

THE DEVELOPMENT OF INTEGRATED SKILLS IN THE ENGLISH LESSON IN
TENTH GRADE SENIOR HIGH SCHOOLS.

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Abstract

The new Cuban National Policy for the Teaching and Learning of English approved in 2017 conceives Integrated Language Skills (ILS) as an essential approach to develop communicative competence. This research aimed to the elaboration and proposal of ILS teaching activities and tasks to contribute to the treatment and development of integrated skills in 10th grader students at Honorato del Castillo Cancio Senior High School. This research deals with different scientific theoretical positions and methods used to support the author selected criteria and finding the contradictions which evidenced the existence of a scientific problem. empirical, theoretical and statistical methods were employed among them the interview, the survey, the observation guide and from the theoretical level the analysis and synthesis, the inductive-deductive and the descriptive analysis to support and sustain the effectiveness of the proposal. The scientific novelty of the Major Paper is reflected on the features of the proposal of tasks and activities which reflect the real-life use of language in different context based on CEFR descriptor accordingly to the diagnosis of the sample to contribute to favor the students' learning of English in an integrated – skills framework.

Key words: integrated skill, lesson, CFRL, task, TBL, CLT

Résumé

La nouvelle politique nationale cubaine pour l'enseignement et l'apprentissage de l'anglais approuvée en 2017 conçoit les compétences linguistiques intégrées (ILS) comme une approche essentielle pour développer la compétence communicative. Cette recherche a pour but d'élaborer et de proposer des activités et des tâches d'enseignement de l'ILS afin de contribuer au traitement et au développement des compétences intégrées chez les élèves de 10e année de l'école secondaire Honorato del Castillo Cancio. Cette recherche traite des différentes positions théoriques scientifiques et des méthodes utilisées pour soutenir les critères sélectionnés par l'auteur et pour trouver les contradictions qui ont mis en évidence l'existence de ces critères.

Des méthodes empiriques, théoriques et statistiques ont été employées, notamment l'entretien, l'enquête, le guide d'observation et, au niveau théorique, l'analyse et la

synthèse, l'analyse inductive et déductive et l'analyse descriptive, afin de soutenir et d'étayer l'efficacité de la proposition. La nouveauté scientifique de l'article principal se reflète dans les caractéristiques de la proposition de tâches et d'activités qui reflètent l'utilisation de la langue dans la vie réelle dans différents contextes basés sur les descripteurs du CECCR, conformément au diagnostic de l'échantillon, afin de contribuer à favoriser l'apprentissage de l'anglais par les étudiants dans un cadre de compétences intégrées.

Mots clés : compétences intégrées, leçon, CFRL, tâche, TBL, CLT

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INTRODUCTION

Society needs well-prepared men with abilities and knowledge to assume the role they should play in the world they live in. Different motives about learning languages are related to an increasing interest of international relationships among nations for their economic, cultural and political benefits, so learning a foreign language has been a priority worldwide. Learning a foreign language was and it is a remarkable aspect in the Cuban Educational System. and it is included in all curricula of all the educational systems.

English plays the role of being the language most used as a second language at the international level, since it has been necessary to use a common language for international relations and exchanges, and trade, which makes it a lingua franca and, therefore, its knowledge and teaching in Cuba is highly necessary. During the last decades and at present, its use in spheres such as tourism, international relations, technological development, scientific-technological research, and trade, has taken off.

The teaching of the English language, which is not only conceived as another subject, but also for the search of scientific-technical information of the different profiles and as a requirement for the continuity of studies. The new English teaching policy in Cuba is structured on the basis of a graded-descending procedure, where the most general aspects are analyzed, to later address the particularities of the subject in question. An important role has been given to the organizational structure of the Common European Framework of Reference for Languages (CEFR) in the use of descriptors for basic language skills. This has had a revolutionary impact on the training and preparation of foreign language teachers and has transformed Foreign Language Didactic approaches to English language teaching.

In order to assume these demands of Cuban education, the linguistic-didactic and methodological preparation of the teacher acquires relevance, as they are in charge of carrying out the scientific direction of the acquisition of knowledge and development of skills in the teaching-learning process of the English language. The English teacher has to gradually develop linguistic competences, affective relationships, personal growth, personality education, as an attribute of the integral formation of young university students. According to the current study program, the teaching of English in Cuba is

divided in four teaching levels: The first one is the Primary school level; here starts the teaching of this subject from third to sixth grade. The introduction of the subject is contained at the begin of third grade and the main goals are to contribute to the comprehension of the students concerning to simple phrases and messages, oral and written about cultural, environmental and social topics. In the secondary school level the main goal is contribute to made that students be able to communicate using the speaking and writing skills their thoughts, emotions, likes, dislikes, and motivations related to the personal life, the family and the social context where they live.

English learning aims at developing students' language skills in communicating. Outstanding researchers have based their criteria on skill development within the teaching – learning process of the English language in the Cuban context. Taking also as reference international criterion to favor the progressive development of the four language skills, their contributions are centered on the difficulties in the teaching and learning the English language in the Cuban context. Among them: Antich de León,R.,(1988), Acosta,R., (1997), Neufville, M.S (2006),González Cancio,R.,(2009),O'Farril Enrique,I.,(2016),Camacho Delgado, A., (2017), Patterson, M.,(2017).. Researches such as Antich, R. and Gandarias, D. (1989) Brown, Irízar, Richard, J.C., and Ch. Lockhart., (1995), Hedge, E. A. (2007), Williams, E. (2008), Vizmanos, B. L. (2010) have done studies related to the English language teaching-learning process.

Authoress like Antich in her book "Methodology of the Foreign Languages Teaching" addresses the general objectives for the teaching of English in Cuba. Antich (1988) says that one skill must be developed more than the others, mostly the speaking arguing the supremacy of the oral communication in a social context. Opposite to this argue there are authors like Asher, Kusudo and de la Torre (1983), Krashen and Terrel (1983), Omaggio Hadley(1993), Postovsky(1975) and Winitz(1981). All they are exposed a Listening Comprehension focused Languages Teaching. Only Lomas C.(1997) has an opinion defending the reading as the most important skill for a student. So most of author have traditionally

A more developed and conciliator criteria is Arcias'(2003) saying that there is no any effective learning of a foreign language if all communications skills are not integrated as

one by the student. According to Wagner (1985) states that ILS means providing natural learning situations in which listening, speaking, reading, and writing that can be developed together for real purposes and real audiences.

The development of the four language skills through the communicative approach is a main goal to the teaching –learning process. It is really important to develop the language skills in an integrated way and using the communicative competence for a better communication. Nevertheless, difficulties in creating integrated skills activities and tasks remain an obstacle. Though it is widely accepted its importance. Researches about the four language skill areas: listening, speaking, reading, and writing, evidence they are all integrated and contribute to comprehension of the world.

Reading and listening are receptive skills; writing and speaking are productive skills. While listening and reading share many comprehension processes, there are some differences in the way the information is processed by a person. Readers often remember more details than listeners and can go back to the text. The seconds construct understanding as they listen and often come away with an average understanding of ideas. Students who are skillful at reading comprehension can understand at the sentence level as well as understanding the text as an integrated content.

Receptive skills, need of stages in which the students can skim and scan the content they are reading or listening to therefore to acquire a better comprehension it is needed to teach a previous vocabulary exercise. But the ways of applying the lesson are different, even when the steps are very similar.

Taking into account the importance of the topic during the insertion in the training teaching practice period an exploratory study was conducted on the present state of developing skills in IPU Honorato del Castillo Cancio and after the application of scientific methods from the empirical level such as the scientific observation, the survey and the interview to obtain information about the treatment and development of integrated skills in 10th grade English lessons; some potentialities and limitations related to this matter it were detected, among the potentialities: teachers have the necessary resources for teaching the foreign language. Students are interested in studying and learning English. Most students have tech gadget with internet access,

creating possibilities for the use of these devices in order to perfect the TLP in the classroom. But also, some weaknesses were evident: The four skills of the language are taught in isolation, there is no integration of such skills in the English lessons. Students have difficulties at the time of communicating in the language, in the oral and written ways. Students show a poor development of the communicative competence in the English language.

PROBLEMATIC SITUATION:

- ✓ Activities and tasks aim to develop isolated skill rather than integrating them in real life context.
- ✓ Lessons lack real life language use context.
- ✓ Lack of interest for the activities worked in lessons.
- ✓ Lack of motivating activities.

The difficulties detected, brings about the following **scientific problem**: how to contribute to the development of integrated skill lessons for tenth graders at Honorato del Castillo Cancio Senior High School?

OBJECT OF THE INVESTIGATION:

Teaching- learning process of English as a foreign language.

FIELD OF ACTION:

- ✓ The integrating of the four language skills as part of the teaching learning process of English in 10th grade students.

Aiming to offer an answer to the above stated scientific problem the following **objective** is stated: to propose didactic integrated skill tasks and activities that contribute to the development of the English communicative competence in tenth grade students at Honorato del Castillo Cancio Senior High School

For achieving the objective of the research and to give an organizational scaffolding to the scientific process, the following scientific questions should be given an answer all through the investigation.

For the development of the research and to find a solution to the scientific problem stated, the following investigation tasks will be developed: For giving a solution to these scientific questions, scientific tasks will be useful.

Scientific questions:

1. What are the theoretical and methodological foundations that support the development of the integrated skills in the Teaching-Learning-Process in the Senior High School level?
2. What is the current state of the development of integrated skills in the Teaching-Learning-Process in Honorato del Castillo Cancio Senior High School level?
3. What integrated didactic activities to propose the development of integrated skills in the English lesson in Honorato del Castillo Cancio 10th grader students?
4. What was the effectiveness of the integrated skill activities and tasks applied to 10th graders in the English lesson in Honorato del Castillo Cancio 10th grader students?

