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FRENCH**

MAJOR PAPER

**THE INTEGRATION OF SKILLS. A PROPOSAL FOR THE DEVELOPMENT OF
COMMUNICATIVE COMPETENCE IN ENGLISH**

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“Tell me and I forget. Teach me and I remember. Involve me and I learn.” - Benjamin Franklin

DEDICATION

To my whole family, who I can always count on and trust and who have helped and supported me to reach each of my dreams.

To my professors for having always taught me and encouraged me with their example to be a better student and a better person.

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ABSTRACT:

The current Major Paper deals with the teaching of English in Cuba and its characterization of using the integration of the four skills of the English language. The main purpose of the current study is to evaluate the effectiveness of the teaching activities applied to first year English Meeting Course students from Jose Marti University. For its development, some scientific methods and techniques were used, like historical-logical analysis, analytic and synthetic method, documentary analysis, survey, interview and pedagogical test, which provided the necessary information to determine the theoretical and methodological bases that support the proposal of teaching activities during the lessons. The structure of this study is abstract, introduction, development, conclusion, recommendations, bibliography and annexes. The practical contribution of this research is to develop students' communicative competence by integrating the four main skills of the language.

Key words: skills, integrated skills, communicative competence.

RESUMEN

El presente Trabajo de Diploma trata sobre la enseñanza del inglés en Cuba y su caracterización del uso de la integración de las cuatro habilidades del idioma inglés. El presente estudio tiene como objetivo principal evaluar efectividad de actividades integradas aplicadas a los estudiantes de primer año de Inglés Curso Encuentro de la universidad José Martí Pérez . Para su desarrollo se utilizaron algunos métodos y técnicas científicas, como el análisis histórico-lógico, método analítico y sintético, análisis documental, encuesta, entrevista y prueba pedagógica, que brindaron la información necesaria para determinar las bases teóricas y metodológicas que sustentan la propuesta de actividades integradas durante las lecciones. La estructura de este estudio es resumen, introducción, desarrollo, conclusión, recomendaciones, bibliografía y anexos. El aporte práctico de la investigación es desarrollar la competencia comunicativa de los estudiantes a través de actividades integradoras de las cuatro habilidades principales del idioma inglés.

Palabras clave: habilidades, habilidades integradas, competencia comunicativa.

INTRODUCTION.

Language is a means of communication that allows people to give and receive information, ideas, and thoughts. People can talk, communicate, and share with their community using language. Through language, they can express their idea, their feelings to do all their activities in their lives.

English is studied as a foreign language by many people in the world today. It has become very useful among business and commerce, science and technology and international relations and diplomacy, in the current communicative society, it is taken for granted that people can speak and understand English.

The numerous methods of teaching foreign languages, as González, L. (2015) states, may sometimes make teachers, especially those who are just stepping into the field of Education, feel frustrated. Not knowing which method to apply or how to do it when they only sympathize in certain techniques is a fact that can have positive effects on them or negative ones. Moreover, according to Beltrán, M. (2017), not 'any' method can be applied to 'any' group. There are many factors, like age, number of students, personalities, learning speed, socio cultural environment and historical content, which may influence on the way the teacher will lead the group to fulfill his/her goal.

Some teachers learn, through time and experience, how to deal with all those drawbacks, but some others find it difficult, especially when they think they are supposed to be on only one track.

On the other hand, learning a language implies the development of all the four main skills (listening, speaking, reading and writing). Therefore, how can teachers help students develop them when in fact they do not even know how and where to start? Beltrán, M. (2017).

One of the important pedagogical orientations (strategies) which the authoress of this research believes is of great importance to teaching is the all the four skill areas of the

language in an integrated way, due to students have to, first, understand the language by the receptive skills (listening and reading), and then, produce it by the productive ones (speaking and writing).

During this authoress' teaching practice period, it has been demonstrated that the idea about teaching the four skills in isolation was quite common in the past and still affects the minds of some teachers. That is, teachers were reluctant to accept that language skills could be integrated and taught together. In Cuba, this is still a dominate trend as large number of language teachers are not familiarized with the new pedagogical orientations and methods, and they continue to believe like those who think we could teach the four skills in isolation; but now this authoress has realized that and thought about separating the four skills is an old-fashioned and the least ineffective and applicable approach.

It is impossible to teach the four skills separately even if we want to because "It's like dividing water; it flows back together again" (cited in, Martinkovich, J. y A. Córdova (2018), the main reason behind this issue is no familiarity of the teachers about the new teaching methodologies and we cannot ignore the fact that in most of the undeveloped countries including English speaking countries, grammar translation is widely used in which the focus is no memorization and less concentration is given to communication skills.

Furthermore, teachers and administrators who advocate segregated-skill instruction think that learning language skills such as writing, reading listening in isolation is considered important to successful learning (Oxford, 2001).

The authoress adds that traditional teachers believe that the skills in an integrated way, may need more facilities such as space, equipment, audio and video tools, etc. and is less economic compared to teaching the skills separately, what brings about that focusing on more than one skill at a time makes the instruction less effective.

Such arguments are not convincing anymore and by integrating the language skills, the effectiveness of instruction is not questioned. Even if teachers integrate the four language skills, they can still maintain the language focused on one main skill. Díaz, C., Martínez, P., Roa, I., & Sanhueza, M. (2010) remarks that when the teacher wants to teach a topic from writing, he can integrate other skills like reading and listening without losing our main focus which is writing; the main reason behind incorporating the skills is to maximize the efficiency of instruction and enhance communication skills and language learning and the development of language competence on the part of the students.

Moreover, based on experiential and theoretical knowledge, the importance of teaching the four skills in an integrated way has been emphasized and recommended. For instance, Martinkovich, J. y A. Córdova (2018) (cited by Sanchez 2020) utters, “Listening activities have found to help learners make the broader connection between the sociolinguistic concept of form and function and the psycholinguistic processes of interpretation and expression” (p. 228).

Sanchez (2020), stated “how to teach speaking claims” over their own speaking, students can develop listening, reading and writing skills through activities like drilling (listening and speaking skills), writing tasks that exposes students to longer processing of the input (writing skill), and reading aloud from a text (reading, listening, and speaking).

The topic of the integration of the language skills has been studied by different investigations made by national and international authors like: Cabrera, D (2018), Castellanos, D. y Córdova, D. (2019). Cisneros, M., Olave, G. y Rojas, I. (2017). Flores, M. y Delgado, O. (2019), Martinkovich, J. y A. Córdova (2018) and others, Moje, E. (2017). These authors have studied the topic of the integrations of the language skills, but there is no evidence of focusing this integration towards the development of the students’ language competence.

In the academic year 2024, a profile was made to first year English Meeting Course students from Jose Marti University, with the aim of determining the way the four main skills of the language are taught and how they influence in the students' language competence. In this study, some potentialities and limitations were determined.

Among the principal **potentialities**:

- Teachers have the necessary resources for teaching the foreign language and integrating its four skills.

- Students are interested in studying, understand and produce the foreign language.

The main **limitations** detected are:

- 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 understanding and listening reading materials, evidenced in limitations in comprehension and responses and communicating in the language.

- Students show a poor development of the development of the skills of the English language in an integrated way, shown in lack oral and written production having problems in fluency, pronunciation, grammar and vocabulary.

So, taking into consideration this polemic situation, the following **scientific problem** has been stated: How to contribute to the development of basic English language skills in an integrated way in Higher Education?.

Object of study: Teaching-learning process and the **field of action:** Development of basic English language skills in an integrated way in Higher Education.

To give a solution to the scientific problem stated, the **objective** of this research is: to evaluate the effectiveness of the teaching activities to contribute to the development of

basic English language skills in an integrated way in First year English Meeting Course Students, 5 years from Jose Marti University.

For the achievement of the research objective and to solve the scientific problem, the following questions and tasks will guide the current scientific study.

Scientific questions

1. What are the theoretical and methodological bases that support the development of Basic English language skills in an integrated way in Higher Education?
2. What is the current state of First year English Meeting Course Students, 5 years from Jose Marti University, regarding the development of Basic English language skills in an integrated way?
3. What teaching activities to propose, for the development of Basic English language skills in an integrated way in First year English Meeting Course Students, 5 years from Jose Marti University?
4. What is the effectiveness of the teaching activities for the development of basic English language skills in an integrated way in First year English Meeting Course Students, 5 years from Jose Marti University?

For giving a solution to these scientific questions, scientific tasks will be useful.

Scientific tasks

1. Determination of the theoretical and methodological bases that support the development of Basic English language skills in an integrated way in Higher Education.
2. Profile for the determination of the current situation of First year English Meeting Course Students, 5 years from Jose Marti University, regarding the development of basic English language skills in an integrated way.
3. Proposal of teaching activities, for the for the development of basic English language skills in an integrated way in First year English Meeting Course Students, 5 years from Jose Marti University

- 4 Evaluation of the effectiveness of. effectiveness of the teaching activities for the development of basic English language skills in an integrated way in First year English Meeting Course Students, 5 years from Jose Marti University

For solving the scientific tasks of the research, some methods and techniques from the theoretical, empirical and statistical methods have been of great help.

Scientific methods from the theoretical level.

Historical-logical analysis: it was used to study the evolution of the teaching-learning process of English as a foreign language around the world and in Cuba emphasizing on the methodology for the integration of the four main skills of the language and its influence on the development of communicative competence on the part of the students.

Analytic and synthetic method: through synthetic analysis, the integration of the language skills was divided into the different elements to determine how it influences on the students' development of their communicative competence and vice versa. After making some synthesis, abstractions were developed when analyzing the theory

From abstract to concrete analysis: a study of the problematic situation obtained from the practice and the daily experience in the classroom and the teaching practice activities at Jose Marti University, was carried out. Through the analysis, synthesis and abstractions of the problem identified on the development of communicative competence on the part of the First year students and its relation with the integration of the four main skills of the language, brought about the proposal of integrated skills activities to solve the scientific problem identified.

After putting into practice these theoretical methods, some methods and techniques from the empirical level were carried out for the determination of the current state of the sample selected in the integration and development of the our skills of the English language

Methods from the empirical level

Scientific observation. 5 Integrated English Practice lessons were observed in the group selected as sample. The main purpose was to determine the way the teacher plans, develops and controls integrated skills activities for the development of the students' communicative competence. (Appendix 1.)

Survey: It was applied to the students selected as sample, to know their opinion about the different activities the English teacher develops in the lessons in regard to each of the four main skills of the language. (Appendix 2).

Interview: This was applied to English teachers to determine the way they develop the main four skills of the language in an integrated way and how they develop students' communicative competence in the lessons. (Appendix 3).

Pedagogical test: it was carried out as a form of information collection that allowed evaluating the development acquired by the students selected as sample of the research, specifically in the development of their communicative competence in English, by using the four main skills of the language in an integrated way. (Appendix 4)

Documentary analysis: it was used for the review of the First year Integrated English Practice 1 syllabus and other documents of the English subject at Jose Marti University, with the aim of determining the way the objectives and content are proposed in this syllabus for the development of the students' communicative competence. (Appendix 5)

The quantitative results obtained from the different empirical methods were analyzed by the **percentage analysis** as the technique from the **descriptive statistics** view point. For the investigation, the whole enrollment of First English Meeting Course(5 years) from José Marti University was selected as **population**, composed of 34 students in general, divided into two groups.

