantify the effects of soybean meal and wet corn gluten feed treated with formaldehyde and the effects of including them in dairy cow diets. The studies show that the formaldehyde treatment reduces luminal protein degradability and the inclusion of these treated products increases milk yield and modifies milk composition. Will

it be profitable to analyze the effects of including these products in dairy cow diets in your country? Debate on the pros and cons of application of this project in your cow production

5-Role-Playing.

Student A: You are an American specialist on insemination techniques on cattle, buffalos, sheep, goats, swine, horse, rabbits, poultry, and dogs. You are interested on evaluating the proceedings for collection and conservation of semen and the proper act of insemination in Latin America Regions. You have to visit laboratories and agro ecological farm around the world.

Student B: You are a Jamaican producer of horses. Show the American specialist the methods and the procedure you use in your farm while putting into practice the different reproductive biotechnologies: artificial insemination, embryo transfer, in vitro fertilization, cloning and transgenesis, genetics, pastures and forages. Provide him/her with explanations.

6-Round Table

A group of American producers, technicians, and professionals on Biotechnology for feed production and reproduction are invited to the Fifth Symposium on Biotechnological Processes, Reproduction and Utilization of Animal Feeding. Before participating on this event they are going to visit different centers of animal production located in countries such as: Canada, Jamaica, United States of America, Venezuela, Cuba, Spain, and Italy among others. Present some of the experience and ideas they are going to deal with during the conference.

7-Solution to Problems

Nowadays thousands of pigs around the world are dying because of the proliferation of the well known swine fever. It actually constitutes a big risk for animals. In the South part of Canada the swine production has been affected for this disease. Irresponsibly, the animal producers of this region continue exporting infected semen; they also continue breeding these animals who still suffer from this disease. What it is more, they do not want to kill the infected animals and even having knowledge about the existence of Colvasan, an effective

and new vaccine against this illness, they have not decided to vaccinate their pigs or put them under any other medical treatment.

-What do you think about this disease?

-Does it constitute a risk for swine producers in the world?

-Could it be effective to vaccinate them?

-What happens with the Canadian Animal Production's managers?

-What is your opinion about the situation in the region? Is it good for their future production to continue raising infected animals?

-What could you suggest for the solution of this situation?

8-Simulation

The production of rabbits has increased in the last few years in The United States. John Feed is an American producer who raises a great number of kinds of animals. He even exports for other countries. Near his farm in Arizona is located the children hospital of the town. John Feed does not have created the necessary conditions for the raising of rabbits. Every day he throws out the residues into the river, he does not keep his animal well cleaned and he has never vaccinated them and the place he uses to raise them do not have the necessary conditions.

Last month the principal of the children hospital and some of the patients were complaining because of the poor hygiene of the place. Last week a specialist in animal production ordered John to close the farm but he hasn't done it yet.

How could this situation be managed?

Student A: You are the principal of the children hospital

Student B: You are John Feed, the producer of rabbits.

Student C: You are the specialist in Animal Production.

-JOURNALISM

1-Presentation of the results of a research work

It is quite true that the existence of the human race is in dangerous of disappearing and human beings are the main responsible. Today, there is a tendency among people of damaging the environment. So, journalists being the persons who work in every media of

information have to be well informed and have to be concerned about this phenomenon. Taking into account the importance of protecting the environment you have decided to carry out an investigation on this topic. Present the results of the investigation.

2-Minilecture

You are a Jamaican Journalist invited to a symposium which will take place next month at Harvard University. You are in charge of delivering a lecture to a group of students of the Journalism Major. Your lecture is going to be about the requirement for a good journalistic work.

3-Oral Report

Nowadays there is a tendency to behave inappropriately in society. Sometimes even professionals seem disrespectful and Journalists are not exempt of this phenomenon. Many times while interviewing people journalist do not behave as they should. Present an oral report on journalists' ethics.

5-Role-Playing

Student A: You are a media information correspondent and you are preparing a television news item on the new technology. You have to interview a telecommunication expert.

Student B: You are a telecommunication engineer and you have to be interviewed by an American journalist interested on making a report about the new tendencies in technology. Provide him/her with good explanations about the topic.

6-Round Table

Some journalists from different part of the world are going to gather in a conference room at the University of Calgary in Canada. One selected representative of each country is going to participate in a round table devoted to the discussion of the economic global crisis and its effect in the economic development of the world. Each journalist will have also to explain the economic situation of his/her country. Present some of the ideas that will be discuss during the meeting.

7-Solution to Problems

Yesterday, a well known American journalist named Mark Wellington published in the New York Times newspaper a written report on the United States of America- Afghanistan military conflict. The journalist published his report without consulting, evaluating and comparing different information media on the topic. What it is more, the article included figures that were not updated. He also putted words in other people's mouth. As a consequence, the publication of the article had really bad consequences around the world.