For the development of the research and to find a solution to the scientific problem stated, the following investigation tasks will be developed:

RESEARCH TASKS:

1. The determination of the theoretical and methodological foundations that support the development of integrated skills activities and tasks in the Teaching-Learning-Process in 10th graders.
2. Current diagnosis of information on the development of integrated skills activities and tasks in the teaching – learning process at Honorato del Castillo Cancio Senior High School.
3. Applying of the didactic integrated skill activities and tasks to contribute to the development of the English teaching – learning process in tenth grade students at Honorato del Castillo Cancio Senior High School.
4. Results obtained by the introduction of didactic integrated skill activities and tasks in 10th grade students from “Honorato del Castillo Cancio” Junior High School.

Analysis of group 10.1 from “Honorato del Castillo Cancio” Senior HighSchool.

The population was made up of 100 10th grade students from “Honorato del Castillo Cancio” Junior High School.

The selected sample was 30 students from group 10.1. It was an intentional non-probabilistic sample taking into account that the two groups had similar characteristics, and an English teacher who works there.

In this research work, the following scientific methods from the theoretical level were considered:

- **Historic – Logic:** It was taken into account to state the history and evolution of the teaching and learning of foreign languages, deepening in the development of the writing skills in the English language.
- **Analytic – Synthetic:** It permitted the analysis of different information resources and theoretical positions departing from the current state of the development of integrated skills, and also states the elaboration of an effective set of activities.
- **Inductive-deductive:** It allowed drawing generalizations and peculiarities of the students when making the integral diagnose.

The following methods from the empirical level were considered:

- **Scientific Observation:** to verify how the teaching-learning process of the English language is developed, and the different strategies teachers use for the development of integrated skills in the English language in tenth grader students from Honorato del Castillo Cancio Senior high school.
- **Pedagogical Test:** to constate the initial, intermedium and final state of the development of the four language skills in English as a foreign language in 10th grade at Honorato del Castillo Cancio school.
- **Interview:** to determine the teachers' interests and knowledge to develop the integrated skills in the English language in tenth grader students from Honorato del Castillo Cancio Senior high school.
- **Survey:** To diagnose the students' level of motivation towards the activities and tasks of English Language lessons.

The following techniques have been employed:

- **Documental analysis:** to evaluate the main objectives of the syllabus and the methodological treatment of integrated skills in the English language in the leading documents of the syllabus.

Aimed at calculating and obtaining the percentage required in the research the following method from the mathematical level was used:

- **Percentage analysis:** it allowed the quantitative and qualitative interpretation of the obtained results in the application of the different techniques and instruments, and showed the collected information.

To carry out this research a population was selected composed of 145 students from tenth grade, representing the 100% of the population.

The sample is 30 students, it is intentionally and non-probabilistic chosen because these students resemble and coincide with the population in the cognitive, volitive and motivational spheres, these students are average, they have different learning styles. The sample is also characterized as follows; the group #1 with an enrollment of 30 students. The 100% of students come from junior urban high schools constituting the main strength, but most of them are referring to have low levels of development of integrating skills.

The Scientific novelty of this Major Paper lies on the proposal of a set of teaching activities integrating skills, such as in real life communication and language use. The proposal of teaching activities is graded from the simple to the complex, from general to particular, it responds to the current state of the development of the four main language skills in English language according to the tenth-grade curriculum.

The activities are directed to the development of the integration of skills in English language lessons based on the communicative approach which has the aim of developing the communicative competence.

Novelty

The practical contribution is to offer didactic alternatives to provide a solution to the current problem related to the development of the integrated skills in tenth grade English lessons at Honorato del Castillo Cancio school.

This Major paper is structured in introduction, development, conclusions, recommendations, bibliography and annexes; the importance of the topic and the theoretical and methodological design is presented in the introduction; the development related to the theoretical and methodological groundwork of English teaching learning process and the development of integrated skills in the English language lesson in tenth grade level context, considerations about the integrating of skills in English teaching learning process in tenth grade level, groundwork of the proposal of teaching activities to contribute to the development of integrated skills in tenth grade students, characteristics of the proposal of teaching activities, conclusion, recommendations, bibliography and annexes.

CHAPTER I. THEORETICAL FOUNDATIONS THAT SUPPORTS THE DEVELOPMENT OF INTEGRATED SKILLS IN THE THE TEACHING LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE.

1. Teaching- learning process of English as a foreign language.

Foreign language learning and teaching is meant as the teaching or learning of a nonnative or second language language outside its natural and real environment. English as a foreign language is a mandatory curricular subject in Cuba educational system, starting in the fourth-grade primary education. Students' language development is integral to their success in every area in school. Language enables playing an active role in educational and cultural development of learners within and beyond the classroom. Furthermore, it increases the possibility of becoming bilingual at a competent level in professional and educational fields as demanded by the new language policy implemented in the country based on the CEFR approach and descriptors.

The main goal in learning or teaching English is to empower students using of English for real communication. There has been a moving to focus language teaching from linguistic competence to communicative competence. Foreign language teaching and learning has changed from teacher-centered to learner/learning-centered environments. Modern didactic theories and experiences, teaching and learning strategies and approaches call for engaging learners in motivating, interactive and skill-integrating communicative language tasks. There has been a moving in the teacher role from authority to guiding. Current methodological developments lead to foster intercultural competence and language learning. Thus, developing and integrating skills communicative competence is essential to language literacy nowadays.

The Cuban social concept of academically educating the new generations links to the socio-politic goal continuing enhancement and expansion of the population's cultural horizons as a means of both personal and societal growth (Corona, D. 2005).

1.1 Teaching language skills

Didactics refers about the way we use language in terms of four skills - reading, writing, speaking and listening. These are also classified into *Receptive skill*, a term used for reading and listening, skills where meaning is extracted from the discourse and *Productive skill* is the term for speaking and writing skills, where students actually have

to produce language themselves. But, not all teachers agree this separating skills for they are seldom separated in real life communication.

Receptive and productive skills feed each other back. Whenever and whatever we express orally or in written way, what it is stated is greatly influenced by what we hear or see. Our most important information about language comes from this input through many ways. As teachers we provide a lot of language input - audio and written texts - that students are exposed to.

It is also questionable the opinion that receptive skills are somehow passive, whereas production skills are more active. It is that when speaking or writing we are producing language, so that language activation takes place; but reading and listening also demand language activation. Replicating the natural processes of communication require of skill-mixing as a way to provide our students real life learning.

Research on the topic has revealed that English teachers generally do not integrate all the four language skills in their classroom activities (Akram & Malik, 2010). Instead, the most common practice is teaching language skills separately breaking their natural link in real life communication.

1.2. Segregated skills in ESL/ EFL

In a traditional and generalized segregated-skill approach, the development and training of isolated and discrete language skills like listening or speaking is perceived as key to successful development of language communicative skills leading to competence. There is undoubtedly a separation of language learning and context from content learning.

This segregated or isolated approach contradicts the natural integrated way that people use language skills in normal communication. It also contradicts the direction in which researchers have been moving in modern didactics. Skill segregation scaffolds traditional ESL/EFL curriculums that isolate language skills for simple instructional purposes.

Why do some ESL/EFL courses focus on segregate the language skills? In Shakhnoza (2023) opinion most of traditional and old school pedagogues might think it is logically easier to present courses on isolated skills and most teachers find difficult to concentrate effectively on more than one skill at a time.

Akram and Malik (2010) argue that “any language can’t be taught in isolation; we must integrate the four LSSs to produce proficient users of that language” (p.231). Moreover, “in the real life we simultaneously use more than one language skill for communication” (Akram & Malik, 2010, p. 231). Fortunately, segregation of language skills might even be illusory. For a creative teacher, a course actually involves multiple, integrated skills even if planned as segregated. In a real sense, then, some courses that are labeled according to one specific skill might actually reflect an integrated-skill approach after all (Watson Todd, 2003, p.65).

1.3. The development of Speaking Skill

English learning demands the mastering of four basic skills; *speaking*, listening, writing and reading. Being *speaking* is the most demanding to develop in our classroom. Authors like Thornbury (2005) states that “speaking is so much a part of daily life that we take it for granted.” Brown (1977) confirms this when considering “The production of speaking a language or learning to speak a foreign language is considered one of the most difficult aspects in learning a new language”. Experts like Finocchiaro (1989) reinforce the idea “Speaking is one of the most difficult skills because the speaker must think with ideas, to be able to express himself and to establish a conversation with another person and to be able to answer their questions. It is where the tongue, lips and jaw also change position in order to articulate an appropriate sound”.

In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk,

discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations

and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

In the syllabus of the subject, as for the rest of the four language skills, the indicators for the evaluation of the Speaking skill are not established. The study and analysis of various proposals and didactic conceptions have made it possible to state the following dimensions and indicators for the analysis and evaluation of the listening comprehension skill.

Dimension: Expression of the message within its context.

Indicators:

- *Fluency*: The ability to speak smoothly and continuously without excessive pauses or hesitations.
- *Pronunciation*: Clarity and accuracy in articulating sounds, including stress and intonation patterns.
- *Vocabulary Range*: The variety and appropriateness of vocabulary used to convey ideas effectively.
- *Grammatical Accuracy*: Correctness in the use of grammatical structures, including verb tenses, sentence formation, and agreement.
- *Coherence*: The logical flow of ideas and how well they connect to create a clear message.
- *Cohesion*: The use of linking words and phrases that help to connect sentences and ideas smoothly.
- *Content Relevance*: The appropriateness and depth of the information presented in relation to the topic.
- *Engagement*: The ability to maintain the listener's interest through tone, enthusiasm, and interaction.
- *Adaptability*: The skill to adjust language and style based on the audience and context of the conversation.