The **sample** selected for the current study was First year, 5 years, composed of 19 students. There are 12 students who have a job, 2 of them are mothers and in the

majority of the families (17) there is an adequate atmosphere, with good educative methods.

Regarding the academic situation, the majority have good results in all the subjects and, especially in English, 9 (47.1%) have good results in the development of their communicative competence, according to the syllabus learning goals, 11 (57%) have difficulties at the time of expressing themselves in the language and 4 (21%) Have great difficulties for expressing themselves in English, what was corroborated in the pedagogical test applied to the sample and coinciding with what was expressed by the teacher of the English subject.

The sample was intentionally selected because it is the group shows difficulties in the use of the language using its basic skills in an integrated way. It represents the 51.4% of the population.

Scientific Novelty: is the proposal of activities to develop the basic skills of English in an integrated way in university students; and the procedures of the proposal is supported by historical-cultural theory, whose method is based on the understanding, production or interaction in the language and whose peculiarity is the use of the learning approach based on the integration of the basic skills in a single activity in the lesson.

DEVELOPMENT

CHAPTER I: THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS. DEVELOPEMNT OF COMMUNICATIVE SKILLS

The chapter is made up of two headings. The first deals with the groundwork that support the teaching-learning process of English in Cuba, starting from historical trends up to the present. In the second section, the subject of development of Basic English language skills is addressed, emphasizing their integration, as a way to develop communicative competence on the part of the students.

1.1. Fundamentals of the teaching-learning process of the English language in Cuba

Cuba, despite being an underdeveloped country, is recognized worldwide for its significant achievements throughout the history of the Revolution in the educational sphere. The fundamental objective in this sense has always been the adequate preparation of the individual for life as a function of society.

It is the teaching-learning process of any discipline, in any Cuban educational subsystem that is in charge of bringing this objective to a successful conclusion. This process is selected, among many others, because it responds not only to the way students learn, but also to the way teachers teach.

Several authors have provided their definitions and criteria about the process as such, among them: Labarrere (1988), Álvarez (1996) and Ginoris (2003), among others.

The Cuban author (Labarrere, 1988, p.96) believes: "The teaching-learning process of a foreign language is oriented towards educational objectives as well as instructional objectives."

Years later, Álvarez (1996) believes that this is a school pedagogical process that has its fundamental characteristics, but it differs from others because it is more systematic, planned, directed, and specific. This author remarks that the teacher-student relationship arises from a more direct didactic action, whose sole purpose is the comprehensive development of the students' personality.

In the current study, the definition of the teaching learning process given by (Ginoris, 2003, p.7) is assumed because it is considered that the teaching-learning process allows planning and directing the didactic action directly, but the criterion of another researcher of the present century is assumed when he states:

The school teaching-learning process is the scientifically planned, developed and evaluated formation of the personality of the students of a teaching center in any of the

educational levels of a given territory. It is a process because this training takes place in a systematic and progressive way, by ascending stages, each one of which is marked by quantitative changes that lead to qualitative changes in the students, in the cognitive, volitional, affective and behavioral aspects. (Ginoris, 2003, p.7)

The authoress of this research assumes this definition because it is the most comprehensive and because it places the student at the center of a process that brings positive changes in the different aspects mentioned above.

For this reason, according to Fontes, O. L., González, L., & Rodríguez, M. (2020), to develop a foreign language, one must take into consideration

- Individual differences
- The age of the students
- Motivation towards language learning
- Beliefs and their affective states
- The personality of the student
- The skills and their learning style, as well as the learning environment that the teacher fosters in the classroom.

Summarizing, the English teachers must understand the psychological functioning of the student and then, take certain theoretical and methodological positions that allow them to interpret, guide and influence the performance of their students, in order to promote active behaviors during the assimilation of knowledge in English and achieve an adequate environment in which they can develop the basic skills of the language.

1.2. The teaching of English as a foreign language. Evolution and methods.

The theory of verbal activity defended by Leontiev also supports the teaching-learning process of English. "The process of learning foreign languages is a complex activity

made up of two aspects: the acquisition of linguistic knowledge and the formation of linguistic habits and skills" (Leontiev, 1981, p.13).

The first aspect refers to phonemes, morphemes, words and their operation, while the second consists of teaching the communication process, that is, verbal activity.

It is evident that the teacher has to be clear that what is presented is understood by his students in order to achieve satisfactory results in the practice of the language. The place of skills in the structure of the activity should not be overlooked. In this regard, the same author stated:

At the beginning of learning, it is necessary for students to assimilate the linguistic material and form the required habits, but the teacher must keep in mind that the final objective of the activity carried out is not the formation of habits but of communication skills, which are formed based on habits. (Leontiev, 1981, p.45)

Next, it is considered important to delve into the evolution of methods used over the years to understand the emergence of new approaches and trends that support the process of teaching foreign languages today.

Throughout the history of language teaching, a great variety of theories, approaches and methods have emerged that, based on different conceptions and methodological theories, have tried to explain how people learn. They have had a direct influence on modern methodology, they were widely used for a period of time and then they have been replaced by new approaches that propose new alternatives aimed at guaranteeing a better teaching-learning process, in this case, of English.

In each of them, there has been a tendency to focus more on certain skills; this is one of the main reasons why students cannot use the language spontaneously in its two forms, oral and written. Harsch, C., Collada, I., Gutierrez, T., Castro Alvarez, P., & García, I. (2020).

The first method applied in the Latin language and then in the teaching of foreign languages in general, was Grammar-Translation: it consisted in the study of abstract statements about grammar, the memorization of vocabulary lists and the translation of sentences with a program organized around structures grammar, without paying attention to the development of communication skills. The objective was not to teach to speak a language, but to interpret or understand written texts and express orally, from the interpretation of reading tests or audio texts, in such a way that students feel motivated to use the language as it occurs in real life. Hernández, R. C., & Cordero, D. (2021).

The authoress coincides with these authors, since the foreign language teaching-learning process should be based on real life situations, and, the productive skills (speaking and writing) to be based on something the students read or listen to.

Once this method began to be rejected, the Reading Method arose: reading was considered the most important skill because through this, the highest class of society increased their scientific development.

Later the Practical Methods arose as a rejection of the ineffective methods mentioned above. The growing opportunities for communication among Europeans demanded oral proficiency in foreign languages, which led to the production of conversation or phrase books that were designed for private study.

Then the Phonetic Method emerged: the role of Linguistics was revitalized at this stage. He favored work with oral skills, but writing and reading were almost forgotten. This method was tedious for the students due to the extensive oral practice out of context that they had to face.

Then the Natural Method arose: it became the starting point for various methods and approaches, it was based on the student's skill to learn the foreign language in the same way they learned their native language, through repetition, question-and-answer exchanges, , games and sounds. This method lacked scientific basis.

Then a new method appeared, known as the Direct Method: it proposed that the logic of language acquisition in children followed the following order: first, the child was exposed to a large amount of oral language, second, he began to reproduce imperfectly part of this linguistic texts and writing was taught much later, where they first learned to read and finally to write. This method, at the time, represented a great advance in the teaching of foreign languages because its main objective was to teach how to think in English.

Later, a new method was established, the Audio-lingual Method: characterized by the dialogued presentation of the linguistic material, the memorization of set phrases, the graduated introduction of grammatical structures with little explanation of patterns, the excessive use of repetition, and the use of audiovisual media. It paid great attention to pronunciation, and the use of the mother tongue in class was not allowed either. Its general principle was to develop students' listening comprehension and oral expression.

Language teaching from the second half of the 20th century witnessed the rise and fall of a variety of methods and approaches that, despite their different characteristics in terms of objectives and methodological assumptions regarding how to learn, took into account common interest in improving language learning.

With the appearance of the "deep structure of language", Suggestopedia arised: the human mind can process large amounts of information if the ideal conditions for learning are fostered. This method will not be explained because it was not very relevant.

The Silent Method also emerged in this period: characterized by an approach in which learning is facilitated through the use of objects and the Natural Approach. The most controversial element of this method was the defense of the assumption of the delay in oral production, as well as the idea of Krashen (1981) that it is not necessary to "teach" the formal elements of the language. It should be noted, however, that this author's

hypotheses have made important theoretical contributions to the teaching of foreign languages.

Some time later, the Total Physical Response Method was created: based on the idea of the association of memory with motor activity. These methods did not develop the productive skills of the language: speaking and writing, fundamentally listening and reading skills were worked on.

Parallel to these Western methods, Soviet didactics developed its own method of teaching foreign languages, The Conscious Practical Method: it was based on a conscious approach to learning the language and assimilating it through the practical activity of the students. The fundamental principles pointed to oral language as primary means for language teaching (students assimilate the material orally before reading and writing it) and also the use of visual, auditory, and audiovisual media, and the emphasis on a sequence of methodological steps to build language skills.

This method was also used in Cuba until the end of the 1980s and was resized in light of the Communicative Approach by Corona D. (1988) for the specific situation of language teaching in Cuba, especially for learning grownups.

Then the Notional-Functional Approach (ENF) arose in Europe: the contents were organized around functions such as identifying, informing, accepting, asking for permission, apologizing, etc. This approach served as the basis for the development of textbooks and communicative materials in English language courses. It is considered mandatory to clarify that the ENF did not develop communicative competence in students by itself because it was not a method. The (ENF) was the direct precursor of communicative language teaching.

From the best of the previous methods and methodological approaches, what is known as the Communicative Approach was synthesized: it emerges as a new methodological current in the teaching of foreign languages as a reaction to previous methodologies. With it, a further step is taken in the teaching of English through the development of

communicative competence. This is based on the sociolinguistic environment, as stated by Jackson, F. (2020).

The main feature of this approach is the primary function of language. Its objective is to teach the elements of the language to understand and express the different functions that are usually used in different contexts, situations and activities of daily life; the language is used as a form of communication, establishing communication activities as the main part of the process of your learning.

At this time, the concept of communication began to gain strength and communicative competence was considered as a learning objective in foreign language courses. Its main exponents were Hymes (1972), Canale (1975) and Wilkiuns (1976).

Research carried out in recent years by Cuban specialists such as Morales (1990), Bonet (2003), Enríquez (2007), Roméu (2005), Junco (2022), Acosta (2011) and others, have concluded that the current language teaching methodology in Cuba it is mostly based on the principles of the communicative approach that emerged fundamentally from the development of linguistics and its branches. However, new trends in the teaching of foreign languages continue to emerge worldwide with very good results. Among them:

Content-Based Teaching: It is a teaching approach that emphasizes learning about something instead of learning about the language. Students use the language as a means of communication.

According to this authoress' opinion, the benefit offered by the communicative approach in the teaching of English is recognized, especially due to the importance it attaches to all basic skills, but it is proposed in this research to develop the skills basics in an integrated way through the task-based learning approach due to the possibilities it offers, among them, the language is presented in a more natural way, closer to reality and more motivating, which will be explained in later epigraphs

As a summary, it can be said that, throughout history, there have been different strategies or methods for teaching languages as a foreign language. The first methods focused on some skills more than others, but the current trend is towards integrating basic language skills.

The authoress of this research proposes to integrate the basic skills of the English language through the communicative learning approach, whose fundamental premise is the full strengthening of practices that guarantee the assimilation of the language, through a truly task-free production that resemble real life situations, by social interaction.