- What do you think about this journalist's behavior?
- What happens with the editor of the newspaper?
- Does Mark Wellington have to be punished?
- What would you do in Mark Wellington's place?

8-Simulation

Many times journalist feel disappointed about a matter or situation and freely they decide to write about it. Last Saturday Fred Hoot, an English journalist, visited a Chinese restaurant in Madrid, Spain, and he decided to published a critic article about the restaurant's service. The publication of the piece of writing had really bad repercussion. As a consequence, the owner of the restaurant asked for a meeting with the journalist who published the critics and the editor of the magazine. How could this situation be managed?

Student A: You are the English journalist

Student B: You are the editor of *The Sun*, the English magazine.

9-Role-playing

A: You are a journalist and you are interviewing some young people about the personalities of their ideal husbands or wives. Try to get as much information as possible.

B&C: A journalist comes to ask you some questions about your present or future marriage

Answer his/ her questions with personal information.

-PSYCHOLOGY

1- Presentation of the results of a research work

In the course of the past few decades, there has been an increase in the mental illnesses and behavior disorders. People sometimes do not even know the reasons why they act like that and the changes in their behavior. Most of us lack the right knowledge about mental health and the behavior disorders, which can be very useful for each of us. You are an investigator on the matter. Look for some information about the mental health and behavior disorders and be ready to expose it.

2-Minilecture

Next month, it will take place a conference at the University of Vienna to honor Sigmund Freud for his contribution to present psychology. You have been invited to take part in the conference and you are supposed to prepare a minilecture on “Self-esteem, personality and character”. Look for some information about it and be ready to expose it.

3-Oral Report

You are a professor of “Introduction to Psychology” at the University of Buenos Aires. Your students are arguing about intelligence. Some think it is inherited and some that it has to do with genetics. Some state it cannot be measured and some think it can be. Present a report about this matter to your students for them to clarify all kinds of doubts about it.

4-Solution to problems

Nowadays there is a tendency to believe that no matter what the parents do or how they raise their children; the personality is a process that has to do with genetics. But, according to the principles of psychology, the personality begins at birth; from the very first day we begin to civilize the child.

-What do you think is the right statement?

-Are parents responsible for the child’s behavior and personality?

-It is just a matter of genes and genetics?

-Do you think the children inherit the parent's behavior or they learn it from what they see in them?

5-Role-Playing

Student A: You are the mother of a fifteen year old girl who just entered high school. You have noticed some negative changes in your daughter's behavior since she turned 15 and you do not really know what the best way to deal with this problem is. You have scheduled an appointment with a psychologist. Tell him all about your daughter's behavior and ask him all kinds of questions about the way you are supposed to act.

Student B: You are a psychologist. You have an appointment with the mother of an adolescent who has been changing negatively lately. Give the mother some advices to better up the relationship between the mother and her daughter and explain her all about the behavior of teenagers and their changes.

6-Round Table

You are a Canadian Ph. D in Psychology, specifically in the field of learning and thinking. You are visiting Cuba and you have been invited to a Round Table by the Cuban television devoted to the "Children rights". As part of the program, you are supposed to talk about the nature of learning and how it is developed in kids under 5 years old. Look for some information about it and prepare a speech.

7- Solution to Problems

A young woman, who lives in New York, goes to the psychologist and tells him: "Everything is wrong with me. I feel abnormal. I don't do even the ordinary things of life. I am sure I will fail on anything I undertake. I am inferior. When I try to imitate successful people, I am only acting. I can't go on like this." Taking into account her own words, what kind of treatment should she be given: Psychoanalysis or Client-centered psychotherapy?

-What is this patient suffering from?

-What would you answer to her?

-What could be a good treatment for this woman?

-How would you treat her?

-Do you think there is a solution for her problem?

8-Simulation

A six year old kid is having problems when learning the letters at the school. The teacher, worried for the kid's well-being, told his mom about it. The mother thinks is that the kid does not study much, even though she makes him study his lessons every night, but he does not make any improvement. She finally takes him to a psychologist to find out what the problem is. What do you think about this situation?

Student A: The mother

Student B: The psychologist

Student C: The kid.

9- Minilecture

You are travelling to Canada next month. You should present a lecture about the teaching of Psychology in the Cuban Educational System. Be ready to present part of this lecture.

10-Round Table

Your friends and you have worked with patients presenting several kinds of mental disorder. Get together and discuss about the treatment to carry out in each one of these patients.