- *Confidence*: The level of self-assurance displayed during speaking, which can affect overall communication effectiveness.

1.4 The development of Writing Skill

Most people are able to speak at least one language fluently but many are unable to be competent at writing. Writing is much more than the presentation of oral language in a written form. There are features of written discourse not present in oral discourse, or which seem unnatural in it.

Many dictionaries and authors have defined writing in different ways, Acosta (2012) defines writing skill as a graphic representation of speech; that is, letters or combinations of letters which represent the sounds one makes in speech. It involves the correct association of conventional graphic symbols with sounds which have no meaning and no significant interrelationship for the writer.

Writing skill is itself dependent on progress in the other skills. As Rivers (1980) points out regarding this topic, only by hearing and reading a great deal of language as it is spoken and written by native speakers can the foreigners acquire that feeling for the appropriate use of language forms and combinations which is basic to expressive writing skill. Thus, stating that from an integrative approach of the four skills the development of writing skill is quite possible.

Writing is a complex skill to develop and master, focusing on both the end product and the steps to arrive there. Writing skill only develops when learners are taught how to write and are given opportunities to practice this skill and strategies. Writing tends to be somewhat neglected in the classroom, but it is an essential part of language development. Good writing skill is based on good reading skill, learners need to recognize words in order to write and use them comprehensibly (Linse, 2005).

According to A. Ersöz, (2007) writing, like all other aspects of language, is communicative. In real life, write e-mails, lists, notes, cover letters, reports, curricula, assignments, or essays are frequently written. All of these writing tasks have a communicative purpose and a target audience. In the English language classroom, writing often lacks that communicative purpose. However, there are ways to make the writing teachers do with learners more communicative and pleasurable.

Dimension: Expression a written message.

Indicators: Clarity and coherence of ideas in written form. Proper use of grammar, punctuation, and spelling. Ability to structure different types of texts (essays, reports, emails). - Use of appropriate tone and style for the intended audience. Capacity to revise and edit written work effectively.

1.5 The development of listening skill

Listening comprehension has always been a great concern for language teaching researchers and pedagogues, for it is regarded as an essential pre-condition to oral output. Barceló (2018) indicates that listening comprehension is a paired process from the construction and reconstruction of an oral text, which takes place between the information transmitted by an oral text and formation of auditory knowledge.

Antich, R. (1988) argues that listening comprehension is *one of the most important skills having a great importance among communication with other skills, likewise refers that it may help achieving a quick adquisition of grammar, vocabulary intonation, rhythm, accentuation, and may reinforce pronunciation, writing and reading.* Antich considers listening is the process through which students (listeners) make an interaction with the audio text and from an active position receive and recognize.

Esta comprensión involucra un proceso ascendente (bottom-up) y uno descendente (top-down). El proceso descendente se refiere al uso del conocimiento del contexto para entender el significado del mensaje; mientras el proceso ascendente va del lenguaje al significado el descendente va del significado al lenguaje.

The program of the subject does not establish dimensions or indicators for the evaluation of the four verbal skills. The study and analysis of diverse proposals and didactic conceptions have allowed us to declare the following dimensions and indicators for the analysis and evaluation of the listening comprehension skill.

Dimension: Comprehension and interpretation of the message in context.

Indicators: Identify the general idea. Recognizing the thematic axis of the oral text, distinguishing the main ideas, responding to specific data, recognizing detailed information, recognizing the intention of the speakers,

Dimension: message perception

Indicators: recognize the function of stress and intonation to convey information, recognize vocabulary used in certain topics, infer the meaning of words from the context

in which they are used, grasp the syntax of an utterance, recognize elements of cohesion in discourse.

Dimension: Attitude

Indicators: Show interest and respect for the interlocutor, pay attention to what is heard, handle mistakes, show behavior with respect to the text, use positive expectations that contribute to reduce anxiety and fear of failure.

1.6 The development of Reading skills

Reading is one of the main skills that the learner should acquire in the process of mastering a language. Rodolfo Acosta (1997) points out that through reading the learner enriches his knowledge of the world and increases his understanding of the cultures of the speakers of the language,

Reading skill develops learners' psychological process such as analysis, synthesis, comparison, generalization, memory and imagination. Reading is a skill everyone needs in some degree nowadays. Therefore, the role of the teacher is to meet these academic needs for reading. In order to do this, the teacher must know what reading is and what is involved in the process of reading.

Different authors have attempted to define the concept of reading from different perspectives. According to Enriquez O' Farrill, Isora (1997), it is an active and productive activity characterized by the interaction, negotiation and recognition of meaning between the reader and the text as well as among readers. Weber (1984), states it is the process of constructing meaning through the dynamic interaction among: (1) the reader 's existing knowledge, (2) the information suggested by the text being read, and (3) the context of the reading situationll.

As a major linguistic skill, reading has been divided into different types depending on the procedures or the studying purpose emphasized.

Top-down and Bottom-up Reading:

- Top-down Reading: When the reader focuses primarily on what is already known in trying to comprehend a text.
- Bottom-up Reading: When the reader relies primarily on textual information to comprehend

Intensive and Extensive Reading

Mary Finacchiaro (1977) has characterized these types of reading as follows:

- Intensive Reading: It looks for the synthesis of the main information from the reading text. After reading each line aloud in logical, thought groups, with students' books open, ask several simple questions on each sentence. At the end of the paragraph, ask for a summary.
- Extensive Reading: It looks for a detailed analysis of the information from the reading text. After reading the entire passage aloud, ask the students to read it silently. Give them the purpose for reading and the time, which will be allowed. After they have read, check their comprehension by having them complete sentences on the chalkboard stating whether an oral statement is true or false (giving the true answer if the statement is false); asking for the main idea, asking for the supporting ideas. All of those tasks will be later reported to the large reading class group.

The syllabus of the subject does not establish dimensions or indicators for the evaluation of the Reading skill. The study and analysis of diverse proposals and didactic conceptions have allowed us to declare the following dimensions and indicators for the analysis and evaluation of the listening comprehension skill.

Dimension: Comprehension and interpretation of the message context. *Indicadores:* Comprehension of main ideas and themes in texts, ability to infer meaning from context, recognition of vocabulary and idiomatic expressions, critical analysis of texts (e.g., identifying bias or perspective), ability to summarize and paraphrase written material.

1.7 Integrated skills in ESL/ EFL

In the contemporary world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order. That is, the primacy of speaking skills has remained unquestioned, for almost the entire past century, since the rise and preeminence of structural linguistics in second and foreign language teaching

Based on the principles of Bloomfieldian linguistic analyses and their applications to language pedagogy, the structural division of language teaching in the four skill areas has the learning objective of imitating the native speaker. The continual separation of the four skills lies at the core of research and testing in speaking, listening, reading, and

writing. Some current approaches to teaching language, however, strive to integrate the four skills in pedagogy whenever possible. Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowths of communicative teaching. Relative to its predecessor, the audiolingual method, integrated teaching of the four skills represents a central innovation.

The 1970s Communicative Approach was an experimentation period that introduced many experimental approaches to methodology of language teaching, leading to the creation of a new approach, the Communicative Language Teaching [CLT]. In the next four decades, CLT developed into a “key approach” based on the communicative properties of language, demanding authenticity, real-world simulation, and meaningful tasks” (Brown, 2001, p. 42). Important authors as Akram & Malik also insist that “The aim of language teaching should be teaching the language in a way as it is used in the real world to enable the students use the foreign language in a practical context (2010, p. 232). Thus, current trends call for developing communicative competence. CLT meets this goal perfectly. CLT reflects real life communication and so it demands for integrating skills in language teaching.

Ummi Kalsum, et all. (2023) define integrated Language Skills (ILS) as the teaching approach that incorporates the four language skills to develop students' communicative competence. Richards, et al. (2002), on the other hand, state that integrated skills approach in language teaching is the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing. It is unquestionable that it states great challenges for teachers, Nizamova et al. (2019) states that integrating the four language skills can be demanding of the teacher. It involves a challenge in implementing integrated language skills such as teachers need to have a good understanding of discourse, and to be able to use textbooks flexibly, the challenging of designing suitable materials that take account of students' different skill levels.

The necessity of skills integration is key for it mirrors real life communication: “(...) each language skill is not used separately in real life communication” (Mohan as cited in Akram & Malik, 2010, p. 234). Researchers, Pillay and North in their work state that: “One of the main advantages of integrating language skills is that it reflects the way that

language is used in the real life, and therefore makes it easier to develop in learners the ability to cope with real-life operating conditions" (1997, p. 11). According to Atta-Alla, (2012) to enable the learners to use English to communicate, English language skills should be taught in integration in order to arrive at ease in communication.

Apart from the fact that integration of language skills genuinely reflects the real-life usage of language, there is another important reason why integration is a must: Testing. Many students are heading towards some type of examination, as Pillay and North (1997, p. 1) have pointed out on the topic while the syllabus and course books are organized around topics of themes, the examination focuses on language skills and communicative ability. Most of the time the syllabus, the course book syllabus, and the examination contradict one another, leaving creative teachers in a dilemma over what and how to teach.

The contradiction underlies in teachers misunderstanding the purpose of language learning, teaching, and testing. Generally, the syllabus is function-based, while most course book syllabi are topic-based. Exams cannot be function-based or topic-based, but are based on skills. It is then the responsibility of the L2 teacher to integrate the skills that are tested with the topic and grammar.

1.3.1 types of integrated language skills

As part of this research we consider relevant to mention the different types of integrated skills in language learning and teaching. The first of these emphasizes learning content through language while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks and technologies in the ESL/EFL. An important author like Pardede (2019) states that it is differentiated into two types: content-based language teaching (CBLT) or Content Based Instruction (CBI) and task-based language teaching (TBLT).