1.3. Teaching the Basic English language skills in an integrated way for the development of communicative competence

The main goal of the teaching-learning process of a language is the development of cognitive communicative competence, as expressed by García, I., Sierra, B., Quijano, R., & Pérez, M. (2020) that is, the skill to use English appropriately in any circumstance, which presupposes a high level of basic skills development.

In the teaching of second languages and foreign languages, it has been usual to work with each of them independently. It was in the 20th century when people began to talk about the integration of skills because the analysis of real communication situations showed that it is difficult to conceive of a skill completely isolated from the others.

The term skill has been addressed by different authors, such as Petrovsky (1978), Leontiev (1979), Antich (1986) and Fernández (2006) to mention a few.

Petrovsky (1978) considers that: "The skill is the mastery of a complex system of psychic actions and practices necessary for the rational regulation of the activity with the help of the knowledge and habits that the person possesses" (p. 159).

For Leontiev (1979): "Skills are actions that are carried out on the basis of the knowledge acquired" (p.11).

Antich (1986) defines the skill as: "(...) the assimilation of the general structure of an action, of the procedures that can be applied in carrying out other similar activities" (p.257).

The authoress of this work agrees with the previous authors, but assumes the definition given by Fernández, (2006) considering it more comprehensive when mentioning its role in the communicative process, this author expressed that:

(...) are the levels of competencies and skills that individuals acquire by systematizing certain actions through the experiences and education they obtain throughout their lives that allow them to perform and regulate communicative activity. (p.45).

Below, there are the definitions of each of the basic English language skills assumed in this research. Regarding the skill to listen, the definition offered by Castro (2011) is shared:

Listening is more than hearing mere words. Listening is an active process where the learner listens to the English word being spoken, processes it and assigns its meaning, and then strives to reuse it in spoken or written form. This process is the communicative method that must be used to successfully listen to English. (p.35)

This definition is completely assumed because it covers a series of complex processes that go from the simple perception of sounds, acoustic signal to the interpretation of said signal. These processes show that the person who listens takes an active position in the process and not a passive one, as was erroneously thought.

The authoress of this research assumed the concept of speaking skill offered by Bygates (1998), who believes that it is the skill to assemble sentences in the abstract, which are produced and adapted to the circumstances of the moment. In other words, it is making quick decisions by properly integrating them and adjusting them according to unexpected problems that appear in different types of conversation.

This is a difficult skill to develop in students because it implies knowledge of its grammatical and semantic rules, in addition, the researcher states that fluency and intonation, pronunciation and the proper rhythm of English must be mastered without neglecting comprehension.

Reading is defined by Moscoso, M. D. (2019), as a process that involves reconstructing meanings based on prior knowledge, learning objectives, and the academic context.

Writing is a productive skill defined by Antich (1986) as "(...) the use of the graphic and orthographic systems of the language for the written fixation of oral speech" (p .290).

Basic English language skills have been the object of study by various researchers throughout the world, including: Finocchiaro (1987), Byrne (1981, 1988), Urr (1996), Doff (1996), and Nunan (2004), González (2015), Fontes et al. (2020), Quintero et al. (2021), Pérez et al. (2023), among others.

Next, the treatment that certain authors grant separately to these skills will be addressed, in order to then adopt the positions that best guarantee the development and integration of skills in an inclusive manner through the proposal to be applied, in order to achieve the students' communicative competence .

In the past, listening was not considered a separate skill, but always accompanied oral expression. It was at the beginning of the last century that special attention was given to the teaching of this aspect of communication. There are many authors who are motivated by the study of this skill and have made numerous contributions, but in this research only the criteria that were taken into account directly in the preparation of the proposal are mentioned.

Among the authors who have dealt with this skill are Brown (1989) and Doff (1996). They agree that this receptive skill plays a central and predominant role in the process of learning a foreign language. His works reflect an interest in giving skill a fundamental role in language teaching. Byrnes (1984) shares these criteria when he states that listening precedes production in all cases of language learning.

As a conclusion, it is stated that a good job with this skill in English classes is of vital importance since listening is considered the prelude to successful communication.

Related to the skill to speak, it is considered that the speaker is as important as the listener in oral communication. Expressing oneself orally correctly in a foreign language is a difficult skill for students to develop, because it implies not only mastery of pronunciation, vocabulary and grammar, but also sociocultural and pragmatic knowledge

The language teacher in his work with students should not forget that there are factors that must be taken into account for the teaching and learning of the skill; as is the voice, which works as an instrument for communication through the word, other factors are the information to be communicated, the language, the personality and the purpose of the speaker.

Halim (2018) addresses the sub-skills of this skill:

1. Pronunciation: Articulate sounds correctly. Link sounds and words in the speech chain. Take the necessary breaks. Express various intentions, emotions and attitudes through intonation. Establish the sound-spelling relationship.
2. Vocabulary: Expand the specific and general vocabulary. Group words according to their meaning. Select the precise word in a given context. Use the processes of word formation: derivation and composition. Use varieties of words and phrases. Paraphrase the meaning of words. Use the dictionary.
3. Grammar: Select the appropriate grammatical category within the sentence. Build different types of sentences: affirmative, negative, interrogative. Arrange the elements within the phrase or sentence. Use the different verb forms: simple and compound. Combine different verb forms.
4. Communication: Relate context, function and form. Use various registers: formal, informal, familiar, polite, tentative. Correct use of redundant elements of the language.

Use paralinguistic elements, paraphrasing, or alternative expressions when you do not have the exact expression. Monitor yourself; that is to say, to observe the reaction of the interlocutor, to assess if he is communicating effectively, to use the characteristic elements of the exchange of information; ask for clarification, hint at something, revolve around a topic, or revisit topics already discussed. Announce clearly: correctly structure of your speech to achieve the expected function. (p.23).

Halim (2018) proposes four criteria for the classification of oral expression activities, which are taken into account during the preparation of the activities that make up the proposal.

- According to the technique: directed dialogues, linguistic games, teamwork, among others.
- Depending on the type of response: mechanical repetition exercise, brainstorming, acting on instructions, discussion to solve problems, and information gap.
- According to the material resources: written texts, sound, image, objects among others.
- Specific communications: exposition of a theme prepared in advance, improvisation, reading aloud, etc.

Antich (1986, p.64) proposes strategies that the English teacher could carry out in class to achieve management skills:

- Short reports
- Work in pairs (role plays)
- Sheet descriptions
- Oral presentations
- Discussions

Next, the skill to read will be addressed. "Reading, like the rest of the aspects of verbal activity, has a relevant social importance as it is considered a means through which knowledge and communication is enriched". (Espinosa, 2005, p.33).

In this research, it is agreed with the author because when reading, the sounds and spellings, vocabulary and grammar are reviewed, the spelling and the meaning of words and phrases are also fixed, that is, language management is perfected. Reading is a task that involves the development of a number of cognitive and metacognitive strategies that allow the reader to understand and process the information obtained from the text, check it against the knowledge they possess so that new knowledge is produced in the end.

Clouet (2018) states that: "This skill encompasses everything that involves the interpretation of speech, from mere decoding and linguistic comprehension to the interpretation and personal assessment of what is read" (p. 85).

Some types of reading exposed by the same author are shared below:

- Globalized reading (skimming): quick reading to capture only the general idea of the subject
- Focused reading (scanning): fast reading to search for one or more data, without attending to all the information
- Intensive reading: reading to extract specific information (p.86).

Díaz-Barriga and Hernández (2022) agrees that the reading process must take place in three stages: before, during and after reading. The same position is assumed in this investigation.

In the pre-reading stage: Previous knowledge about the topic to be read is activated. According to Villalobos (2021): "This initial stage of reading should be considered as a period of preparation for the construction of meaning from what is printed, and as a start for the construction of a significant text" (p. 84).

Among the various reading strategies that can be performed at this stage we have: brainstorming, the skill to use the context of the sentence to make inferences and predictions, obtaining the general idea of the text through (skimming) and of secondary ideas and details (scanning).

During reading: check if the student is effectively constructing the global meaning of the text. This can be done by asking questions about the content, clarifying doubts and misinterpretations, and by summarizing ideas from the text read, among other procedures.

After reading: formally assess whether or not they have interacted with the text, whether the reading has been understood, in short, whether new knowledge has been produced.

Grellet (1986, p.25) proposes some principles for the development of skills in the classroom:

- Select authentic texts that respond to the interests of students.
- Start from a global understanding and activities must be flexible and varied.
- Integrate the skill to read with other skills.

Until very recently, writing was characterized by the construction of isolated sentences to reinforce the teaching of grammatical structures. Fortunately, at present, another notion about this skill is evident, which has led to changes for the better in the treatment of this skill.

When referring to the importance of writing in the knowledge of Saussure languages, F. (1970) gives it a special place by stating that: "(...), we only know most of the languages through writing (...) and when it comes to a language spoken at some distance, it is even more necessary to resort to written testimony" (p. 71).

Writing includes everything from taking notes in class to writing essays, going through what is written in response to the various activities and exercises oriented in class. In teaching practice, two types of written expression exercise are distinguished:

- Dependent written practice: exercises to consolidate another skill. or linguistic point
- Independent written practice: writing communicative texts.

This skill involves practicing spelling, punctuation, grammar, and vocabulary.

Hedge, T. (2000) refers to the skill to write as the result of using strategies to manage the composition process, which corresponds to developing a text through a number of activities such as organizing information, selecting appropriately the language, drafting, reading and revising, and finally revising and editing.

Writing as a process is a formal activity consisting of a series of steps that are usually followed to write and is characterized by planning or pre-writing (determining the topic of writing, brainstorming, discussing a topic or making an outline of it and specifying the audience). Then the writing of a first draft is carried out where the instructions must be clear and an appropriate time must be given to write the work.

The teacher must be available during the writing activity. The formal writing starts with the draft, after the first revision, the concise ideas are elaborated together with the content and the form, the correction should be secondary. If necessary, a second draft is written, taking into account the ideas and suggestions received in the previous step. In addition to the correction by the teacher, that of the students is essential, since this task makes them more responsible for their own learning, and so on until the final product is achieved.

Next, aspects related to the integration of essential basic skills in achieving better communicative competence, the number one objective in teaching English in the junior high school level, will be addressed. All the skills are necessary in the study of a foreign language, but if you work in an inclusive way, you will achieve a better acquisition of the language and, hence an adequate development of communicative competence.

According to Quintero, B., Bernal, P., & Veitia, M. (2021), a language skill integration. They define it as the practice of combining two or more of the traditional language skills

(listening, reading, speaking and writing) within a single lesson or activity . This is the definition that corresponds the most to this study, due to this approach aims to create more holistic and effective language learning and experience, by reflecting these skills in real life situations. In only one activity or lesson, as it has been put into practice in the current research.

Next, the integration criteria proposed by Faedo (2023) are addressed: "The integration of skills contributes to the development of students' critical thinking because it offers opportunities to use the language naturally. (...) they learn better when they use more than one skill (...)" (p. 202).

The following criterion offered by the same author is shared: "It can be said that there is no effective learning of a foreign language if all the skills that make it up are not integrated or at least the basic communication skills of it" (p. 201).

The teaching-learning process of English must be characterized by classes that integrate at least two of these basic skills. Rey, P. (2018).