11-Presentation of the results of a research work

You have just made an investigation about the psychological process that occurs in teenagers affected by family violence. You have been invited to England to present the results of your investigation.

12-Role Play

Student A: You are a clinical psychologist and you are assisting a patient with emotional disorders. Give him/her a psychological orientation.

Student B: You are presenting an emotional disorder that affects you psychologically. You will visit a psychologist to comment him about your problem.

13-Debate

A group of Canadian psychologists are visiting your country. They are coming to your university in order to interact with the psychologists here as well as to make a debate about the teaching-learning process of Psychology in our country educational system.

14-Solution to problems

Some professors are having troubles regarding efficiency at work. As a psychologist you are going to give your appraisal about the problem taking into account its causes and you are going to propose a possible solution.

16-Oral Report

Some Canadian students are interested in knowing about the teaching of psychology in our country. Be ready to orient them and talk to them about the branches of psychology, as well as the possibilities of becoming a psychologist in our country.

-SOCIAL COMMUNICATION.

1-Minilecture

You are an exchange student. You are supposed to travel to Eastwood University in Windsor, Canada, in order to deliver a speech in a conference about how the processes of communication make the identity and cultural values stronger. Be ready to prepare a brief lecture on this topic.

2-Round Table

Get together with your partners in order to discuss as in a round table, the object of work of the social communicator in the different institutions of your region.

3-Presentation of the results of a research work

You are going to investigate about Mass Communication, and you have been invited to our university to present the result of the research to some Canadian professors, who are interested in the matter.

4-Role Play

Student A: You are a clerk in the Real State business, working directly with the public (Customers Service). One day a person comes to your desk to complain about the delay of the papers of the property of his house. You must register his personal data and orient him what to do, who he must see, and convince him of being patient.

Student B: You have a problem with the papers of the property of your house. You took those papers a couple of months ago to Real State for them to be legalized. But you haven't received any answer about them. You are impatient and you decide to visit the Customers Service Office, and present a complaint.

5-Debate

Make a debate with your classmates about the work of the social communicators regarding the promotion of activities at the university.

6-Oral Report

Some students are interested in studying Social Communication. Talk to them about the Major, the fields of the study, the possible work places and the opportunities.
at the university

BIBLIOTHECOLOGY

1-Minilecture.

You work in a library and you are supposed to do the presentation of a book edited recently in New York by a renowned writer, and that you had just received. Get prepared to talk about the author and his work.

2-Round Table.

You are a librarian who works at a library. May Pilgrimages are about to be celebrated and the organizers of the event are preparing a round table in which every cultural institution should present the activities they will carry out during the celebration, The guest country is South Africa be sure you are properly prepared to let the audience know the activities you have planned.

3-Oral report.

A group of exchange students is in our country to study Spanish. For their final work they must do an “essay” they go to the library to consult materials that could help them, but all the bibliography is in Spanish. In order to help them out you will prepare a report in English that suits them.

4-Oral report

You are a librarian. An American student wants to do a research on Latin American Literature. But he is not sure yet about what bibliography he must consult. Give advices to him.

5-Role Playing.

A. You work at the Benito Juarez Library, and a student from Jamaica is looking for the book: The Old Man and the Sea, by Ernest Hemmingway. You want to help him but the book is not in the library. Try to convince him to read other books providing reasons why he won't regret discovering new and less renowned literature by Hemmingway.

B. You are a student from Jamaica; you want to read The Old Man and the Sea, by Hemmingway, but the book is not in the library. The librarian wants you to read instead some other books by the same author. Ask questions to her/him about the books she/he recommends in order to know if you are interested or not.

6-Presentation of the results of a research work

You have been carrying out a research about the history and origins of Library Science. Prepare a summary of your work and be ready to present it in an international meeting that is about to be celebrated at our university.

7-Solution to problems

You are the person in charge of the library at the university. In the Literature Room a book has been stolen and the last student who used it, according to the control you have, is one that has just arrived from Suriname and that do not speak much Spanish. The librarian who works in that room does not speak English, and you have to solve that problem. How would you do it?

8-Debate.

You have been chosen to participate in a debate organized at the university in which several librarians and writers of the province will discuss the way the Acquisition and Information Registers should function in all libraries of the province. You have your own theory; you must state it and support it with arguments.

-MAJORS ON PEDAGOGY

1-Minilecture

You are going to Canada next month. Get ready to present part of the lecture you have to deliver at the University of Calgary about the development of the teaching- learning process in high schools in our country.

2-Round table

You have worked in Haiti, Jamaica and Venezuela. Get ready to present your experiences in an opening section of the Pedagogy International Conference.

3-Presentation of the results of a research work.