In Content-Based Instruction, students practice all the language skills in a highly integrated, communicative way, while learning content such as science, history and social studies. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. This type is more related to higher education and not what we are mainly concern in our research.

In TBL, students participate in communicative tasks in the target language. Pardede (2019) state that communicative tasks are activities which can stand alone as fundamental units and require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form.

When skill integration is task-based, students participate in communicative tasks. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating or interacting in authentic language while attention is principally paid to meaning rather than form.

In task-based type, pair work and group work are used to increase student interaction and collaboration. For instance, students work collaborate to write and edit some news, from it they develop radio or tv add and commercial and take it to real life conversation. More structured cooperative learning formats can also be used in task-based instruction.

Taking into account the development of our research at a junior high level we advocate for task-based learning.

1.4 Results of the initial diagnosis.

During the research process, it was possible to verify the development of the communicative skills of the English language in the students of the tenth grade at the educational institution Honorato del Castillo Cancio, with particular emphasis on the integration of the four skills. The diagnosis was made through the English classes and the bibliography that supports the development of the Teaching and Learning Process (PEA) of the subject for the tenth grade level.

The English language class should be carried out through the integration of the four communicative skills of the language, written expression, oral expression, reading comprehension and listening comprehension. One cannot be developed independently of the other; it is necessary to study these skills in an equitable manner in order to achieve a developmental class in English language.

The research design focuses on the needs of the research process itself, incorporating scientific-theoretical, empirical and statistical methods, taking as a starting point the dialectical-materialist theory of development and techniques that allowed to approach the necessary answers.

The data collected during the process were obtained through the application of different techniques and instruments on the sample.

different techniques and instruments on the sample. The selected sample is made up of 30 tenth grade students, which represents 100% of the population.

The indicators used to statistically quantify the data collected are a compilation of the indicators used to measure and evaluate each of the four skills.

To design the instruments to be applied for obtaining a diagnostic resulting of the present state of the problem, the researcher made a compilation of some of the indicators previously mentioned in the treatment of skill and according to the criteria to measure communicative competence in foreign languages from different frameworks (such as IELTS, TOEFL, or CEFR), the compilation covers the following criteria:

Listening

1. Comprehension of Main Ideas: The ability to identify and summarize the main ideas from spoken texts (e.g., lectures, conversations).
2. Detail Recognition: The ability to listen for specific details or information in audio materials (e.g., names, dates, facts).
3. Inference Making: The ability to make inferences or draw conclusions based on the information heard.

Speaking

1. Fluency and Coherence: The ability to speak smoothly and logically, connecting ideas clearly during discussions or presentations.
2. Interactive Communication: The ability to engage in dialogues, asking relevant questions and responding appropriately to others.
3. Pronunciation and Intonation: The ability to use clear pronunciation and appropriate intonation patterns to convey meaning effectively.

Reading

1. Skimming for Gist: The ability to quickly read texts to get a general understanding of the content.
2. Critical Analysis: The ability to evaluate the arguments and perspectives presented in written texts.

3. Contextual Vocabulary Understanding: The ability to deduce the meaning of unfamiliar words based on context.

Writing

1. Organizational Structure: The ability to structure written texts logically, including clear introductions, body paragraphs, and conclusions.

2. Argument Development: The ability to develop arguments or narratives with supporting evidence or examples.

3. Grammar and Mechanics: The ability to use correct grammar, punctuation, and spelling in writing.

1.4.1 Results of the documentary analysis.

On the Methodological Orientation Syllabus for 10th graders of Honorato del Castillo High School, an analysis was made to determine the options for the development of integrated skills in English lessons (Annex 1). Through this documentary analysis it was verified that:

- There are plenty of possibilities for developing creative tasks integrating skills according to the thematic content of the units of the course book.
- There is also great potentialities for creatively adapting the activities from the Workbook to an integrated skills task type.
- Usage of English as part of the interdisciplinary approach offer additional possibilities for thematic integration of skills.
- Even though there is a new policy for the teaching and learning of English and new approaches in modern didactics the Methodological Orientation lack the required integrational skills approach, thus it is not specifically demanded.

It is the creative doing of the teacher to include motivating integrated skills within a task-based learning approach in the lessons, giving students the possibility to use language for real. It is also their responsibility to create opportunities to develop this approach in the curricular strategies and scaffold it with the integration of different learning styles, nonetheless, this is something that affects our research for there is lack of a clear vision on this topic at high school level. It is evident that Honorato del Castillo high school lack a systematic work with strategies and learning styles.

1.4.2 Result of Initial Observation Guide (Annex 2)

During the first stage of the research the Scientific Observation was applied in several lessons, as one of the techniques aimed a constate the treatment of skills in the activities of the English lesson (Annex 2).

Through the analysis of the results it was evident that there is an unbalance in the treatment of the skills, with a supremacy of working writing activities from the student's workbook.

In terms of the listening skills only 35% of students were able to Listen to a short lecture and summarize the main ideas and 28% of them can answer questions that require detail recognition from the audio test

According the indicator of speaking skill 33% of students are able to participate in a role-play scenario that requires interactive communication and are able to achieve the tasks goals. 30% of the students could give a short presentation on a studied topic, focusing on fluency and coherence.

The reading skill shows a 42% of students that can read a passage and answer questions that assess skimming for gist and critical analysis and 41% are able to Identify vocabulary in context of the studied topics through multiple-choice questions. This is the skill showing the best percentage of skill development of the four skills.

Writing is the language skill showing the less percentage of development with most of students having serious difficulties when writing on a given topic, ensuring organizational structure and argument development. 19% of the students are able to produce a written text with proper use of grammar, punctuation, and spelling and 18% of students can write with clarity and coherence of ideas the text of the tasks.

The totality of students showed interest when given the opportunity to work in an interactive way, though this opportunity was scares and constantly interrupted by the teacher controlling of students and the ephemeron time devoted to the activity,

1.4.3 Result of Pedagogical test (annex 3)

An initial oral and written pedagogical test was carried out with the objective of verifying the state of development of the four language skills in the subject of English in the tenth-grade students of the Honorato del Castillo Cancio School (Annex 3).

For the evaluation, a compilation of the following indicators that respond to the four skills was taken into account: Listen to a short lecture and summarize the main ideas.

- Answer questions that require detail recognition from the audio.
- Participate in a role-play scenario that requires interactive communication.
- Give a short presentation on a topic, focusing on fluency and coherence.
- Read a passage and answer questions that assess skimming for gist and critical analysis.
- Identify vocabulary in context through multiple-choice questions.
- producing a written text with proper use of grammar, punctuation, and spelling.
- Produce a written text with clarity and coherence of ideas the text of the tasks.

Out of the 30 students who took the test 20 failed (66,6%), they were evaluated as bad (B), from the 10 students who passed the test (33,3%), 1 of them obtained evaluation of excellence (E) representing 3,3%. 3 were evaluated as good (G), a 10% of the students and 6 students were evaluated as regular (R), which represents 20% of the sample.

The following criterion was adopted in order to identify the effectiveness in the applying of the indicators. One student is evaluated E (excellent) when the student achieves the goal in the 7 indicators, G (good) when achieving 5 – 6 of the indicators, R (regular) when achieving the goals in 4 – 3 indicators and B (bad) when performing well in 2 or less indicators.

According to levels, the research considers High level to students evaluated E, Middle level to those evaluated G and R and Low level to students evaluated B.

Evaluation according to indicators:

Indicator to evaluate	E	G	R	B
Able to summarize main ideas	1		9	20
Respond in detail recognition	1		9	20
Active communicate roleplay	1	3	6	20
Presentation with fluency and coherence	1	2	7	20
Main idea comprehension and inference	1	6	12	18
Lexical recognition from readings	1	4	11	19
Proper use of grammar, punctuation, and spelling		4	6	20
Clarity and coherence writing		4	6	20

According to the parameters obtained it can be stated that the level of development of skills is low with 66,6% of the sample and Medium in 33,3% and only 3% high.

Therefore, it is concluded that the results are LOW and the situation is worrying, there is a negative balance in the categories, which evidence a critical situation in the development of integrated skills and skills as such. After the analysis of the pedagogical test the following difficulties were determined:

- wrong use of communicative language elements withing the tasks.
- weak approach to grammar structure and lexical treatment within a topic context.
- weakness in the oral and written message.
- Lack of creativity when expressing on a given topic.

1.4.4 Result of the interview to the teacher (Annex 4).

Most teachers evidence contradictory opinions when addressing the question of integrating skills in a task-based learning approach within their lessons. This limitation is manifested even with the newest generation of teachers graduated with the influence of the latest trends of modern didactics. During the process of interview conducted to the teacher of English from "Honorato del Castillo" senior High School, it was revealed ton themes of creativeness, hat there is a lack of knowledge and important didactic limitations on the topic of integrated skills in the teaching and learning of languages nowadays.

It is also insufficient and not well-structured the amount of activities which integrate at least two different skills in the lessons. Methodological misinformation, lack of upgrading in terms of language teaching and didactic approaches and fears to move out of the comfort zone in terms of classroom management.

1.4.4 Result of the interview to the students.

An interview to the sample was conducted as part of the research. It was aimed to the obtaining information on the significance students give to the kind of activities they do in lesson, in terms of segregated or integrated skills. Some of the points addressed in the interview were about the kind of activities the like the most, whether the use more than one skill or only one. (Annex 3).

A five-question questionnaire on the topic of the sort of activities or task statements do in classes and the ones they enjoy more. Questionnaire was developed in a safe environment where every and each student was given freedom to answer according to

their experience in the subject. Students expressed their own ideas and commented on others.