Listening and speaking are part of the oral language that constitutes a bilateral process, given by the processes of action and reaction; it is also the way to teach aspects that are related to the planes of the language such as pronunciation, grammar and the vocabulary.

The close relationship that exists between these skills has led many authors and researchers to work on them together. However, the lack of rigorous treatment of the first has slowed down the development of the second.

When learning a foreign language, as Van, F. & Dávila, G. (2018) emphasize, listening is integrated with the rest of the skills of the language, since they start practicing, the students review the sounds and spellings, the vocabulary and the grammar, fix the spelling and the meaning of words and phrases, in general improve their command of the language, in order to achieve real communicative purposes.

As can be seen, when the student performs listening exercises, he is integrating the rest of the skills. If the student listens well, they will be able to communicate orally as well as in writing, at the same time that they will better establish the grammatical patterns, the pronunciation and the basic vocabulary of this language.

Reyes (2014) stated that hearing is used as a link for the acquisition of a language and serves as a catalyst for the integration of other skills and contents.

On the other hand, the speaker, together with the listener, plays a major role in the process of oral communication. In this regard, Adrian Doff (1996) considers that oral expression in the English language cannot be achieved if listening comprehension is not developed; To achieve a proper conversation, you must understand what has been said before.

Related to the topic, Espinosa (2005) stated: When the student learns to "recognize sounds" and "identify meaning" they will have learned to listen well and will be able to pronounce, understand what is communicated to them, transmit new messages and will then be able to express themselves orally and write efficiently in the language you study. (p.32)

Finocchiaro (1987) considers that the improvement in hearing causes an improvement in speaking skill.

Speaking constitutes the basis for the development of the skill to read and write, so almost always who is able to listen and pronounce well, can read and communicate efficiently in writing.

On the other hand, reading and writing are part of the written language. Espinosa (2005) in his master's degree option thesis states:

Reading comprehension (listening) is integrated with three other components of verbal activity and with the planes of the language, and it is through its practice that they are reinforced. As students read, they review sounds and spellings, vocabulary and

grammar, fix the spelling and meaning of words and phrases, and generally improve their command of the language. The more a student reads, the more the linguistic material is retained, which makes it easier for him to understand it when he listens to it and improves his oral and written expression. (p.33)

Rodríguez (2021) refers that the perception of written language is a skill that is linked to others of equal importance, such as written expression, spoken expression and language comprehension.

Through frequent reading, they gradually appropriate the different techniques used in writing, which they will use in the future.

"Reading and writing are two language skills that are closely related and a writer can learn a lot by studying samples of texts from his point of view as a writer." (Lynch, 1989, p. 156).

Writing, in turn, is closely linked to hearing and speaking. A writing or oral communication task is usually included in a listening activity. Another example of integration is when a student listens to a conference and takes notes of what he considers most important for further study, which consists of reading and orally expressing what has been studied.

Any material is remembered more quickly and is retained for a longer period of time if, after having perceived it by auditory route and exercised orally, it is done in written form, given by the auditory, visual and motor analyzers.

Adrian Doff (1996) refers to the issue of the integration of the skill to write with other basic skills, coincides with the criterion of the significance of the same for fixing the planes of the language and to focus attention on what has been previously learned in class.

In short, more effective writing is achieved when this activity is alternated with listening, reading and speaking skills. The authoress considers that in order to conceive activities

that enable the integration of basic language skills, what brings about the development of communicative competence in junior high students, the way in which they are normally structured in real life must be taken into account.

Raimes A (1978) believes that in order for language classes to resemble communicative situations in real life as much as possible, activities must be organized that allow the student to use the basic skills of the language.

For this reason, the coherent planning of each of the activities is considered relevant in such a way that what is discussed in the epigraph is fulfilled. The development of basic English language skills is the most important aspect of language learning. Using the language involves interacting, receiving and sending messages; one skill will reinforce and promote the use of another. This vision of integration presents the new language in a more natural way, closer to reality and more motivating.

Summing up, it can be said that language skills integration is a didactic approach that encourages the student to develop their basic skills of the language they study. The language becomes a means to achieve objectives that prioritize the interaction between the participants and the grammar, vocabulary and required functions, which are obtained through the performance of the task. There are several authors who bet on this form of instruction to develop basic English skills. For example, González (2015) opts for this form of instruction to offer treatment to oral production. In this research, the author proposes to work on basic skills in an inclusive way through the approach in question.

PROPOSAL OF TEACHING ACTIVITIES, FOR THE FOR THE DEVELOPMENT OF BASIC ENGLISH LANGUAGE SKILLS IN AN INTEGRATED WAY IN FIRST YEAR ENGLISH MEETING COURSE STUDENTS, 5 YEARS FROM JOSE MARTI UNIVERSITY

2.1. Justification of the proposal of activities

Integrated skills teaching activities involve combining multiple language skills, such as listening, speaking, reading, and writing, within a single lesson or activity. Here are a few definitions and approaches to integrated skills teaching given by different authors:

Integrated teaching activity: it combines the four primary language skills (listening, speaking, reading, and writing) to create authentic communication scenarios. It contrasts with segregated-skill instruction, where each skill is taught separately. Integrated skills instruction aims to mimic real-life communication, where these skills are used together. Lake, 2001, pp. 190-191).

Integrated teaching activities are tasks that students complete meaningful tasks that require the use of multiple language skills. For example, a project might involve researching a topic (reading), discussing findings (speaking and listening), and writing a report (writing). Salman Khan (Khan, 2015),

Integrated teaching activities: These activities involve students understanding, relaying, and adapting information or ideas. For instance, students might read an article (reading), discuss it with peers (speaking and listening), and then write a summary (writing). This method helps develop integrated skills while addressing individual learner differences. (Petre, 2016). This is the definition chosen to take into account in the current study, due to the author makes emphasis on the need of starting from the receptive skills to develop the productive ones, and taking into consideration the students' individual differences.

Based on the theoretical precisions formulated in the first chapter and in order to solve the problems analyzed previously, a proposal was elaborated that communicative activities that allow the integrated practice of the basic skills of the English language. The proposal is based on the integration of skills proposed, as this is a very effective way to develop proficiency in a foreign language. This approach allows all of these skills to be embedded in a similar way to what usually happens in real contexts.

The proposal of activities is based on the systematization of theoretical references: philosophical, psychological, sociological, and pedagogical because it is organized and structured from the most advanced contemporary science and in full correspondence with the Marxist-Leninist ideology where the, the theory of dialectical materialism constitutes the philosophical basis of the teaching-learning process of foreign languages because it reveals the essence of knowledge and the process of acquiring it, also developing logical thinking in students during the acquisition of knowledge, by mean of social interaction. These activities are designed taking into account the students' real lives needs, age, and level, as well as the Integrated English Practice 1 and 2 syllabi.

The teaching of Integrated English Practice 1 is considered as a source of proximal development to acquire knowledge and develop communication skills. In other words, the teacher provides the necessary help to take the student to a higher level, in order to develop greater independence. The contents are presented from the general to the particular, taking into account the learning goals of the First year English syllabus and its contents. In the activities included in the proposal, an appropriate relationship is established among the students, as well as their real life needs and interests. The proposed activities demonstrate how content of the syllabus can be adapted in such a way that the exercises and learning tasks can be combined in order the students to develop the main four skills of the language (listening, speaking, reading and writing), in the same task.

2.2. Activities for the development of communicative competence in English in First year.

- Activity 1.

Title: Interview.

Organization. Group work.

Learning goal: to express personal information, integrating the four skills of the language, to reinforce solidarity and friendship.

Time: 15 minutes

BEFORE WATCHING THE VIDEO

Task 1. The teacher makes some general yes or no questions like:

- Is good to have friends?
- Do Cuban people like to have friends?
- Are friends important persons in life?
- Do you have many friends?
- Are you solidary with your friends?

WHILE WATCHING THE VIDEO

Task 2. Now the teacher will play the video for students will select the correct answer

1. The two characters from the video: ____ are friends ____ are classmates ____ Do not know each other
2. The woman's name is: ____ Monica ____ Monika ____ Monyca.
3. She is 31 years old ____ 21 years old ____ 41 years old.
4. The woman is ____ a student at a university ____ a worker at the university ____ a student and a worker at a university.

AFTER WATCHING THE VIDEO

Task 3 Group work. The group is divided into teams of 5 or 6 students. Each team will have a leader and a facilitator. The leader of the team organized the way they will

interview each other. The facilitator will take down notes about each member's information.

It is the first day at the university and you want to make new friends. Make an interview to some of your new classmates

Questions

1. What is your full name?
2. Could you spell your name and your last name?
3. Do you work? Where do you work?
4. What's your address?
5. Where are you from?
6. What do you do in your work?.
7. What do you do on Mondays?
8. What's your phone number?

Task 4. After that, the facilitator of the team reads the information given by one of the members of the team and the group has to guess whose information it is. (reading, listening and speaking.)

Task 5. Later, each student will select a classmate and will write about his/her personal information (writing)

Evaluation: The students, who are able to answer all the questions, with adequate **pronunciation** and use of **vocabulary** and give the necessary information, write the text with the correct **grammar** and read it at the end, in a **normal speed** and adequate pronunciation, will get the highest mark (5 points). Students who answer some questions with certain details, some difficulties in pronunciation and grammar, will obtain a medium mark (4/3 points, depending on the answer) and the ones who don't answer the questions and make many grammar and vocabulary mistakes, will get the lowest results (2 points).

Activity 2.

Title: Likes and dislikes

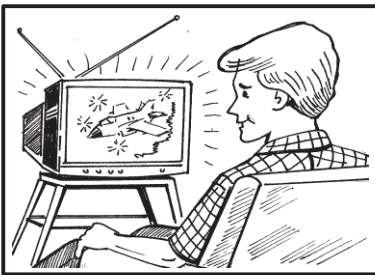
Organization: individual and pair work

Learning goal: To express, orally and in writing about likes and dislikes, to develop working habits and responsibility.

Time: 25 minutes.

orientation: Each of these people likes to do something different. Write about their likes.

Task:1. Look at the pictures and say what they like to do (writing).



She likes to watch TV.



They like__



She likes _____.



She likes _____

Task 2. Pair work. Students are going to ask each other about 5 activities they like to do (speaking).

Task 3. They will **write a paragraph** about 5 activities their parents like to do (writing). After they finish writing the paragraph, some of them **read the paragraph** and one student goes to the board to **draw the actions** or activities that student's parents like to do (listening and reading).

Evaluation. The students whom can express about likes and dislikes in an oral and written form and can read a text about it, get the highest mark. The ones who complete the information from the pictures but cannot write the paragraph, will get the medium points. The students, who do not give any information, will get the lowest mark

Activity 3.

Title: My favorite food

Organization: Group work.

Learning goal: To express about their favorite food, to reinforce good eating habits.

Time: 20 minutes

Orientation: The group is divided into teams of 5 or 6 members. One student (the

leader) interviews the rest about what they like to drink and eat for breakfast, lunch and dinner.

Task 1. Questions:

-What do you like to drink and eat for breakfast?

-What do you like to eat for lunch?

-What do you like to eat for dinner?

While the members of the team say their likes, they write their own information.
(Speaking and writing)

Task 2. Write a letter to a friend who invites them to spend a weekend in his/house.