You are developing a research work. You have to present your work in front of a board of teachers in an English university. Be ready to expose the main results here in class.

4-Role-playing

A- You are a teacher who went to a Latin American country to have a meeting with some teachers there. One of them begins talking to you and wants to know many things about our educational system. Answer all his / her questions and ask some others for you to know.

B- You are a Latin American teacher. You meet a Cuban teacher in your country. Ask him about the aspects you want to know. Answer his/her questions.

5-Debate

A group of teachers from Caribbean countries is visiting the province. They are going to visit a school where the teachers had already prepared a debate about the effectiveness of the direction of the teaching-learning process, the use of audiovisual media and the so called "programs of the revolution". Present part of this debate.

6-Solution to problems

It is about to finish the course and the head of the department gives out the forms with the evaluation of each lecturer, for them to sign if they agree. Only one lecturer talks with the head and tells him he does not agree; the rest of the lecturers sign and leave. You have known that some lecturers disagreed with the process of evaluation and the categories given.

-Do you think that these teachers are behaving properly?

-Which is your opinion about this position?

-What would happen, if instead of giving such criteria after the process finished, they would have led the head of the department know first?

-What would you suggest to avoid a situation like this?

7-Oral report

Some students from Angola are studying their last course at your high school. They are going to continue studying at our universities, so you have to orient them about the possible careers, further upgrading forms and other aspects they need to know. Present an oral report about this topic.

MEDICINE

1-Presentation of the results of a research work

You have to go to the United States because you have been invited to an international congress of Endocrinology. Present the results of your investigation about blood circulation in diabetic patients in our country.

2-Role-playing

A: You are a doctor who works at a hospital where some Canadian physicians are helping. Present them a case and discuss about the diagnosis and possible treatment.

B&C: You are Canadian doctors working at a foreign hospital. Participate in the presentation of a case.

3-Debate

A patient arrives at a doctor's office presenting these symptoms: She is sweltering frequently, she is thirsty and hungry most of the time, so she eats some times during the day; however, she is losing weight, besides her sight is getting poor. Discuss your impressions.

4-Role-playing

A: You are feeling bad today. Go to the doctor's office and ask for help.

B: You are in your office and a patient arrives. Help him / her.

5-Solution to problems

As part of the frequent revision of the protection system at X-rays laboratories, it was detected that the meter to measure the influence of X rays on the body of the technician, was over the right level. Immediately the technician was sent to work at another department, receiving the same wage; however, he says that he has not suffered any damage, it is only a problem in the meter and that, besides, he does not like to work at another place.

-What would you suggest him? Support your ideas.

-What solution would you give to this situation?

6-Debate

You have to elaborate a report on the work of the doctors in the city hospital and in the countryside. Debate in trios about this topic to get information.

7-Round table

You work at a health care center and you are preparing a conference. In the opening section you should present a round table about the development of scientific research works in the province. Some foreign people are going to participate. Prepare this activity beforehand and present it to your friends.

8-Oral report

You are a nurse working in a hospital in South Africa. It's almost time to leave and the nurse who is going to substitute you (who is a native one) arrives. Present all the cases and their evolution during the day.

9-Minilecture

You are teaching some students who want to be nurses. Today you have to deliver a lecture about the first aid in case of a traffic accident. Let us know about it.

10-Role-playing

A : Since some time ago you are taking care of a patient with some kidney's problems. Today a relative of him / her meets you to know about the present and future situation of him / her. Give him / her all the information he/ she wants.

B: You are a relative of a patient with kidney's problems. Go and see the doctor to know more about your relative's situation.

11-Role-playing

A: You have been in hospital for some days after a heart attack. Now you are about to go home. Talk to the nurse about the cares at home.

B: You are a nurse and a patient is about to leave the hospital. Talk with him / her about the cares at home.

12-Minilecture

Some students need information about the use of traditional medicine by the dentists .Let them know all you know about it.

13-Role-playing

A: You work in an animal clinic. A client brings a sick dog. Help him / her.

B: Your dog is sick. Take him to the veterinarian's.

14-Minilecture

Animals are not protected all over the world and they can cause damages to the human health. Prepare a minilecture to deliver at the community you live.

-PHYSICAL CULTURE AND SPORT

1-Minilecture

The members of the boxing national team have suffered the results of bad decisions at international matches, but nothing has stopped their triumphs.You are going to help boxers

from Bahamas in their country and you were asked to deliver a lecture about the development of this sport in our country. Prepare a version of it.

2-Role-playing

A: You are a member of a baseball team at work. Next days there is a match. Talk with your friends and coach about your expectations.

B&C: You are the coach/friends. Talk and advice the player.

3-Role-playing

A: You are watching a football game at a stadium where the national team is playing against a foreign one. Talk with some spectators.