Regarding students' opinions, they are commonly exposed to activities which involve working a single skill, however they enjoy and find motivating activities in which they are required to work more than one skill and are given the possibility to move around the classroom working in groups or pairs. Students also referred they feel sometimes "boring", working the same sort of activity in the subject.

1.4.5 Result of the survey (Annex 4).

A survey was applied to the sample selected from grade 10th Honorato del Castillo Senior High School related to the kind of activities and tasks they do at English lessons. All 30 students selected *never* to question number 1, evidencing they are not exposed to integrated skills in their lessons. In question number 2, 60% of the students stated that they *rarely* work with more than one skill in their classroom activities, while the rest (40%) stated they *never* do it. In question 3, 80% of the surveyed students responded that their lesson are based on only one skill, while the other 20% expressed they do it sometimes. However, in terms of their feeling to lessons (question number 4), 90% of students considered that the activities they do in their lesson are not real life similar tasks. In question number 5 it is evident the students desire to do more challenging activities, which could combine more skills in an integrated approach, as shown in 95% of their saying yes, and 5% are not fully sure about its impact in their motivation.

From the applying of the survey it is evident that students are not exposed to integrated skills activities or tasks, which help them use language in real life situations. The outcome of the interview with the teachers of English, the documentary analysis work, evidence a serious situation in terms of the lesson updated and modern didactic approach to teaching, specially based on the new policy of language teaching in Cuba and the acceptance of CEFR standards based on **Action-Oriented Approach**, which sees students as active agents responsible for their own progress in learning in a communicative TBL context based on integration of skills in social activities designed to accomplish specific tasks.

being little connection of the topic within the main syllabus programs. In the interview,

CHAPTER II: GROUNDWORK OF THE PROPOSAL OF DIDACTIC ACTIVITIES AIMED AT DEVELOPING INTEGRATED SKILLS IN THE 10TH GRADE ENGLISH LESSONS AT “HONORATO DEL CASTILLO CANCIO” SENIOR HIGH SCHOOL.

The definition of the term activity has been widely approached in the didactics. Many experienced authors have referred to the definition of activities:

- Leontiev (1983): “process originated and directed by a motive within which a certain need has taken the form of an object”. (Verbal Activity theory)
- Scrivener (2005: 41): “narrows its sense only slightly by excluding teacher behavior, describing it as ‘something that learners do that involves them using or working with language to achieve some specific outcome’.
- Thornbury (2006: 3): “similarly presents activity as ‘a general term to describe what learners are required to do, using the target language, at any one stage in the course of a lesson’.
- Ur (2012): “describes an activity as ‘a procedure where the learner is activated in some kind of task that induces him or her to engage with the target language items in a meaningful way’.

This research conceptually agrees with the authors' approaches, specially embracing the definitions of Ur (2012) as a reference for it states the learners is activated in terms of *tasks* which is meaningful as real life using of language.

When referring to *Didactic activities*, we are focusing our work in those educating and/or instructing activities that are used in the teaching of knowledge or developing of skills. Some authors generalize them “as a process that is carried out in a classroom to facilitate knowledge in students and are chosen with the purpose of motivating participation in the teaching and learning process” (Rodgers (1992). Richard (1992). Cooper (1999)).

Even though there is a diversity of criteria on the definition of didactic activity, there is a common factor in them all, they always refer to a series of exercises that are properly designed, planned and ordered and have the purpose of achieving learning objectives and developing skills.

Thus, didactic activities are characterized by having as a goal ensuring the students receiving of a correct education and the achieving of clearly established goals, focusing

on the development of skill and acquisition of knowledges which could be extrapolated into language real use for communication.

In the educational institution where our research was developed, the educative learning process is scheduled into two sessions, morning session, from 8:00 AM to 12:00 M, when students receive the different subjects, then there is a breaking time to have lunch, and the afternoon session, from 1:00 PM to 4:00 PM, they continue the lessons: this would be the period for developing curricular activities. Then, after this period they have free time it is when they can be assigned some extracurricular activities.

It is very important to manage the organization of the educative learning process because the didactic activities can be conceived at any moment, taking into account students' comprehensive formation necessities.

The theoretical groundwork supporting the proposal of didactic activities and tasks for developing integrated skills in 10th grade students at "Honorato del Castillo Cancio" Senior High School in the municipality of Sancti Spíritus, structure its basis on the Communicative Approach – specifically TBL - and the Action Oriented Approach from the Common European Framework of Reference for Languages (CEFRL) adopted by our new policy for language learning and teaching.

2.1 Principles ruling the proposal of didactic activities in the context of the teaching learning process.

Didactics of foreign language teaching specifically interprets and applies the didactic principles based on the conditions and objectives of the teaching – learning context. It is scaffolded on the pillars that sustain their internal interrelation and interdependence in certain context and conditions, so, as the hierarchy in the selection of procedures for their application. The main principles taken into account in this research are:

- The scientific principle.
- The principle of educational character of teaching.
- The principle of systemic character.
- The principle of the conscious character.
- The principle of the linking between theory and practice.
- The principle of direct sensorial perception.
- The principle of accessibility.

- The principle of affordability.
- The principle of the students' creative activity.
- The principle of individual differences of students.
- The principle of the strength of knowledge habits and abilities.

The previously stated principles constitute the theoretical basis of the proposal of didactic activities to contribute to the development of integrated skills in 10th grader students at "Honorato del Castillo Cancio" Senior High School. These principles guide teachers and students in their work with the activities and tasks to develop real life language skills.

2.1.1 Characteristics of the proposal of didactic activities to develop integrated skills at 10th grade "Honorato del Castillo Cancio" Senior High School.

The proposal of the didactic activities is characterized by the roles played by both teachers and students in their teaching and learning relationship, some of the most important features to take into account are:

- The integration of the 4 language skills (listening, speaking, reading and writing).
- Planning and structuring to achieving an effective real life communication.
- Top – Down. Taking into account students' previous experiences and knowledge in relation to the theme.
- Designing is to take into account the contexts, needs and interests of students.
- The integration of ICT technologies, students gadgets are to be used whenever possible, as they do in real life.
- Student- teacher interaction, providing a student centered approach. Being students the center of the lesson.
- Feedback and correction.

2.2 Common European Framework of Reference for Languages (CEFR) as adopted policy for the national languages teaching policy and pillar of the proposal.

The Common European Framework of Reference for Languages offers a common groundwork for designing language courses and syllabuses, curriculum guidelines, examinations, course textbooks structured on a basic methodology for all the languages

across Europe, for its excellent acceptance it has been widely adopted by many countries where English is thought as a second or a foreign language.

The CEFR describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively at a certain level or stage. The description – known as CAN DO descriptors - also covers the socio - cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The methodology proposed by the CEFRL, *Action - Oriented Approach*, is rooted in a constructivist paradigm and takes TBL to a level where the class and the outside world are integrated in genuine communicative practices. It promotes the organization of learning through realistic, unifying scenarios withing a collaborative task/project.

Action-oriented scenarios are usually developed through steps which involve communicative activities of reception, production, interaction, and the mediation of concepts and/or communication, inspired by CEFR descriptors.

Main objectives of the CEFR (which sustain the proposal):

- Developing and reviewing the content of language curricula and defining positive 'can do' descriptors adapted to the age, interests and needs of learners.
- Designing and developing textbooks and teaching material.
- Enhancing quality and success in learning, teaching and assessment.
- Pedagogic tasks involving classroom collaborative small group interaction, project work, language examination interviews, etc.
- Organization in terms of transparent activities in specific contexts of use would facilitate the recording and profiling of the 'slices of life' which make up the language learner's experience.

English language levels: (CEFRL) provides a common metalanguage for the language education profession in order to facilitate communication, networking, mobility and the recognition of courses taken and examinations passed. It also provides a roadmap that allows user/learners to engage with relevant aspects of the descriptive scheme in a progressive way. The six levels are not intended to be absolute. They can be grouped into three broad categories:

- English Basic User (A1, A2): A1 (Beginner) A2 (Elementary English).
- English Independent User (B1, B2): B1 (Intermediate English) B2 (Upper-Intermediate English).
- Proficient English User (C1, C2): C1 (Advanced English) C2 (Proficiency English).

Descriptors (CEFR)

- Transparency and coherence.
- The user/learner as a social agent.
- The action- oriented approach.
- Mediation.
- Phonological competence.

2.3 Communicative approach.

Being the most accepted method of recent methodology of language teaching, the communicative approach has been addressed by many important authors of modern methodology as Nunan (1999), Celce–Murcia (2003), Rodríguez E. (2011) Bernal Díaz. et.al. (2018). This approach has had a great level of acceptance and application in foreign language teaching and it has been accepted and generalized in Cuba language teaching new policy and didactics together with the CEFR framework.

This approach has achieved great success based on the idea that learning language effectively derives from involve learners to communicate real meaning in real communicational contexts. Thus, learners' natural learning styles and strategies for language acquisition are to be used within the process.

This approach emerges from a methodological melting pot, where the best of many methods combined one another. According to the researches of authors like Smith (2008), this approach could be said to be the product of educators and linguists who had grown dissatisfied with the previous methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied.

From the analysis of the previous statement, it is evident that this approach emerges as an objective social necessity in the methodology of language teaching and learning. Communicative Language Teaching (CLT) or Communicative Approach makes use of

real-life using of language in real situations, which require effective communication. The teacher designs and sets up a situational task or activity in a very similar context to the one, students are likely to encounter in real life, and for its resolution, learners required combining knowledge and skills.

In our experience the tasks and activities based on communicative approach has as a main feature the demand for using meaningful and real communication within real life situations. Therefore, it leads to be more emphasizing on integration of skills and knowledge than procedures or particular methods, learner-centered lessons are a must and they required the using of authentic materials.