Your friend Alfred invites you to spend a weekend in his house, but he needs to know what you like to eat. Write a letter to him. Thank him for the invitation and say what you like to eat for breakfast, for lunch and for dinner. (Writing).

Task 3. Pair work. At the end each student has to read his letter to his/her peer.
(Reading and listening)

Evaluation: The students who are able to express about their favorite food for breakfast, lunch and dinner, in an oral and written ways, get the highest mark. The ones who can say that orally but not in writing, will get half of the points, and students who cannot give information about food, will get no points.

Activity 4.

Title: My City

Organization. Individual and pair work

Learning goal: to express about location and directions of places in the city, to enhance love for their city and country.

Time: 25 minutes

Organization:

Orientation: The teacher asks some questions to the students about the city where they live.

Task 1.

Where do you live?

What is your address?

Do you like your city?

Mention some important places in your city.

Explain where are some places in the city in respect to others.

Example: Plaza hotel (Serafin Sanchez Park)

_Plaza Hotel is across from the park.

_Oseo Club (The Bulevard)

--Ernesto Valde's School (Protesta de Jarao School)

Task 2. (Speaking).

Pairwork. Each student selects 3 well know places in the city and asks his/peer how to get there from Serafin Sanchez Pak.(listening and speaking).

Task 3. Writing. (A letter)

You have a friend who lives in Havana. Invite him/her to come to your house next weekend. He/she doesn't know where you live, explain your address and how to get to your house from the bus terminal. (writing)

Task 4. After that some students have read their letter to the group. (Reading)

Evaluation: The students who can express about the location of important places in the city and how to get to them, will have the best results. The ones who describe the places but do not give directions, will get half of the points. The students who cannot describe the city, will have no points

Activity 5.

Title: Important personalities.

Learning goal: To express about important Cuban personalities to develop love for the Cuban heroes.

Time: 25 minutes

Organization: Individual and group work

Orientation: Divide the class into groups. The teacher gives pictures of important Cuban personalities to each team. The student assigned for this task chooses a very famous person and the others ask a maximum of 20 questions about that person, to guess who he/she is.

Task 1. Possible questions

e.g.: Was she or he a man or a woman?

When was he/she born?

Where is he/she from?

Was he/she a poet/a writer/ a leader...?

Did he/she fight for the Cuban victory...?

Other questions until the students guess who the personality is. (speaking).

After the majority of the teams have guessed the name of the corresponding personality, each student writes a paragraph about the person's information. (Writing)

Task 2. Later, a student from one team reads the paragraph aloud for the rest of the teams to guess who it is /was.(Reading and listening).



Evaluation: The students, who are able to give important ideas about Cuban personalities, will get good results. The ones who give only two or three ideas, will get half of the points and the ones who give no ideas, will have no points.

Activity 6

Title: New classmates.

Learning goal: Integrate the specific abilities of English language in order to develop communicative competence in students.

Organization: Individual and Group Work.

Time: 90 minutes.

☐ **Orientation of the activity:** To explain what they are going to do, how, when, where and why they are going to do the activity.

☐ **Practice:** To explain any possible doubt.

Task 1: Watch a video segment belonging to Unit 1 "Nice to meet you" from New Interchange Introductory 1. and work on this:

Before watching and listening

Make a prediction about the title of the video.

While watching and listening

1.1) Check if your prediction is correct

1.2) Tick the right answers:

a) The new students' teacher's name is: ___Tailor ___Emma ___Smith

b) The names of the students are:

___Only ___Moly ___Alex ___Peter

1.3) Fill in the blank spaces:

E: Excuse ! _____. I'm your _____.

S: Hello!

E: Hello, _____?

F: _____ Fernando.

E: What 's your _____?

F: Ortega.

E: _____?

F: I am from _____

E: Fernando. _____ . 67

F: Thank you.

After watching and listening

Task 2: 2.1) Dramatize the dialogue before.

2.2) Substitute information (personal) and change roles.

2.3) Talking points

Talk briefly about one of the points below with your teacher and classmates

☐ Do you consider important to study English? Why?

☐ Discuss the benefits of learning a foreign language nowadays.

Task 3: 3.1) Work in pairs. Make a dialogue based on this situation:

Student A: You are a new student and you meet new friends. Say who you are.

Student B: A new student enters to your classroom .Ask him/her who is he/she.

3.2) Change roles.

Task 4: Read a text written by one of the students of the video sequence:

August 5th, 2005.

Dear pen friend:

I am Zeynep. I am nineteen years old. I am a student. I am Turkish, but I live in France since 2010. My phone number is 719-429106. My city, Paris is large and beautiful. What about your place? Do you live in a town or in a city? My favorite color is yellow and my favorite subject is English. I like to listen to classical music and to read adventure books. Do you like the same things?

Yours,

Zeynep

4.1) Tick the right answer:

The text is: _____ a telegram _____ a letter _____ a story

4.2) Look at the above text and say if it is a formal or informal. How do you know?
Discuss your answer with your partner.

4.3) Complete the notes about Zeynep in your notebooks

Name: _____ Address: _____ Age: _____

Nationality: _____ Favourite color: _____

4.4) Answer these questions about Zeynep:

Where does she live?

How old is she?

Is this girl Spanish?

Activity 7

Title: All about you.

Learning goal: Integrate the specific abilities of English language in order to develop communicative competence in students.

Organization: Individual and Group Work.

Time: 90 minutes.

Orientation of the activity: To explain what they are going to do, how, when, where and why they are going to do the activity.

Task 1: Talk about the students and relatives' future occupations and the places where they would like to work.

Task 2: Write as much as you can about your future job.

Task 3: Watch a video segment belonging to Unit 2 "A new teacher" of the CD ROM and work on this:

Before watching and listening

3.1) Tick taking into account your prediction about the text:

The conversation is about a person who needs to go to an agency to:

___ look for an information ___ look for a job ___ look for a friend

How many characters participate in the conversation? 70

___ two people ___ more than two people

The conversation takes place:

___ in the morning ___ in the afternoon ___ in the evening

While watching and listening

3.2) Circle the personal information you heard in the conversation:

Name email address likes and dislikes age

Marital status language place of birth city

Occupations routines date of birth

Nationality mobile number place of work

b) Complete:

The names of the main characters are: _____ and _____

After watching and listening

3.3) Fill in the gaps to summarize the conversation:

It is about a _____ who goes to an _____ to find an _____. There _____ answers some _____ about _____.

Task 4: Dramatize the dialogue before. Substitute information (personal) and change roles.

Task 5: Imagine you are looking for a job. Write an email with your personal information to send it to an agency of employment.

Task 6: Change notebooks. Play the role of the person who works in an agency. Read your partner's email, answer some questions about him/her and fill out a digital form with the information: 71

a) What's his /her name? F) What's his /her nationality?

b) How old is he /she? G) Where do you live?

c) Is he/she married? H) When were you born?

d) What 's his / her occupation? I) where were you born?

Note: teachers must elaborate as much questions as he /she decides.

Task 7: Work in pairs. Make a dialogue based on this situation:

Student A: You work in an office in an employment agency. Someone comes looking for a job.

Student B: You need a job and go to an agency to find it. Answer questions about yourself.

Control: Check how your students do the activities, correct the mistakes.

- Select the most creative ones.

- **Evaluating the activity.** (The activity can be done in Spanish).

Ask the students to select a color to express if they learned or not by doing the exercise.

Bring to the classroom cards with different colors:

Red: represents full enjoyment, satisfaction and excellent learning. To go on practicing or improving what they have learnt.

Blue: Represents enjoyment but with slight difficulties to write the numbers. To go on practicing or improving what they have learnt.

White: Represents enjoyment but with great difficulties to write the numbers in English. Need to improve a lot.

Activity 8

Title: People and places.

Learning goal: Integrate the specific abilities of English language in order to develop communicative competence in students.

Organization: Individual and Group Work.

Time: 90 minutes.

Orientation of the activity: To explain what they are going to do, how, when, where and why they are going to do the activity.

Practice:

Task 1: Watch a video segment belonging to Unit 3: "In a café" from the CD ROM and work on this:

Before watching and listening (Brief oral discussion)

- 1.1) Mention the food you consider the characters are going to buy there.
- 1.2) Imagine you are in the same situation. What food would you buy and why?

While watching and listening

- 1.3) Write down the names of the characters
- 1.4) Watch and see who says the phrases. Write a name beside the phrase
 - a) Anything else?
 - b) Eat in or take away?
 - c) Yes, a cappuccino, please?
 - d) You are welcome
 - e) How are you?
 - f) Is she married?
- 1.5) Fill in the gaps with the right answer according to the text:
 - a) Emma orders a _____ and a _____.
 - b) Sophie wants a _____ and a _____.
 - c) They talk about _____.
- 1.6) Answer these questions about Emma's family:
 - a) What's the name of Emma's husband?

- b) Is he a doctor?
- c) How old is Emma's sister?
- d) What's her father's occupation?

After watching and listening

1.7) Put the events in correct order:

- ___ Emma and Sophie talk about Emma's relatives
- ___ Sophie order a tomato sandwich
- ___ Emma runs into Sophie in the café

Task 2: Dramatize the dialogue before. Substitute information (personal) and change roles.

Task 3: Work in pairs. Write a similar dialogue based on this situation:

Student A: You work in a popular café. You are the assistant

Student B: You are the customer, order food and drink.

Task 4: Act out the previous dialogue

Task 5: Imagine you are studying English in London and you are one of Emma's students. Write a letter to your parents talking about her.

☐ Control: Check how your students do the activities, correct the mistakes.

Select the most creative ones.

Evaluating the activity. (The activity can be done in Spanish).

Ask them to evaluate their work. Using a scale from 1 to 5, where 5 is the highest number students are supposed to evaluate their work in the lesson, how much they learned and how they felt during the activity.

Activity 9

Unit 4: My world. 74

Objective: Integrate the specific abilities of English language in order to develop communicative competence in students.

Organization: Individual and Group Work.

Time: 90 minutes

□ Orientation of the Activity: To explain what they are going to do, how, when, where and why they are going to do the activity.

Practice:

Task 1: Watch a video segment belonging to Unit 4: "In a shop" of the CD ROM and work on this:

Before watching and listening

1.1) From the dialogue called "Shopping". Answer:

What do you think the dialogue is going to be about?

What do you think they are going to buy to?

What do you think they are going to talk to?

While watching and listening

1.2) Check if your prediction were right

1.3) Put these events in the correct order according to the video

___ Sophie asks about the price of the postcards.

___ They talk about tennis

___ Emma buys a birthday card and a box of chocolates.

___ They talk about music.

___ Emma asks about a birthday card.

___ Sophie buys some postcards and a magazine. 75

1.4) Watch the video .Match the answers to the questions

A

B

___ Yes, they're over there. 1. What music do you like?

___ I love rock music. 2. Do you go to concerts?

___ They're 50p each 3. Do you have any birthday cards?

___ 7 pounds.99 4. How much are these postcards?

___ No, I don't. 5. How much is that box of chocolates?

After watching and listening

1.5). Say true or false.