B/C: As spectators of a football game, talk with your friends about your impressions.

4-Role-playing

A: You are the coach of a gymnastics team at your school. It is the beginning of the course and the father of a student, member of your team, approaches you to know about her preparation.

B: You are the father of student of gymnastics at your school. Ask about her training and about her stay at the school.

5-Oral report

In a meeting with foreign students visiting the country you were asked to talk about the plans of the National Institute of Sports and Recreation. Present a brief report about the activities of this institution.

6-Round table

The school for the preparation of specialists on sport is going to have a round table about the development of sport in our country in a conference they will hold. Present some of these ideas, emphasizing on its development in the region.

Conclusiones

La Educación Superior constituye un marco idóneo para desarrollar la competencia comunicativa oral de los estudiantes sobre aspectos relacionados con su vida profesional futura, pues en este nivel (además de las características personales de esta etapa de la juventud de ser más responsables e independientes) cuentan con un conocimiento lingüístico en inglés que las educaciones precedentes les han proporcionado y que les permite enfrentar la realización de las tareas.

Con la propuesta, la enseñanza de la comunicación oral se realiza a través de un grupo de tareas comunicativas desarrolladas mediante la cooperación y la interacción dentro de cada perfil socio-profesional y también a través del trabajo individual. Esto permite una nueva consideración de los papeles que desempeñan estudiantes y profesores; los alumnos son considerados como personas quienes, activamente, toman iniciativas y participan en la toma de decisiones, mientras que los profesores van más allá de ofrecer información.

Los estudiantes que llegan a las universidades con el deseo de satisfacer sus necesidades, intereses y aspiraciones en todas las esferas de sus vidas y particularmente en el orden académico y lingüístico, van a pertenecer a diferentes grupos lingüísticos en la lengua materna, determinados por las demandas de sus diferentes ocupaciones y/o profesiones futuras, por lo tanto, tienen que manejar la lengua extranjera en diferentes situaciones, lo que exige un trabajo diferenciado que les permita el desarrollo de un lenguaje profesional particular de cada situación que tiene que enfrentar en sus contextos de actuación.

Como consecuencia la relevancia de la propuesta de tareas consiste en que la misma contribuye a favorecer el desarrollo de la competencia comunicativa oral de los estudiantes sobre aspectos relacionados con sus ocupaciones y/o profesiones, lo que se revierte en un mejor desempeño profesional y social futuro.

Bibliografía

- Agudo, S. y otros (2000). Interacción y competencia comunicativa, Colombia, [s.n], 2000.
- Álvarez de Zayas, C. M., (1999). Didáctica. La escuela en la vida, La Habana: Editorial Pueblo y Educación.
- -----, (1999, mayo-agosto). Dogmatismo, constructivismo, didáctica, Revista Educación, 97.
- Andreu Gómez, N. (2005). *“Metodología para elevar la profesionalización docente en el diseño de tareas”*. Tesis en opción al grado científico de Doctora en Ciencias Pedagógicas. Instituto Superior Pedagógico Félix Varela. Santa Clara. Cuba. Pág.33.
<http://revistas.mes.edu.cu/elibro/tesis/educacion-superior/9789591608581.pdf/view>
- Arias Labrada, L. (2003). *“¿Tareas docentes, o tareas de enseñanza y tareas de aprendizaje?”*. Recuperado de <http://www.ilustrados.com/publicaciones/EpZFEZpAuyPOXwGxrJ.php>
- Blanco H., Sahara M. (2007). “Algunas consideraciones para el diseño de tareas para el aprendizaje”. Revista Pedagogía Universitaria, Vol. XII, 1, 96-105. Recuperado de <http://revistas.mes.edu.cu/Pedagogia-Universitaria/articulos/2007/1/189407108.pdf/view>
- Breen, M. (1987), «Paradigmas contemporáneos en el diseño de programas de enseñanza de lenguas». Recuperado de <http://www.quadernsdigitals.net>
- Brown, G. (1989). Teaching the spoken language: an approach based on the analysis of conversation, La Habana: Editorial Revolucionaria.
- Brumfit, C. (1984). Communicative methodology in language teaching: The roles of fluency and accuracy, London: Editorial Cambridge Language Teaching Library.
- Byrne, D. (1989). Teaching oral English, La Habana: Edición Revolucionaria.
- Cassany, D. y otros (1998). Enseñar Lengua, España, Barcelona: Editorial Graó de Serveis Pedagògics.