There is a general call from the didactic community today to design and apply tasks based on the communicative approach, typical of a real communicative language teaching process, which "involves students in real or realistic communication, where the successful achievement of the communicate task are performing is at least as important as the accuracy of their language use" (Harmer, 2007, p.69).

2.4 Proposal of didactic activities for working integrated skills in students from Honorto del Castillo Cancio School.

The proposal derived from this research comprehends didactic activities and tasks aimed to developing integrated skills in 10th grade English subject, the cover all teaching learning components for a more effective impact on learners. It means each task contains its objective, content, methods, teaching aids, type of lesson, evaluation, students, teacher and group as well.

This is important for giving teachers some guidance on how to do the activity and how to assess or evaluate it as well. These elements are to be part of every and each activity taking into account phases of the lesson: Orientation, Execution and control.

The proposal of didactic activities to develop integrated skills in tenth grade English subject must be implemented on systematic bases for they would help students acquiring knowledge and developing skills in an integrating way as required in real life using of language.

Activity 1

Title: Come and visit our places...

Syllabus Link: Activity is related to Unit #3 Good places to visit. And is planned to be taught the fourth lesson of the unit.

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Method: Communicative Approach.

Teaching aids: tv/laptop/pc, picture cards, (See annex 5)

Learning goal: to express on the topic of places in town in the context of free time activities in order to promote sense of identity with the locality.

Orientation stage:

The teacher will explain how the students are going to do the activity. That they will work first in groups and then by pairs. They will use their phones or gadgets to record a weather forecast news program and later on it will be played on the pc/tv. They will also recreate a conversation about inviting people to visit interesting places in town. They will be free to recreate the simulation at will.

Execution stage:

Then the teacher is going to divide the classroom in groups for the first part. The activity will be done in group and pairs. The teacher will ask students to make 2 groups (A – B), both groups will do the following actions:

- Using a tv news program they will create a script for a tourism advertisement of an interesting place in town, which will be read to introduce the simulation of presenting the TV add.
- They will recreate the presentation of the tourism promo add – selecting from a set of digital pictures, previously oriented – and using pictures to illustrate the touristic place.
- They will also create a digital brochure about the place including pictures and descriptions including location, place, transport, etc.
- PAIRWORK: a pair from the other team will recreate a dialogue in which a student {A} will invite (B) to visit the advertised place and (B) will ask questions about the place (location, place, transport, etc). They will give opinions based on the touristic add broadcasted that they watched on tv.

Control:

During these activities the teacher will be helping the students in the process of creating the scripts and the setting for the add show, the teacher role is to supervise while answering doubts and correcting the students in case of need.

Conclusion:

The teacher will encourage students to express on the interesting places in town and the offers they have, they will also give opinions about the beauty of their town.

Assessment and Evaluation:

The teacher is going to formative assess students use of lexical elements and pronunciation. Using Feedback and Correction as it is one of the characteristics proposed for the didactic activities and assuming the descriptors of coherence from the CEFR to assess in this activity.

Activity 2

Title: A visit to our monuments...

Syllabus Link: Activity is related to Unit #3 Good places to visit. And is planned to be taught the fifth lesson of the unit.

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Method: Communicative Approach.

Teaching aids: tv/laptop/pc, picture cards, (See annex 5)

Learning goal: to express on the topic of natural monuments and places in town in the context of free time activities in order to promote sense of identity with the locality.

Orientation stage:

The teacher will explain how the students are going to do the activity. That they will work first in groups and then by pairs. They will use their phones or gadgets to make an important monuments advertisement and later on it will be played on the pc/tv. They will also recreate a conversation about inviting people to visit interesting monuments of our city. They will be free to recreate the simulation at will.

Execution stage:

Then the teacher is going to divide the classroom in groups for the first part. The activity will be done in group and pairs. The teacher will ask students to make 2 groups (A – B), both groups will do the following actions:

- Using a tv news program they will create a script for visiting historical monuments in town, which will be read to introduce the simulation of presenting the TV add.
- They will recreate the presentation of the tour promo add – selecting from a set of digital pictures, previously oriented – and using pictures to illustrate the historical place.
- They will also create a digital brochure about the place including pictures and descriptions including location, place, transport, etc.
- PAIRWORK: a pair from the other team will recreate a dialogue in which a student {A} will invite (B) to visit the advertised place and (B) will ask questions about the place (location, transport and historical event, etc). They will give opinions based on the touristic add broadcasted that they watched on tv.

Control:

During these activities the teacher will be helping the students in the process of creating the scripts and the setting for the add show, the teacher role is to supervise while answering doubts and correcting the students in case of need.

Conclusion:

The teacher will encourage students to express on the interesting historical monuments in town and the meaning they have, they will also give opinions about the historical monuments of their town and how important is the history of the locality.

Assessment and Evaluation:

The teacher is going to formative assess students use of lexical elements and pronunciation. Using Feedback and Correction as it is one of the characteristics proposed for the didactic activities and assuming the descriptors of coherence from the CEFRL to assess in this activity.

Activity 3

Title: Healthy Mind, Healthy Body...

Syllabus Link: Activity is related to Unit #7 Doctor's Appointment. And is planned to be taught the fourth lesson of the unit.

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Method: Communicative Approach.

Teaching aids: tv/laptop/pc, picture cards, (See annex 5)

Learning goal: to express on the topic of weather of health problems in the context of a healthy lifestyle.

Orientation stage:

The teacher will explain how the students are going to do the activity. That they will work first in groups and then by pairs. They will use their phones or gadgets to record an anti-smoking add campaign for and later on it will be played on the pc/tv. The will also recreate a conversation about two people one of them suffering the effects of smoking and the other giving him healthy advices and inviting him to a healthy lifestyle. They will be free to recreate the simulation at will.

Execution stage:

Then the teacher is going to divide the classroom in groups for the first part. The activity will be done in group and pairs. The teacher will ask students to make 2 groups (A – B), both groups will do the following actions:

- Using a tv add they will create an script for an anti-smoking campaign which will be read to introduce the simulation of presenting a radio add.
- They will recreate the presentation of the campaign advertising helped by an anti-smoking poster– selecting from a set of carts – to illustrate the campaign.
- PAIRWORK: a pair from the other team will recreate a dialogue in which a student (A) will tell (B) about bad health condition he has(shortness of breath, flu and sense of tiredness) and (B) will offer him some healthy advices (exercises, stop smoking, swimming and walking in the nature). They will give opinions based on damages provoked by smoking.

Control:

During these activities the teacher will be helping the students in the process of creating the scripts and the setting for the anti-smoking campaign add, the teacher role is to supervise while answering doubts and correcting the students in case of need.

Conclusion:

The teacher will encourage students to express on the negative effects of smoking by having a healthy life style way.

Assessment and Evaluation:

The teacher is going to formative assess students use of lexical elements and pronunciation. Using Feedback and Correction as it is one of the characteristics proposed for the didactic activities and assuming the descriptors of coherence from the CEFR to assess in this activity.

Activity 4

Title: How can I get to the concert hall...

Syllabus Link: Activity is related to Unit #3 Good places to visit. And is planned to be taught the fifth lesson of the unit

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Method: Communicative Approach.

Teaching aids: tv/laptop/pc, picture cards, music, (See annex 5)

Learning goal: to express on the topic of giving directions in order to promote values of solidarity and cooperation .

Orientation stage:

The teacher will explain how the students are going to do the activity. That they will work first in groups and then by pairs. They will use their phones or gadgets to record a tv or radio advertising for a concert and later on, it will be played on the pc/tv. They will also recreate a conversation about a person asking for directions and another person giving it . They will be free to recreate the simulation at will.

Execution stage:

Then the teacher is going to divide the classroom in groups for the first part. The activity will be done in group and pairs. The teacher will ask students to make 2 groups (A – B), both groups will do the following actions:

- Using a tv or radio promotion or advertising program they will create a script for an add of a music band which will be read to introduce the simulation of presenting the advertising. They will also create a poster for the concert expressing band, place, time, price.
- They will recreate the presentation of the advertising and present the concert poster on the board. They will also create a city map and using pictures to illustrate it.

- PAIRWORK: a pair will recreate a dialogue in which a student (A), who is new in town tells to student (B) about the concert advertising that he listened on the radio and ask how to get there. Student (B) offers the directions helped by the city map. They also talk about the band.

Control:

During these activities the teacher will be helping the students in the process of creating the scripts and the setting for the concert advertising, the teacher role is to supervise while answering doubts and correcting the students in case of need.

Conclusion:

The teacher will encourage students to express on the topic of giving directions, and the importance of helping people when they need to get places that they do not know by the solidarity and the kind of activities that can be planned to enjoy weather in a healthy life style way.

Assessment and Evaluation:

The teacher is going to formative assess students use of lexical elements and pronunciation. Using Feedback and Correction as it is one of the characteristics proposed for the didactic activities and assuming the descriptors of coherence from the CEFR to assess in this activity.

Activity 5

Title: A memorable vacation

Syllabus Link: Activity is related to Unit #3 Good places to visit. And is planned to be taught the sixth lesson of the unit

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Method: Communicative Approach.

Teaching aids: tv/laptop/pc, picture cards, (See annex 5)

Learning goal: to express on the topic of speak about their holidays activities in simple past tense taking into account the solidarity as a human value.

Orientation stage:

The teacher will explain how the students are going to do the activity. That they will work first in groups and then by pairs. The teacher will ask them to make a collage of various

places visited by them during their holidays. Once they have brought the collage they will write about it, they will specify the locations and some characteristics of that places, mentioning mainly what is good to.