___ They both like rock music.

___ Sophie likes tennis.

___ They go to concerts on weekend.

___ The birthday cards are 50p each.

___ Emma buys a box of chocolate.

Task 2: Work in groups. Dramatize the dialogue before. Play the roles of Emma, Sophie and the shop assistant

Task 3: Work in pairs. Make a dialogue based on this situation:

A: You are a customer .Your partner is a shop assistant. Buy things from your partner 'shop

B: You are a shop assistant. Your partner is a customer and she /he wants to buy things. 76

Task 4: Imagine you share a flat with a friend and you have to work all day and you need to buy some important things. Write a simple note to your roommate asking for going shopping to buy the things you need.

Task 5: Change notebooks and read the note written by your partner and select a student to play the role of the shop assistant. Buy the things he/she needs.

□ Control: Check how your students do the activities, correct the mistakes,

- Select the most creative ones.

- Evaluating the activity. (The activity can be done in Spanish).

Ask the students to evaluate their work. Ask them to draw a facial expression that represents their feelings about the progress they have got in the practice.

Activity 10:

Unit 5: Day –to day life.

Objective: Integrate the specific abilities of English language in order to develop communicative competence in students.

Organization: Individual and Group Work.

Time: 90 minutes.

Orientation of the Activity: To explain what they are going to do, how, when, where and why they are going to do the activity.

Practice:

Task 1: Watch a video segment belonging to Unit 5."In a restaurant" from the CD ROM and work on this:

Before watching and listening (oral discussion)

1.1) Answer these questions:

Do you like to go to restaurants?

What kind of food do you like to eat?

While watching and listening

1.1) What do Emma and Sophie order? Put the words in the correct column (orange juice, sparkling mineral water, chocolate ice cream, fruit salad, burger and chips, mushroom pizza)

Emma Sophie

1.2) Complete the statements:

a) Sophie and Emma love_____ food.

b) Emma"s husband doesn´t like _____.

c) Phil orders a_____.

After watching and listening

1.4) Answer these questions according to the video.

a) Where are Emma and Sophie?

b) Do they order the same things?

c) Where did Sophie live before?

d) Do Sophie and Emma´s husband work together?

Task 2: Dramatize the dialogue before. Play the roles of Emma and Sophie

2.1) Change roles

Task 3: Role play. Work in groups and change roles at least once. Write a dialogue based on this situation. Act it out.

A: You invite a friend to eat out in a seafood restaurant. 78

B: A friend invites you to eat out in a seafood restaurant.

C: You work as a waiter/waitress in a seafood restaurant.

Task 4: Emma's husband is a writer and his new book is about food.

4.1 Skim through one paragraph of this book and select the title that would be appropriate to it

_____ Suggestions for a healthy diet.

_____ Eating and drinking habits.

_____ Overweight: a present problem.

Canadians are now facing a troublesome problem: overweight. This does not affect only adults; some students in secondary schools are also fat. This is not surprising since Canadians are surrounded by fast-food outlets, even in the schools. But most Canadians are slender and follow a healthy diet. They have three meals a day: breakfast at about 8, lunch at noon and dinner at 6 o'clock. For breakfast, Canadians generally eat eggs and toast plus cereal and a cup of tea or coffee. On the whole, they eat light lunches: a sandwich and/or a salad and some tea or coffee. Dinner is often a substantial meal: soup, meat –often chicken, lamb or steak– vegetables and dessert. Since Canada is a multicultural society, immigrants' contribution to eating habits is significant. A few Canadians drink wine or beer during their meals, but they are a minority. At one time, Canadians were quite conservative in their eating, but more recently there is a growing number of obese persons walking alone the streets.

(Taken from *At Your Pace*. Curso de Inglés General .Textbook. Parte I)

4.2) Scan through the texts and write True (T), False (F) or (X) if the text doesn't say. Correct the false statements.

___ Most young Canadians are overweight.

___ Lunch in Canada is not usually a substantial meal.

___ Canadians drink mineral water with their meals.

___ Canadians always eat light dinners.

Task 5: Write a public announcement about a restaurant.

☐ Control: Check how your students do the activities, correct the mistakes,

- Select the most creative ones.

- Evaluating the activity. (The activity can be done in Spanish).

Ask them to express how much they liked the activity by means of a drawing and to explain the message of it.

Does she like yellow color?

Task 5: You are interested in having a penfriend.

5.1) Select one of Emma ´students and write him/her an e-mail with your personal information.

5.2) Change e- mails to your partner. He or she will play the role of Emma" students and will answer your e-mail in written way.

☐ Control: Check how your students do the activities, correct the mistakes,

- Select the most creative ones.

Evaluating the activity. (The activity can be done in Spanish). 69

- Bring a box and put some statements to be completed by your students. Ask your students to take the statements from the box. Examples:

Today I studied.... I felt.... during the exercise.

Today I practiced... The exercise helped me to.....

RESULTS ANALYSIS AND EVALUATION OF THE EFFECTIVENESS OF THE ACTIVITIES APPLIED.

As part of the profile carried out, with the purpose of measuring the initial state that the students presented in terms of the development of Basic English language skills, methods and techniques of the empirical level were applied with their corresponding instruments, such as: scientific observation to lessons, survey to students and interview to teachers. A documentary analysis was also carried out and a pedagogical test was applied to know the real state that the students presented in relation to the basic skills of the English language.

Each of these procedures is detailed below and the main results obtained are explained:

3.1. Analysis of scientific observation to lessons. (Annex 1)

One of the empirical level methods applied was scientific observation, with the intention of verifying the professors' teaching procedures related to the development of Basic English skills and students' performance in English lessons.

Five lessons were observed for the teachers who taught Integrated English Practice 1. An observation guide was prepared and put into practice (See Annex 1).

In all the lessons observed, the teachers demonstrated that they have a high theoretical knowledge of the integration of basic language skills, but they show some, because they are not systematic in working with skills integration in lessons.

Regarding the quality of the orientation of the objectives towards the integration of skills, it is observed that in 3 lessons (60%), the orientation of the activity was not provided. However, 3 teachers (60%) had some difficulties when guiding students towards the objectives of this purpose and in 1 lesson the content is not oriented appropriately, this was represented in (40%).

As could be seen, the majority of the observed teachers are located at the medium level and in two lessons the indicator was not achieved, therefore a deficiency is perceived in the orientation towards the integration of basic skills.

Related to the level at which the activities promote the integration of basic skills, it is observed that only in 2 lessons facilitated some teaching activities promote the integration of skills (66.6%). 1 of them, represented by (33.3%), are at a medium level because the learning activities sometimes promoted the integration of basic skills. In the rest of the lessons visited in which the indicator was achieved, it was found that the learning activities almost never promote the integration of basic skills.

Based on the considerations derived from the observation process carried out, the researcher concludes that the necessary attention is not paid to the integration of basic skills; the tendency to prioritize a certain skill is still evident. The exercises are not designed to integrate all skills. Therefore, it is considered necessary to develop activities that allow the integration of Basic English skills in order to ensure that the students achieve adequate communicative competence that allows him or her to use the language in any communicative situation.

3.2. Analysis of the survey carried out to students. (Annex 2)

The survey was applied to all students selected as the research sample; its objective was to obtain information about the students' knowledge of English, their motivations, needs, interests, opinions and expectations regarding language learning.

To prepare the questionnaire (See Annex 2), the authoress took into account the characteristics of the population and the sample in order to anticipate possible answers according to the problem posed and the scientific idea to be defended. The selected questions were open, closed and mixed. The results of the survey are shown below: (See Annex 3b)

All the students surveyed, represented by 100%, answered that they felt motivated by the study of English. This is considered one of the strengths revealed by this technique

because if they show good motivation there are high expectations that they will assimilate very well the proposal designed.

In the second question, 14 students answered that the teacher sometimes guides what they are going to do and how they will do it. This is reflected in (73.6%) of those surveyed. 7 students believe that this orientation is not carried out, which represents (36.8%).

Related to the activities planned by the teacher in order to practice the four basic skills, 6 students, represented in (31.5%) stated that the listening skill is practiced in all lessons, while 9 students, represented in (47.3%) think that sometimes it is done. The rest 5 students say that listening is never practiced (26.3). The speaking skill is the most frequently skill practiced, according to the criteria of those surveyed, all the students agree that it is always worked on in one way or another (100%), although not all learners participate orally in the same lesson. It was found that this is the skill to which the most time is dedicated in lessons, leaving the rest behind. In regard to treading and writing, 5 students coincide that these skills are sometimes practiced. The rest did not give any answer.

3.3. Related to skill integration:

Eight students, which represent (42.1%) believe that speaking and writing are always integrated. The rest, 9 students, represented by (47.3%) consider that they are sometimes integrated. Only 3 students expressed that the four skills are sometimes integrated i n the lessons (15.7%).

The survey was very effective because it revealed the true concerns and opinions of the students, which are so necessary for the development of the proposal.

3.4. Analysis of the results of the interview to teachers (Annex 3)

The interview was applied to a sample of 6 professors who teach Integrated English Practice at the José Martí University of Sancti Spíritus with the objective of knowing the

teachers' methodological mastery about the integration of basic skills, as well as the students' level of motivation towards English to determine existing needs. Two, out of 6 teachers represented (33.3%) answered that they almost never carry out the integration of basic skills because there is not enough time to do this type of work. Other 3 teachers (50%) answered that they sometimes integrate the skills but the book's activities are almost never good for doing so. While the rest, 1 teacher commented that he only works on the exercises in the book and integrates some skills if he has the opportunity. (16.6%).

In general, 4 out of 6, represented by (66.6%) feel satisfied because they cannot integrate the skills in such a short time, 2 teachers (33.3%) agree that no work is being done to achieve the integration of the skills and they recognize that it is a problem that must be solved immediately.

All teachers coincide that the majority of the students do not feel motivated in the lessons. This technique demonstrated that basic language skills are not treated adequately.

3.5. Analysis of the Initial Diagnostic Pedagogical Test. (Annex 4) After applying the survey and analyzing its results, the Initial Diagnostic Pedagogical Test was applied to the selected sample (See Annex 4). This test consists of a written test and an oral test as instruments, with the objective of obtaining information about the level presented by the students who made up the sample, related to Basic English skills. To analyze this instrument it was decided to assume a scale of Very good (MB), Good (B), Regular (R) and Bad (M). The students' performance was evaluated based on a rating scale that groups them, according to their performance, into Poor (M) (less than 2 points), Regular (R) (3 points), Good (B) (4 points), Very good (MB) (5 points). The indicators selected for this assessment were fluency, grammar, vocabulary and coherence.

Despite this research advocating the integration of Basic English language skills, the skills are analyzed separately for a better understanding:

Listening

No student reached the level very well, as they had difficulties in the question related to listening comprehension, mainly in Comprehension and response accuracy. At the good level, 4 students were registered, represented by (21%). At the regular level, there were 5 students (26.3%) and 10 students who presented serious difficulties were registered as poorly evaluated. (52.6%). As it can be seen, this skill shows serious difficulties, more than half of the students (82.6%) present difficulties, what place them at the lowest levels.

Reading

Only 1 student, out of the 19 selected as sample, one student achieved the very good category. The principal difficulties were shown in Comprehension, speed, contextual understanding, as the indicators with more limitations this was represented by (5%). In the good category, there were 4 students represented (21%). At the regular level, 7 students were registered, representing (36.8%), while in the poor category, 7 of the 19 selected as a sample (36.8%). The results showed that this ability is seriously affected, since of 19 students, 14 are at the lower levels (73.6%), of which 7 evaluated poorly.