- Concepción, R. (1989). El sistema de tareas como medio para la formación y desarrollo de los conceptos relacionados con las disoluciones en la Enseñanza General Media, Tesis presentada en opción al grado científico de Doctor en Ciencias Pedagógicas.
- Colectivo de autores (1984). Pedagogía, La Habana: Editorial Pueblo y Educación.
- Collazo, B., Puentes, M. (1992). La orientación en la actividad pedagógica, La Habana: Editorial Pueblo y Educación.
- Cook, V. (2001). Second language learning and language teaching, New York: Oxford University Press.
- Curie, P. (1999). Conferencias sobre metodología de la enseñanza del idioma inglés, Universidad de Carleton, Canadá, Curso de Postgrado en la Universidad de La Habana.
- Danilov, M. A., Skatkin, M. N. (1978). *Didáctica de la escuela media*. La Habana: Editorial Pueblo y Educación.
- Diccionario de términos clave de ELE. Centro Virtual Cervantes © Instituto Cervantes, 1997-2017.
- Dijk, V. (1982). Text and Context. Explorations in the Semantics and Pragmatics of discourse, London and New York Longman.
- Douglas Brown, H. (1987.). Principles of language learning and teaching, USA: Prentice-Hall Inc.
- (1994). Teaching by principles. An interactive approach to language pedagogy, USA: Prentice Hall Regents.
- Dubsky, J. (1970). Introducción a la Estilística de la Lengua, Santiago de Cuba: Universidad de Oriente.
- Ellis, R. (1994). Understanding second language acquisition, Gran Bretaña: Oxford University Press.
- Ellis, R. (2009). [Task-based language teaching: Sorting out the misunderstandings.](#) *International Journal of Applied Linguistics* 19 (3), 221-246.
- Faedo, A. (1988). Ejercicios comunicativos para la enseñanza de la actividad audio-oral del

- inglés a estudiantes cubanos de los ISP, Tesis Doctoral en Ciencias Pedagógicas, Instituto Estatal de Lenguas Extranjeras de Kiev, Ucrania, USSR.
- Faedo, A. y otros (1994). *Interacting: Sistema de ejercicios comunicativos para la enseñanza de la comunicación oral del inglés*, ISP "José de la Luz y Caballero": Edición Ligeria.
- , (1997). *El problema de la relación sujeto-sujeto en la metodología comunicativa de la enseñanza del inglés*, Holguín: Editorial ISP "José de la Luz y Caballero".
- , (2001). *Comunicación oral en lenguas añadidas: un reto pedagógico actual*, La Habana: Pedagogía 2001.
- Fezz, S. (1998). *Text-Based Syllabus Design*. Sydney: National Centre for English Teaching and Research.
- Finochiaro, M. y Brumfit, C. (1989). *The functional and notional approach: From theory to practice*: Ediciones Revolucionarias.
- Garcés, W. (2003). *Desarrollo del modo de actuación para el trabajo con el sistema de tareas en la formación de profesores de matemática-computación*, Tesis presentada en opción al Grado de Doctor en Ciencias Pedagógicas, ISPH.
- Gethouse, K. (2001). *Key Issues in English for Specific Purposes (ESP) Curriculum Development*, En *The Internet TESL Journal*, Vol. VII, No.10, USA.
- Giovanni, A. y otros (1996). *Profesor en acción*, Colección Investigación Didáctica, Grupo Didascalía S.A.
- González J. M. (2001). *Los métodos para la enseñanza del inglés. Una experiencia grupal con alumnos adultos*. Recuperado de <http://www.maseducativa.com/webs/urana>
- Hadfield, J. (1996). *Advanced communication games. A collection of games and activities for intermediate and advanced students of English*, Great Britain: Longman Ltd.
- Hutchinson, T. y Waters, A. (1996). *English for specific purposes. A learning-centred approach*: Editorial Cambridge University Press.
- Jordan, R. (1997). *English for academic purposes. A guide and resource book for teachers*: Cambridge University Press.