Execution stage:

- At This moment the teacher will divide the classroom into two teams(A and B).The team A will come to the blackboard to present the collage and they will mention the places they visited during the vacations., which place they liked the most and what did they do there. The rest of the students (B) will ask about that places and its characteristics.

Control:

During these activities the teacher will be helping the students in the process of creating the scripts and the setting for the concert advertising, the teacher role is to supervise while answering doubts and correcting the students in case of need.

Conclusion:

The teacher will encourage students to express on the topic of speak about the different places that they visited during they vacations and what they have done there by taking into account the solidarity and the kind of activities that can be planned to enjoy weather in a healthy life style way.

Assessment and Evaluation:

The teacher is going to formative assess students use of lexical elements and pronunciation. Using Feedback and Correction as it is one of the characteristics proposed for the didactic activities and assuming the descriptors of coherence from the CEFR to assess in this activity.

Activity 6

Title: The job interview

Syllabus Link: Activity is related to Unit #2 Who is Calling? and is planned to be taught the fifth lesson of the unit

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Method: Communicative Approach.

Teaching aids: tv/laptop/pc, picture cards, , (See annex 5)

Learning goal: to express on the topic of speak about a job interview by taking into account professionalism as a human value

Orientation stage:

The teacher will explain how the students are going to do the activity. That they will work first in groups and then by pairs. They will use their phones or gadgets to prepare a tv or radio advertising for a new part-time job interview for all senior high schools students, the poster/advertising will contain all the information concerning to the job offer(place, salary, requirements and time.). it will be played on the pc/tv. They will also recreate a conversation about a person asking for a new employ offer and the requirements. They will be free to recreate the simulation at will.

Execution stage:

Then the teacher is going to divide the classroom in groups for the first part. The activity will be done in group and pairs. The teacher will ask students to make 2 groups (A – B), both groups will do the following actions:

- Using a tv or radio promotion or advertising program they will create a dialogue during a job interview when team A will ask the most information they can about personal curriculum an interest of the possible employees They will recreate the presentation of the advertising and present the employ interview on the board. They will also create an small questionnaire to illustrate it.
- Students B will answer all these questions and try to convince the employer to get the job by speaking about their qualities and preparation.

Control:

During these activities the teacher will be helping the students in the process of creating the scripts and the setting for the concert advertising, the teacher role is to supervise while answering doubts and correcting the students in case of need.

Conclusion:

The teacher will encourage students to express on the topic of find new job offer and how to behave during a job interview taking into account how to have healthy life style way.

Assessment and Evaluation:

The teacher is going to formative assess students use of lexical elements and pronunciation. Using Feedback and Correction as it is one of the characteristics proposed for the didactic activities and assuming the descriptors of coherence from the CEFR to assess in this activity.

Activity 7

Title: A glad re-encounter.

Syllabus Link: Activity is related to Unit #5 Memories. And is planned to be taught the fifth lesson of the unit

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Method: Communicative Approach.

Teaching aids: tv/laptop/pc, picture cards, music, (See annex 5)

Learning goal: to express on the topic of speak about a re encounter party between all the classmates taking into account loyalty as a human value

Orientation stage:

The teacher will explain how the students are going to do the activity. That they will work first in groups and then by pairs. They will use their phones or gadgets to record a tv or radio advertising to celebrate a re encounter party in a public place and later on, it will be played on the pc/tv. They will also recreate a dialogue where they make plans for the party taking into account the role of each one there. They will be free to recreate the simulation at will.

Execution stage:

Then the teacher is going to divide the classroom in groups for the first part. The activity will be done in group and pairs. The teacher will ask students to make 2 groups (A – B), both groups will do the following actions:

- Using a tv or radio promotion or advertising program they will create a script for an ad of a classmate's party in order to celebrate their meeting after a few years without any contact, which will be read to introduce the simulation of presenting the advertising. They will also create a poster for the party expressing dressing , place, time, and necessary foods..

- They will recreate the presentation of the advertising and present the party poster on the board.
- PAIRWORK: a pair will recreate a dialogue in which a student (A), who meets again an old classmate (student (B)) about the party advertising that he listened on the radio and ask how to get there and what they must bring. Student (B) offers the indications helped by the advertising poster. They also talk about the band.

Control:

During these activities the teacher will be helping the students in the process of creating the scripts and the setting for the concert advertising, the teacher role is to supervise while answering doubts and correcting the students in case of need.

Conclusion:

The teacher will encourage students to express on the topic of make plans for a party dedicated to celebrate the re encounter of of classmates and their friendship by the loyalty and the kind of activities that can be planned to enjoy parties in a healthy life style way.

Assessment and Evaluation:

The teacher is going to formative assess students use of lexical elements and pronunciation. Using Feedback and Correction as it is one of the characteristics proposed for the didactic activities and assuming the descriptors of coherence from the CEFR to assess in this activity.

Activity 8

Title: A healthy diet...

Syllabus Link: Activity is related to Unit #7 Doctor's Appointment. And is planned to be taught the ninth lesson of the unit.

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Method: Communicative Approach.

Teaching aids: tv/laptop/pc, picture cards, (See annex 5)

Learning goal: to express on the topic of avoid health problems by keeping a healthy diet in order to have healthy lifestyle.

Orientation stage:

The teacher will explain how the students are going to do the activity. That they will work first in groups and then by pairs. They will use their phones or gadgets to record a health diet campaign advertising and later on it will be played on the pc/tv. They will also recreate a conversation about two people one of them suffering the effects of obesity and the other giving him healthy advices and inviting him to keep a healthy diet. They will be free to recreate the simulation at will.

Execution stage:

Then the teacher is going to divide the classroom in groups for the first part. The activity will be done in group and pairs. The teacher will ask students to make 2 groups (A – B), both groups will do the following actions:

- Using a tv add they will create a script for a healthy dietcampaign which will be read to introduce the simulation of presenting a radio add.
- They will recreate the presentation of the campaign advertising helped by an anti-junk food poster– selecting from a set of carts – to illustrate the campaign.
- PAIRWORK: a pair from the other team will recreate a dialogue in which a student {A) will tell (B) about bad health condition he has(obesity, high level of cholesterol and diabetes) and (B) will offer him some healthy advices (exercises, stop eating junk food, swimming and walking in the nature). They will give opinions based on damages provoked by eat only junk foods.

Control:

During these activities the teacher will be helping the students in the process of creating the scripts and the setting for the healthy diet campaign add, the teacher role is to supervise while answering doubts and correcting the students in case of need.

Conclusion:

The teacher will encourage students to express on the negative effects of consuming junk food exclusively by having a healthy life style way.

Assessment and Evaluation:

The teacher is going to formative assess students use of lexical elements and pronunciation. Using Feedback and Correction as it is one of the characteristics proposed for the didactic activities and assuming the descriptors of coherence from the CEFR to assess in this activity.

2.5 Final analysis to determine the real state of the development of integrated skills at “Honorato del Castillo Cancio” Senior High School after the applying of the proposal.

The application of these didactic activities in the teaching of the English language for the development of integrated skills is expected to:

- increase student's motivation and interest for the active participation and learning of the English language.
- Achieve greater effectiveness in students' competence at the required level A1-A1+ for real using of language.
- Strengthen the design and applying of task and activities based on communicative approach to provide meaningful real-life context learning.
- Promote the using of authentic materials within socio cultural context as part of the Action Oriented Approach from the CEFR.

With the application of a second survey, each of these parameters were achieved through the tasks and activities proposed.

2.5.1 Final result Observation (Annex5)

When a final Observation Guide was applied to the sample from 10th graders at “Honorato del Castillo Cancio” Senior High School, it was evident a full positive transformation of the learning situation, backed by a great level of acceptance of this kind of integrated skills activities. In terms of the listening skills 85% of students were able to Listen to a short lecture and summarize the main ideas and 80% of them could answer questions that require detail recognition from the audio test. These figures evidence a 50% increase for the first two indicator in the effectiveness of developing integrated skills through the tasks proposed.

For the speaking skill, there was an increase of the development of the skills, being the percentage of students, who were able to participate in a role-play scenario that requires interactive communication and are able to achieve the tasks goals of 90% and the percentage of students who could give a short presentation on a studied topic, focusing on fluency and coherence increased to 85%. These figures show an increase of the effectiveness of the development of skills in more than 50%.

As for the reading skill, there was an increase showing 92% of students being able to read a passage and answer questions that assess skimming for gist and critical analysis and 86% were now able to identify vocabulary in context of the studied topics through multiple-choice questions. An important increase which confirms this is the skill showing the best percentage of skill development of the four skills.

Writing, though showing an important rise in the percentage of effectiveness of development of integrated skills after applying the proposal, continues to be the language skill showing the less percentage of development with most of students having serious difficulties when writing on a given topic, ensuring organizational structure and argument development. 74% of the students are able to produce a written text with proper use of grammar, punctuation, and spelling and 70% of students can write with clarity and coherence of ideas the text of the tasks. This is considered a great advance in terms of skill development, considering the previous figures.

It was equally gratifying to perceive a positive reaction of teachers in terms of having students freely moving around for working combined skills activities. Researchers observe a positive acceptance and moving to using this kind of activities by teachers and students.

2.5.2 Final pedagogical test (annex 6)

This section describes the results of the application of the actions to contribute to the development of the integration of skills in the English language class in the 10th grade. A second pedagogical test was applied to the selected sample, which coincides with the sample initially selected (Annex 6).

During the evaluation of the final pedagogical test, the same aspects evaluated in the initial pedagogical test were taken into account, aspects on which the proposal was elaborated,

The indicators evaluated in the second pedagogical test coincide with those evaluated in the initial pedagogical test. The levels for measuring the final evaluation also coincide with those applied to the initial evaluation. The results obtained were as follows:

- students were evaluated as E (excellent).
- 11 students were evaluated as G (good).
- 10 students were evaluated as R (regular).