Speaking

In the higher category there are 3 students (15.7%). In this skill, Fluency, pronunciation, vocabulary were the indicators measured. Four students reached the good level, represented by (21%). In the regular category we have 5 students (26.3%) and the same number in the lower category, 7 students evaluated poorly, represented in (36.8%). As can be seen, this is the skill that so far presents the least difficulties. But it should not be neglected because of the sample, 12 students, represented by (63.1%) have difficulties.

Writing

No student reaches the higher category. In the case of this productive skill, Grammar, coherence, vocabulary usage were selected as the indicators for evaluating their skills. The number of students evaluated as good was 5 students, (26.3%). 8 students (42.1%) were evaluated as regular. At the lowest level, 6 students were registered, which represents (31.5%). That is, 14 students out of 9 that make up the sample present difficulties, this represents (73.6%). Among the deficiencies can be mentioned:

In general, taking into account the results of the pedagogical test, the **deficiencies** detected were the following:

- Difficulties with mastering communicative functions, making it difficult to establish communication on many occasions.
- Lack of vocabulary to express a message orally.
- Difficulties with the correct use of the grammar of the English language.
- Poor development of phonemic listening.
- Insufficient vocabulary to encode or decode the message transmitted in the listening material.
- Difficulties with the correct use of the grammar of the English language.
- Difficulties with the rules of writing in the English language.
- Lack of vocabulary to express a message in writing.

Documental analysis (See annex 5)

The analysis seeks to establish strengths and limitations of the conception of the development of Basic English skills from the interrelation pursued in the analytical syllabus of the subject, with the objective of verifying how the basic skills are treated from the official documents of the subject. A study was carried out on the Integrated English Practice 1 subject that is taught at the first year Meeting Course Students, to

verify the demands it has, its orientations, regarding the teaching of English and specifically on the treatment given to the basic skills of this language.

Through this analysis it was possible to know that:

The syllabus contains well structured general and specific objectives of each unit.

The exercises in the syllabus enrich the practice of the language and provide the exercise of basic skills, although separately.

The syllabus taught demands that students express themselves coherently, responding to the principles of the communicative approach.

The syllabus requires the use of teaching aids that help compensate for the lack of original oral models of the language; however, in many cases, the necessary resources are not available to carry out the process with the desired quality, with teachers' resources.

The syllabus requires the writing of small paragraphs on general topics such as describing people, writing e-mails and postcards. Therefore, the number of exercises proposed to achieve this goal is insufficient.

It was also decided to analyze the textbook with its respective notebook, to determine the options for practicing Basic English language skills in the lesson and outside of it.

Neither the textbook nor the workbook pay achieve the requirements of the syllabus, since these require the writing of notes and paragraphs; however, both the textbook and the workbook limit this type of exercises, only one appears at the end of each unit.

3.6. Evaluation of the results obtained after applying the proposed activities (Appendix 6)

After applying the proposal, the final profile was carried out with the purpose of exploring the effectiveness of the activities in transforming the dependent variable. In

this stage of the research, the following techniques were applied with their corresponding instruments as a way of verifying the results obtained:

Pedagogical test to know the level of development of basic English skills achieved by students after applying the proposed activities.

Group interview with students to measure degree of satisfaction in activities.

3.7. Analysis of the results of the Final Diagnostic Pedagogical Test

After applying the proposal of activities designed to integrate basic English skills, a written and oral post-test was applied as an instrument in the same group. This pedagogical test (See Annex 12) aimed to: Determine the level of development of basic English skills achieved by students after applying the proposed activities. Likewise, it is intended to verify if a change occurred with respect to the initial profile as a result of the application of the proposal.

The use of this test in the final stage made data collection possible, since it measured the dependent variable in the group selected as the sample. The same scale as the initial pedagogical test is assumed. The results obtained will be offered by skill for a better understanding. The final processing of the data and its graphic representation is shown in the annex. The same scale proposed in the initial pedagogical test is used.

Out of the 19 students that make up the sample, only 2 of them reach the very good category, which represents (9.5%). After the application of the proposed activities, 13 students represented by (68.4%) demonstrated satisfactory results in the verification of this skill and are at the good level. The number of students in the regular category was 5 students (26.3%). In the lower category, 3 students evaluated poorly were recorded, represented in (15.7%).

Reading

4 students obtained the highest category, which represents (21.4%). These students comprehended the text, were able to answer the questions and read the text with an

adequate speed. At the good level, 13 students were registered for a (68.4%), having some difficulties with such indicators . At the regular level, 3 students are registered (15.7%). This same number of students are evaluated poorly (15.7%), due to they did not understand the texts and were not able to answer the questions and read the text..

Speaking

8 students reached the highest category (42.1%) in this skill. They demonstrated an adequate fluency, pronunciation and vocabulary. There are 8 students (42.1%) at the good level. 2 students (17.7%) are in the regular category and only 1 student (0.5%) was evaluated as poor and was unable to communicate in English.

Writing

3 students (15.7%) are registered at the higher level. These students were able to write the text with correct grammar, coherence and vocabulary. The number of students evaluated as good was 10 students (52.6%). There were 3 students evaluated as regular, this represents (15.7%). At the lowest level, 3 students (15.7%) were registered.

After having applied the final pedagogical test, it could be seen that the students presented difficulties in relation to their limitations with intelligibility and as a consequence it led to serious errors in the process of negotiation of meaning, leading to a lack of confidence, something that was made explicit through the nervousness manifested during the exam.

3.8. Analysis of the results of the group interview to students

The present investigation concluded with the application of a group interview to the students who make up the research sample with the purpose of inquiring about the fulfillment of their expectations, as well as to know their opinions and suggestions and also to know their assessment. of the development of the skills achieved. It is carried

out in a climate of communication and exchange and the results obtained are the following:

All students (100%) agreed that they felt more motivated after having worked with this type of activities, because unlike what they were used to doing, now they could write, speak, read and even listen to and observe a conversation. of English speakers also thought that they use the language through real-life simulations and they find this very fun.

3.9. Comparison of the results of the initial and final pedagogical test. (Annex 6)

The comparative result will be made by skills to achieve a better understanding and will be represented through graphs and tables. They will start with receptive skills and then productive skills.

Listening

In the initial diagnostic test, it was observed that no student reached the level very well, as they presented difficulties in the question related to listening comprehension, specifically in comprehension and response accuracy. In the final pedagogical test, of the 19 students that make up the sample, only 2 of them reached this level category, which represents (10.5%), that is, these students obtain the maximum grade in this question. Although a large number of students are not observed in this category with respect to the sample, it can be said that the achievement in this skill is significant when compared to the fact that in the first test all students presented difficulties in comprehension and response. The greatest variation in this comparison took place at the good level, since of the 4 students who obtained this category in the first test (21%), the figure increased with 9 more students. In the second test, they were able to understand the text and answer the questions from it. That is to say that after the application of the proposed activities, 13 students, represented by (68.4%) demonstrated satisfactory results in verifying this skill.

More than half of the students achieved quality in the final pedagogical test (15 students). Here the effectiveness of the proposed activities designed to work with this very difficult skill is revealed. The number of students in the regular category decreased from 9 (47.3%) to 5 students (26.3%). This result indicates that we must continue working with this skill to achieve improvement in this regard. Finalizing the comparison regarding this skill, it is commented that 7 students were able to leave this category. Of the 10 who presented serious difficulties (52.6%), there are only 3 students evaluated poorly, represented in (15.7%). Although it would be ideal if there were no students in the poor category, the author of this research feels satisfied with the results obtained in this skill.

Reading

This is a skill that from the beginning proved to be one of the least affected compared to the rest of the skills, but this does not mean that it does not present problems. In the initial diagnostic test, 1 student of the 19 selected as a sample achieved the very good category, been able to understand the text, answer the questions from it and read it with an adequate speed.. This was represented by (0.5%). This situation improved after the proposal was applied, the second pedagogical test showed that 4 students obtained the highest category, which represents (21%). There were 7 students at the good level in the first pedagogical test (36.8%), a figure that improved considerably after 6 more students joined in the second test. At this time there were 13 students registered as good for a (68.4%), again more than half of the sample was in the higher categories after receiving basic skills treatment in an integrated manner. The indicators evaluated in this skill were comprehension, speed, contextual understanding

After the proposal was applied, the number of those evaluated as regular decreased, since of the 8 who were here in the first test and who represented (42.1%), only 3 students remained in this category (15.7%). That is to say, 4 students demonstrated that they had passed this level. Of the 7 students in the poor category of the first

pedagogical test (36.8%), only 3 students (15.7%) remain in the same level. It is valid to clarify that the results were positive, that is, the ability was favored with this proposal of activities.

Speaking

This skill is one of the most worked on in Higher Education and is where students defend themselves the most. In the higher category of 3 students (15.7%) evaluated very well in the first test, the figure increased to 8 (42.1%). As can be seen, 5 students were added after the proposal. They could exchange information with fluency, adequate pronunciation, grammar and vocabulary.

The same thing happens at the good level, the variation between the tests is 5, in the first test there were 8 students, represented by (15.7%) and then the figure improved to 11 students (57.8%). The number of regular students decreased from 5 students (26.3%) to 3 students (15.7%). Of the 5 students evaluated poorly, represented in a (26.3%) after the proposal, only 1 student (5.2%) evaluated poorly remained who was unable to communicate in English. The students enjoyed the tasks that made up the proposal and it is That is why an improvement was achieved in this skill.

Writing

Writing is one of the skills least covered in lessons, it is almost always left as independent study and then not reviewed as it should be, this was demonstrated in many of the lessons observed in the first part of the research.

Comparing the results obtained in both tests we have that in the first test applied only 5 students reached the highest category, this situation changed after the proposal was applied. In the second test, 8 students (42.1%) registered at the higher level. The number of students evaluated as good also increased from 8 (42.1%) to 12 students (63.1%). The same happened with the lowest level, from 6 students (31.5%) in the first test to 3 students (15.7%) in the second Pedagogical test.

As it is appreciated, in the comparison of the initial and final results of the pedagogical test, In The initial test, 4 students got the highest mark, for the 21%, 9 students got the middle mark, for 16.2% and 6 got the lowest mark, for the 31.6%.In the final pedagogical test, 11 students got the highest results, for the 16.2%, 6 of them got middle mar, for the 31.6% and 2 got the lowest mark, for the 10.5%). Summarizing the results, in the initial test, only 12 students had between high and middle marks and in the second test, 16 students got between high and middle. The indicators that were more improved were: listening and reading comprehension and response, oral fluency and vocabulary, as well as grammar and vocabulary in writing.

T demonstrates the effectiveness of the application of the teaching activities proposedAll this confirms that the introduction of the proposed independent variable made it possible to raise the level of assimilation of the Basic English skills in the students, thus giving evidence to the effectiveness of the proposed activities carried out as well as the effectiveness the current investigation.

CONCLUSION

The investigative process carried out allowed the authoress of this research to arrive at the following conclusions:

-The study made to the different sources made it possible to search for the background of the problem investigated and demonstrated that the theoretical-methodological theories about the teaching-learning process of the English language and its basic skills are situated in the conception of then communicative approach, which proved to be very helpful when working on skills in an integrated way.