- Kaprivin, V. (1981). Conferencias sobre metódica de la enseñanza de las ciencias sociales Editores, La Habana: Editorial Orbe.
- Klippel, F. (1998). Keep talking. Communicative fluency activities for language teaching: Cambridge University Press.
- Long, M. (1985). The role of instruction in second language acquisition: Task-based language teaching. In Hyltenstam, K. And Pienemann, M. (Eds.) 1985 Modelling and Assessing Second Language Acquisition. Pp.77-99. San Diego, CA: College-Hill Press.
- Long, M. & Crookes, G. (1993). Units of Analysis in Syllabus Design. In Crookes, G. and Gass, S. (Eds.), (1993). Tasks in a pedagogical context: Integrating theory and practice. PP.9-54. Clevedon: Multilingual Matters.
- Littlewood, W. (1981). Communicative language teaching: Editorial Cambridge Language Teaching Library.
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions *ELT Journal* 58(4), 319-326.
- Macías, R. (2012). Apuntes en torno a la interculturalidad. Periódico ¡Ahora!
- Macías, R. (2012). Metodología para desarrollar la comunicación oral intercultural en estudiantes Árabes de la carrera de medicina. Tesis en opción al título de Master. Holguín
- Majmutov, Mirza I (1983). La enseñanza problémica, La Habana: Editorial Pueblo y Educación.
- Mariño, M. (1999). Sistema de tareas pedagógicas profesionales para la asignatura “La educación de la pedagogía en el ISPH”, Tesis presentada en opción al título académico de Máster, Holguín.
- Meloni, F, y otros. (1992). Say the right thing. A functional approach to develop speaking skills, Massachusetts: Addison- Wesley Publishing Company, USA.
- Milán, M. E. (2002). Metodología textual para la formación de las habilidades para el análisis estilístico en el Licenciado en Lengua Inglesa, Tesis presentada en opción al Grado Científico de Doctor en Ciencias Pedagógicas, Universidad de Oriente, Santiago de Cuba.

- Murillo, J. (1992, abril). Algunas consideraciones sobre el desarrollo del componente oral en la enseñanza de segundas lenguas, *Revista de Filosofía y Lingüística*, No 2, 231.
- Mustelier Revé, S. (2001). Metodología para el desarrollo de la lengua inglesa en la competencia comunicativa del ingeniero. Recuperado de <http://www.maseducativa.com/webs/reve/>
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. y Lamb, C. (1996). *The self-directed teacher. Managing the learning process*: Cambridge University Press.
- Nunan, D. (2004). *Task Based Language Teaching*: Cambridge University Press.
- Oxford, R. (1997, agosto). Tendencias actuales en la enseñanza de lenguas extranjeras, *Revista Aula de Innovación Educativa*, 62.
- Paoloni. P.V. y otros (2007, julio-septiembre). *Conocimiento motivacional de una tarea académica*, *Revista de la Educación Superior*, Vol. XXXVI, 3, 91 - 103.
- Passov, E. I. (1985). *El método comunicativo para la enseñanza de la expresión oral de lenguas extranjeras*, Moscú: Editorial Prosvieschenie.
- Parrot, M. (1993). *Tasks for language teaching: A source book for training and development*: Cambridge University Press.
- Pica, T. Kanagy, R. & Falodun, J. (1993). *Choosing and using communicative tasks for second language instruction*.
- Pidkasisty, P.I. (1986). *La actividad cognoscitiva independiente de los alumnos en la enseñanza*, La Habana: Editorial Pueblo y Educación.
- Pools, M. (2013). *Task Based Learning*. [En línea]. Education and Culture DG. Lifelong Language Programme. Recuperado de www.languages.dk
- Prabhu, N. S. (1987). *Secondlanguagepedagogy*. Oxford: Oxford University Press.
- Pujols, M. M. (1997, febrero). Los grupos de aprendizaje cooperativo. Una propuesta metodológica y de organización del aula favorecedora de la atención a la diversidad, *Revista Aula de Innovación Educativa*, 59.
- Ramírez, I. (2005). Metodología diferenciadora para la enseñanza-aprendizaje de la comunicación oral del inglés a partir de los perfiles socio profesionales de los

estudiante-trabajadores del cuarto nivel de las escuelas de idiomas. Tesis presentada en opción al grado científico de doctor en ciencias pedagógicas. Holguín.

- Ramírez, I. (2006). Tasks for the development of oral communication in each socio-professional communicative profile. National Pedagogical Documentary and Informational Centre. Ministry of General Education. Havana. Cuba.
- Ramirez, I. et al (2013, october). Tasks for Future Pedagogical Professionals' Oral Communicative Competence: A Proposal for Work-integrated Education. In International Journal of Science and Technology Research (IJSTR) Vol. 2, 10.
- Ramirez I. et al (2014). Work-integrated education: a differentiating methodology for the students' oral communicative competence. In International Journal of Multidisciplinary Thought.
- Ramirez I. et al (2015, january). English oral communicative competence of future teachers: a second work-integrated experience at Bindura University of Science Education. Journal of Teaching and Education (JTE), volume 4, 2, 91-94.
- Ramirez I. et al (2016). Reinforcing the learning of English through the History of Cuba Lessons: an experience at the University of Holguin, IX Evento Nacional de Historia de la Universidad de Holguin. Ediciones Conciencia, Volume 9.
- Macías, R (2012). Apuntes en torno a la interculturalidad. Periódico Ahora!
- Macías, R. (2012) Metodología para desarrollar la comunicación oral intercultural en estudiantes árabes de la Carrera de medicina. Tesis en opción al título académico de Máster. Holguín
- Páez, V. (2016) (compiled). De WEFLA CHAPTER A proposal of tasks for the teaching of English at the University of Holguin, in Memorias, Holguin: Ediciones Conciencia.
- Revell, J. (1984). Teaching techniques for communicative English, Hong Kong: Macmillan Press.
- Richards, J. C. y Nunan, D. (1990). Second language teacher education, USA: Cambridge University Press.
- Richards, J. y Lockhart, Ch. (1994). Reflective teaching in second language classrooms: Cambridge University Press.