- 7 students were evaluated as B (bad).

Out of the 30 students who were evaluated, 6.66 of them obtained the qualification of E (excellent), evaluated as G (good) 36.6%; the number of students that obtained the qualification of R (regular) was 33.3% and 7 students were evaluated B (bad), the 23.3%. Out of the 30 students who were given the test, 7 failed, that is 23.3%; and 23 passed the test what constitute the 77.6% of the sample.

Evaluation according to indicators:

Indicator to evaluate	E	G	R	B
Able to summarize main ideas	2	8	13	7
Respond in detail recognition	2	7	14	7
Active communicate roleplay	2	11	11	6
Presentation with fluency and coherence	2	10	11	7
Main idea comprehension and inference	2	11	10	7
Lexical recognition from readings	2	11	11	6
Proper use of grammar, punctuation, and spelling	1	6	16	7
Clarity and coherence writing		5	15	10

According to the results obtained, it was determined that there was a significant increase in the development of the integration of skills after the application of the final pedagogical test, a movement from low to medium level is evidenced, which reflects a progress in the effectiveness of the development of skills. The difficulties that persist are not considered critical as in the initial stage.

The results were positive in all the indicators measured after the proposal was applied, thus demonstrating its effectiveness. It was determined that the development of integrated skills moves from a low to a medium level, demonstrating the progress achieved in the development of skills integration.

2.5.3 Final result of the survey: (Annex 7)

The applying of a second survey to the sample from 10th graders at "Honorato del Castillo Cancio" Senior High School, showed a complete level of acceptance in terms of motivation for working integrated skills, 95% of the students answered affirmatively the question number #1. At the same time, they showed full disposition to do tasks and activities where they are using English for real, as they answered 90% in the question

#2. The totality of the students find the integrated skills activities and tasks more motivating than the segregated skill ones, as 100% of them answered affirmative question 3. As the student's perception of their own learning progress the 90% of them considered that integrated skill activities and tasks suit better their learning needs and so they find them the best choice to learning the language.

With this result evidence by the research, a gradual growth of both the structural and educational components can be observed in the students. It was obtained that with the application of the didactic integrated skill activities students learn more effectively and feel more motivating to using the language for real.

The theoretical methodological foundations, as well as the proposal applied have corroborated the fulfillment of the fundamental objective of the research.

CONCLUSION

As final stage of the present scientific research and resulting from the author's investigation the following conclusion were stated:

- The bibliography consulted and studied has been the starting point for the development of the research. The updated theoretical and conceptual information obtained from these sources related to the development of integrated skill in the teaching – learning process of English was key in the creation of this investigation. The object of study and the field of action are supported by the theoretical and foundations that support the development of the of integrated skill in the teaching – learning process of English at "Honorato del Castillo Cancio" Senior High School
- The current state of the development of integrated skill in the teaching – learning process of English at "Honorato del Castillo Cancio" Senior High School after the application of research methods, showed the necessity of the present research on the development of integrated skills topic.
- The proposal of the didactic activities at "Honorato del Castillo Cancio" Senior High School aimed at the development of integrated skill in the teaching – learning process of the subject in 10th grade as a way to improve the students' learning of the language.
- The assessment of the effectiveness after the application of the didactic tasks and activities corroborated that students could develop their knowledge withing an integrated skills communicative approach, in a real life and meaningful context.

RECOMMENDATION

It is recommended, taking as basis the new Perfeccionamiento Nacional del MINED, to continue the systematization of the theoretical background that supports the development of integrated skills in the teaching - learning process so as adequate and adapt the different tasks to the new theme and requirements demanded by the new curriculum and syllabus to offer students the possibility to develop the necessary skills to be competent in the language.

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Comentario [P2]:

ANNEXES

Annex 1

Documentary analysis: questions for the analysis of the syllabus, Workbook and Methodological Orientation of English for 10th grade:

Objective: to determine the options that students and teachers have for the development of integrated skills in English lessons.

1. Units of the 10th grade program that makes possible from the thematic and linguistic point of view to design and apply integrated skills tasks and activities.
2. Additional syllabus themes and possible adapting to similar topic contexts.
3. Specific guidelines on the topic of developing skills.
4. Activities and tasks planned, following the integrated skills communicative approach in 10th grade.

Annex 2

Initial Observation Guide

Technic: Initial Scientific Observation.

Instrument: Observation Guide.

Objective: Constate the treatment of skills and participation of students in the activities of the English lesson.

Guía

1. Are students able to summarize main ideas from listening tasks?
2. Can students answer listening comprehension questions requiring detail recognition?
3. At what degree can students actively interact in communicative role-play tasks with appropriate vocabulary and proper pronunciation?
4. Is it possible for students to give short presentations with coherence, fluency and content relevance?
5. Are students able to comprehend main ideas and make inferences from their reading tasks?

6. Can students recognize the study vocabulary and idiomatic expression from their reading texts?
7. Do students produce written texts with clarity and coherence?
8. Do students make use of proper use of grammar, punctuation, and spelling in their written tasks.

Annex 3

Initial Interview:

Objective #1: to obtain information about the significance students give to the sort of activities they do in terms of the skills practiced. (Group work)

- 1- Do you find the activities you do in classes motivating and challenging?
- 2- Are your lessons commonly having ONLY ONE of these activities (*listening to audio, writing, reading, speaking*)?
- 3- Do the activities you do in the English lesson combine at least two of the following skills: *listening to audio, writing, reading and speaking*?
- 4- Do you find lesson based on ONLY ONE of these activities (*listening to audio, writing, reading, speaking*) motivating or challenging?
- 5- Would you like to do activities combining (*listening to audio, writing, reading, speaking*) with groupwork and pair-work?
- 6- Do the activities you do in lessons look similar to the language you use in real life?
- 7- Would you like to learn English for real life use or for school purposes?
- 8- Why would you like to learn English?

Objective #2: to obtain information about the significance teacher gives to integrated skill tasks and activities in their teaching.

1. What methods or approaches is you teaching based on?
2. Do you teach skills in an integrated or segregated way?
3. Do you consider yourself didactically prepared to design and teach integrated skills tasks and activities in the English lessons?
4. Do you prefer to potentiate a particular skill in your lesson? Why?
5. Do you consider challenging integrating tasks involving groupwork and pair-

6. work?

Annex 4

Initial survey:

Objective: to identify students' criteria of the kind of activities and tasks they do in lessons, whether integrated or segregated.

Dear student, your cooperation is needed in responding to this survey to contribute to the current research being carried out at Honorato del Castillo Cancio High School, in order to improve the effectiveness of the learning process. This survey is completely anonymous. Be as honest as possible. Thank you very much.

Questionnaire:

1. In the activities you do in the English lesson you have to summarize and find details from audio texts?
 always sometimes (10%) rarely (90%) never
2. Do you practice you practice role-play tasks in your English lessons?
 always sometimes (60%) rarely (40%) never
3. Do you have to get the main idea from text in reading tasks in English?
 always (80%) sometimes (20%) rarely never
4. Do you work with finding words from the vocabulary in the reading texts?
 always (70%) sometimes (25%) rarely (5%) never
5. Do you write texts about the topics studied in lessons and check punctuation and spelling?
 always sometimes (5%) rarely (5%) never (90%)
6. Would you feel motivated to do activities combining *listening to audio, writing, reading, speaking* in your lessons?
 yes (95%) no maybe (5%)

Annex 5

Prueba pedagógica I

Técnica: Prueba Pedagógica

Instrumento: Cuestionario.

Objetivo: Constate the actual state of the development of the language skills in the english subject.

Annex 6

Final Observation Guide

Technic: Final Scientific Observation.

Instrument: Observation Guide.

Objective: Constate the impact of working integrated skills in students active learning and participation of students in the activities of the English lesson.

Guía

1. What amount of students are able to summarize main ideas from listening integrating tasks?
2. Is it possible for students to answer listening comprehension questions requiring details recognition withing an integrated skills task context?
3. Do students actively interact in communicative group and pair tasks with appropriate vocabulary and proper pronunciation?
4. Can students give short presentations within the frame of other skill tasks with coherence, fluency and content relevance?
5. Are students able to comprehend main ideas and make inferences from integrating tasks?

Annex 6:

Final survey:

Objective: to obtain the real state of the students in the process of developing integrated skills.

Dear student, your cooperation is requested for responding to this survey and contribute to the current research being carried out at "Honorato del Castillo Cancio" Senior High School, in order to improve the effectiveness of the English teaching – learning process. This survey is completely anonymous. Be as honest as possible. Thank you

Questionnaire

1. Do you feel motivated for the new activities in the English lesson where you work more than one skill?
 yes (100%) no see no difference
2. Do you feel like using English for real and in real life situations?
 yes (100%) no see no difference
3. Do you find this kind of tasks and activities more motivating than the one-skilled ones?
 yes (100%) no see no difference
4. Do you feel these integrated skills activities suit better your learning needs?
 yes (100%) no see no difference

Annex 7

Prueba pedagógica II

Técnica: Prueba Pedagógica

Instrument: Questionnaire.

Objective: Constate the actual state of the development of the language skills in the English subject after applying the proposal of activities to the research sample.

- 1) Listen to a weather forecast on the radio. The day will be (select more than 1)
a) sunny b) rainy c) windy d) snowy e) stormy f) hot
- 2) You will read a short passage about a terrible climatic phenomenon that affected Cuba. Find the causes, related to the weather, that produced so much destruction.

- 3) Write an email to all your friends alerting them of the bad weather for the week end.
- 4) Have a conversation with a friend who is visiting from Canada and tell him what is the weather like in summer and what activities he can do.