The profile carried out allowed to verify as strengths that the students are able to recognize the meaning that this foreign language has for them, as well as the recognition of their limitations in its use. It also revealed, among other weaknesses, that the students had difficulties in assimilating the basic skills of the English language, an aspect that interfered with adequate assimilation and use of the language in an integrated way.

The theoretical and methodological references, as well as the results of the diagnostic study, evidenced the need to design a proposal of activities to develop basic skills in an integrated manner through the application of the task-based learning approach. These activities were structured on the basis of the unity of the cognitive and the affective, taking into account the motivations, interests and needs of the students.

The application of the final pedagogical test, as a process of empirical verification once the proposed activities were applied, allowed to verify its effectiveness, related to the assimilation of the basic skills of English. It can be seen that students assimilate the basic skills of English better when a concept of integration is achieved in the lesson.

RECOMMENDATIONS

Based on the conclusions stated, it is recommended:

- To continue deepening the study of the topic, through other scientific results, due to the importance of working with the basic skills of the English language in an integrated way to achieve favorable communicative competence that allows the student to use the language correctly in any real-life situation that arises.
- To achieve greater articulation of studies related to the topic through scientific ways and resources.
- To incorporate this research results into undergraduate and postgraduate teaching courses at the university.

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ANNEXES:

Annex 1.

LESSON OBSERVATION GUIDE

Objectives: to evaluate the teachers' didactic procedures in regard to the development of the four main skills of the language and their integration in the lesson.

Professor's name: _____ Teaching category: _____

Scientific rank: _____ Level (academic year)._____ Group: _____

Enrollment: _____ Attendance: _____

Aspects to evaluate:

- Teachers' theoretical and practical knowledge for the procedures of the development of the basic skills of the language (listening, speaking, reading and writing)
- The way activities developed in the lesson, promote the integration of basic skills
- Orientation of the objectives towards the integration of skills in each of the activities

ANALYSIS OF THE RESULTS OF THE LESSONS OBSERVATION

INDICATOR	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL
Teacher's knowledge about skills integration	5 (100%)		
Quality of task orientation	3 (60%)	3 (60%)	2 (40%)
Activities promote skills integration	3 (33%)	2 (66%)	3 (33%)

ANNEX 2.

Survey:

Objetivo: Obtener información sobre el conocimiento del inglés que tenían los estudiantes, sus motivaciones, necesidades, intereses, opiniones y expectativas en cuanto al aprendizaje del idioma

Compañero estudiante:

Esta encuesta es anónima, por lo que no es preciso que escribas el nombre solo nos interesa su criterio, con lo cual ayudarás considerablemente a nuestro propósito.

Lea detenidamente cada una de las preguntas y cuando estés seguro(a) responda sinceramente, recuerde que su colaboración será de gran beneficio.

1. Te sientes motivado para aprender inglés en las clases? Si_____ No_____.

2. Antes de comenzar a trabajar en una actividad, tu profesor te orienta lo que vas a hacer y cómo lo harás? Si_____ No_____ En ocasiones_____.

3. Las actividades que planifica tu profesor de inglés permiten la práctica de la:

Habilidades	Siempre	A veces	Nunca
básicas			

Escuchar

Hablar

Leer

Escribir

4. En las clases de la asignatura se establece el trabajo de forma tal que tú puedas practicar el idioma.

Vías	Siempre	A veces	Nunca
Individualmente			
Con un mismo compañero de aula			

Con varios compañeros de aula

En pequeños grupos

5. Marque con una X lo que consideres más difícil para ti en inglés. Argumente su respuesta.

___ escuchar.

___ hablar.

___ leer.

___ escribir.

6. En los ejercicios que planifica tu profesor para la clase de inglés, tu puedes:

<u>Aspectos de la actividad verbal</u>	<u>Siempre</u>	<u>A veces</u>	<u>Nunca</u>
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Hablar y luego escribir

Leer y hablar

Leer y escribir

Escuchar y escribir.

Escuchar, hablar, leer y escribir.

7. Marque con una X los adjetivos que mejor describan las actividades planificadas por tu profesor:

___ Amenas	_____ Interesantes
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___ Entretenidas	_____ Dificiles
------------------	-----------------

_____ Aburridas	_____ Otro
-----------------	------------

8. Cuando realizas los ejercicios en clases puedes:

Indicadores.	Siempre	A veces	Nunca
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Evaluar tu trabajo.

Evaluar el trabajo de tus compañeros

Evaluar el trabajo del grupo

Analysis of the survey applied to students

INDICATOR	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL
TASK ORIENTATION BY THE TEACHER		14 (73.6%)	13 (36.8%)
ACTIVITIES FOR PRACTICING THE FOUR SKILLS	LISTENING (631.5%) SPEAKING: 19 (100%) READING: 5 (26.%) WRITING (26.3%)	9 (47.3%)	5 (26.3%)
SKILL INTEGRATION		3 (15.7%)	

ANNEX 3. Interview.

Objective: to determine the way they integrated the main four skills of the language and how they develop students' communicative competence in the lessons.

Objetivos:

Conocer el dominio metodológico de los docentes en torno al desarrollo de las habilidades básicas del inglés de forma integradora.

Conocer el nivel de motivación de los alumnos hacia el inglés.

La presente entrevista forma parte de una investigación que se lleva a cabo dirigida a mejorar nuestro trabajo con relación al desarrollo de las habilidades básicas del idioma inglés. Es del interés del investigador, conocer sus criterios acerca de cómo trabaja usted las habilidades básicas del idioma, así como el nivel de motivación de sus estudiantes por aprender esta lengua.

Le pedimos responda las preguntas con absoluta sinceridad.

Muchas gracias.

1. Datos personales

1.1. Años de experiencia como profesor de idioma inglés_____

1.2. Categoría docente: _____

1.3. Grado científico: _____

Cuestionario:

1. ¿Cómo logra Ud. la integración de las habilidades?

2. ¿Considera adecuadas las acciones que Ud. realiza?

3. ¿Considera Ud. que sus alumnos se sienten motivados con sus actividades?

4. Emplea Ud. diferentes vías para integrar las habilidades. De ser positiva la respuesta, enuncie la periodicidad (En todas las clases, Frecuentemente, Esporádicamente, Nunca).

5. Emplea Ud. los diversos tipos de evaluación

Results of the interview applied to teachers.

INDICATOR	HIGH	MIDDLE	LOW
TEACHERS DEVELOP SKILL INTEGRATING ACTIVITIES	2 (33.3%)	3 (50%)	1 (16.6%)
TS' SATISFACTION	4 (66.6%)	2(33.3%)	
STS' MOTIVATION			6 (100%)

ANNEX 4. Pedagogical test:

Objective: to evaluate the development acquired by the students selected as sample of the research, specifically in the development of their communicative competence in English.

Questions:

1. Listening.

Listen to the following dialogue and select the correct answers. .

1. Where is Pancho from?

- ☐ A. Paraguay
- ☐ B. Peru
- ☐ C. Portugal

2. How many brothers and sisters does Pancho have?

- ☐ A. 11
- ☐ B. 12
- ☐ C. 13

3. What is his father's job?

- ☐ A. taxi driver
- ☐ B. dentist
- ☐ C. police officer

4. What does his mother do?

- ☐ A. She owns a beauty salon.
- ☐ B. She runs a small family store.
- ☐ C. She works at a bread shop.

5. Which thing does Pancho NOT say?

- ☐ A. His brothers and sisters help his mom.
- ☐ B. His mom sells food like eggs and sugar.
- ☐ C. His mother enjoys her job very much.

Script

Carl: Hi. My name's Carl. Nice to meet you.

Pancho: Nice to meet you, too. My name is Francisco.

Carl: What?

Pancho: Francisco, but all my friends and family back in Peru call me Pancho.

Carl: Okay, Pancho. So, tell me about your family?

Pancho: Well, I have seven brothers and six sisters.

Carl: Wow. That is a big family. So are you the oldest, Pancho?

Pancho: No. I'm the second oldest in my family.

Carl: So, what do your parents do?

Pancho: My father is a taxi driver in Lima, Peru. It's a hard job, but he works hard to support the family.

Carl: How about your mother?

Pancho: She helps run a small family store with some of my older brothers and sisters.

Carl: What kind of store?

Pancho: We mainly sell food, like bread, eggs, soft drinks, rice, sugar, and cookies.

Things that people buy every

day. _____

2. Speaking.

What's your name?

Where are you from?

How many brothers and sisters do you have?

What is your father's job?

What does your mother do?

3.Writing.

Write a paragraph about you and your family. Write about

-Your full name, where you live, brothers and sisters, your father's and your mothers' names and jobs.

Results of the initial Pedagogical Test

SKILL	INDICATORS	HIGH	MIDDLE	LOW
LISTENING	Comprehension ,and response accuracy	4 (21%)	5 (26.3%)	10 (52.6%)
READING	Comprehension, speed, contextual understanding	1 (5%)	4 (21%)	7 (36.8%)
SPEAKING	Fluency, pronunciation, vocabulary	3 (15.7%)	5 (26.3%)	7 (36.8%)
WRITING	Grammar, coherence, vocabulary usage	5 (26.3)	8 (42.1%)	6 (31.6)

ANNEX 5. Guide for documentary analysis:

Objective: to review the Integrated English Practice First year syllabus and other documents of the English subject at Jose Marti University, with the aim of determining the way the objectives and content are proposed in this syllabus for the development of the students' communicative competence.

Guide for the documentary analysis

Objetivos:

1. To evaluate how the integration of the Basic skills of the language are focused in the syllabus
2. To study the relationship among the basic skills on the language in the syllabus
3. To identify the contents of the syllabus that contribute to the development and integration of the four main skills of the language .

Aspects to evaluate in the syllabus:

- ☐ Objectives
- ☐ Teaching resources for the development of the main skills of the language
- ☐ Procedures suggested in the syllabus for the development of the Basic skills of the language
- ☐ Ways of evaluation.

In the Text book and the work book, the following aspects were evaluated

- ☐ Objectives
- ☐ Contents
- ☐ Activities and tasks proposed for the development and integration of the four main skills of the language

Annex 6.

COMPARATIVE ANALYSIS OF THE RESULTS OF THE INITIAL AND FINAL PEDAGOGICAL TEST

LEYEND: **INITIAL PED. TEST 1**

FINAL PED. TEST: 2

SKILL	1.HIGH(5p)	2.1.HIGH (5p)	1.MIDLLE(3/4p)	2.MIDLLE3/4/p)	1.LOW(3p)	2.LOW(2 p)
LISTENING Comprehension and response	4 (21%)	13 (68.4%)	5 (26.3%)	9(47.3%)	10 (52.6%)	3(15.7%)
READING Understanding speed	1 (5%)	4(21%)	4 (21%)	13(68.4%)	7 (36.8%)	3(15.7%)
SPEAKING Fluency, pronunciation, vocabulary	3 (15.7%)	8(42.1%)	5 (26.3%)	8(42.1%)	7 (36.8%)	1(5.2%)
WRITING Grammar, coherence, vocabulary	5 (26.3)	8 (42.1%)	8 (42.1%)	12(63.1%)	6 (31.6)	3(15.7%)
SKILLS INTGEGRATION	4(21%)	11(16.2%)	9(47.3%)	6(31.6)	6(31.6)	2(10.5%)