- Richards, J. (1996). *The self-directed teacher. Managing the learning process*, New York: Cambridge University Press.
- Richards, J. C. y Theodore S. R. (1995). *Approaches and methods in language teaching. A description and analysis*, Great Britain: Cambridge University Press.
- Richards, J., Platt, J. & Webber, H. (1986). *A Dictionary of Applied Linguistics*. London: Longman.
- Roberts, T. (1996). Learning and communication strategies, *Language Forum*, 5, 8- 12.
- Rodríguez, R. (2001). Sistema de tareas docentes diagnóstico-formativas de la generalización del pensamiento en la asignatura Gramática Inglesa del ISPH, Tesis en opción al título académico de Máster en Teoría y Práctica de la Enseñanza del inglés contemporáneo, ISPC.
- Silvestre, M. y Zilberstein, J. (2000). *Enseñanza y aprendizaje desarrollador*, México: Editorial CEIDE.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skehan, P. (2003). Task-based instruction. *Language Teaching*, 36, 1-14. Recuperado de <http://dx.doi.org/10.1017/S026144480200188X>.
- Skehan, P., & Foster, P. (2001). Cognition and tasks. In P. Robinson, *Cognition and second language instruction* (pp. 183-205). Cambridge: Cambridge University Press.
- Sysoiev, Pavel V. (2000). Developing an English for specific purposes course. Using a learner centred approach, En *The internet TESL Journal*, Vol.VI, No.3.
- Terroux, G. y otros (1991). *Teaching English in a world at peace. A professional handbook*, Faculty of Education, Canada: Mc. Gill University.
- Torres, R. R. (2008). Las tareas docente con enfoque sociocultural – profesional. Tesis en opción al grado científico de Doctora en Ciencias Pedagógicas. Instituto Superior Pedagógico Félix Varela. Villa Clara. Cuba. <http://revistas.mes.edu.cu/elibro/tesis/educacion-superior/9789591608109.pdf/view>

- Ur, P., A. (1996). *Course in language teaching practice and theory*: Cambridge University Press.
- Widdowson, H. (1978). *Teaching language as communication*: Oxford University Press.
- Willis, J. (1996). *A Framework for Task-Based Learning*. Harlow: Longman.
- Willis, D., & Willis, J. (2001). Task-based language learning. In R. Carter, & D. Nunan, *The Cambridge guide to teaching English to speakers of other languages*, 173-179.
- Willis, D. & Willis, J. (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.
- Zanón, J. (1995, marzo). La enseñanza de las lenguas extranjeras mediante tareas, *Revista Siglos, Teoría y práctica de la educación*, 14, 52-67.
- Zhang, X and Hung, S. (2013, july). A Case Study of Exploring Viability of Task-based Instruction on College English Teaching in Big-sized Class. *Journal of Language Teaching and Research*, Vol. 4, 4, 693-699.
- © 2013 ACADEMY PUBLISHER Manufactured in Finland. doi:10.4304/jltr.4.4.693-699

Datos de los autores

Dr. C. Isel Ramírez Berdut. Lic. en inglés, Profesora titular Universidad de Ciencias de la Educación de Bindura, Zimbabwe.

ramirez.isel@yahoo.com

Dr. C. Amable Faedo Borges, Universidad de Holguín, Cuba.

faedo@ict.uho.edu.cu

MSc. Raisa Macías Sera, Universidad Laica Eloy Alfaro de Manabí, Ecuador.

raisamacias15@gmail.com

MSc. Pedro Ramírez Gueton, Universidad de Holguín, Cuba.

pgueton@fh.uho.edu.cu

MSc. María del Rosario Freeman Suárez, Universidad de Ciencias de la Educación de Bindura, Zimbabwe.

refreeman2016@gmail.com

Msc. Jairo Intriago Torres, Universidad Laica Eloy Alfaro de Manabí.

jairointriago@hotmail.com



Uleam
UNIVERSIDAD LAICA
ELOY ALFARO DE MANABI



EDITORIAL
MAR ABIERTO