UNIVERSIDAD NACIONAL DE EDUCACIÓN
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FACULTAD DE CIENCIAS SOCIALES Y HUMANIDADES

Escuela Profesional de Lenguas Extranjeras

MONOGRAFÍA

Teaching Integrated Language Skills


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Para optar al Título Profesional de Licenciado en Educación

Especialidad: A.P. Inglés A.S. Francés.

Lima, Perú

2018
MONOGRAFÍA

Teaching Integrated Language Skills

Designación de Jurado Resolución N° 1054-2018-D-FCSYH

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To my University in which I spend five years of my life sharing with good people grate moments, to my teachers for doing a great job sharing their knowledge with passion and love, and to my lovely family who always support every step I take in this grateful career.
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Introduction

The present monograph refers to Teaching Integrated Language Skills, which will show us the importance of developing the four language skills using techniques to help students the successful achievement in their language learning, to integrate the four language skills more effectively and to create more opportunities to practice the language in the real context.

The teaching of English as a foreign language contributes not only to linguistic accuracy but also to the construction and reconstruction of knowledge, which includes the formation and development of language habits and skills to communicate.

The teaching-learning of English is a priority in the national education system in Peru. This response to a reality that passes through the economic, social, cultural, political, diplomatic, etc. The main objective of the English subject from the language is the achievement of communication and development to an acceptable level of communicative competence in English. The subject contributes to the formation of the worldview of the students, and from the own curriculum of the Secondary favors the work to form responsible and committed adolescents.

As it is appreciated, the objectives of the subject make clear reference to the integration of skills. This is a positive element to consider, as well as the fact that the students are teenagers, so their imagination and memory have been enriched due to the accumulated experience, their thought processes become more conscious, especially with the help of the teacher, their intellectual development is greater as a result of
educational influences, they can perform independent work more easily, and they are in a critical sensitive stage to learn the foreign language.

In spite of all these elements, during the investigation process, the authors detected deficiencies related to the development of oral expression in English and its connection with the integration of skills. This was achieved through the application of empirical methods such as the review of documents, the observation of classes, surveys of students and teachers, among others.

The first part of this monograph focuses on methodology in Language Teaching, which will help students to get involved with the methods, approaches, techniques, and procedures when teaching language. Moreover, emphasizes the close relationship on how the four language skills in the process of language learning.

The second part focuses on the importance of using the Integrated-Skill Approach, the reasons why should we integrate skills and how to do it, Also it contains information about the two important types of Integrated-skill instruction which are Content-Based Language Instruction and Task-Based Instruction.

The third part focuses on how integrating language skills using the necessary activities in a lesson will be helpful for the teacher and the student to achieve the objective of the lesson.

Finally, the intentions behind this monograph are to realize that there is a need to help students work on their language skills in a way that is more effective, fun and engaging.
Chapter I

Methodology

1.1 Methodology in language teaching

At present, many schools already employ methods that are more motivating and attractive to students than traditional masterclasses or those dependent on a textbook. The figure of the teacher has ceased to be the transmitter of information and has become the accompanist in the teaching-learning process. This has allowed focussing on the student himself, who from now on will be the protagonist in the construction of his knowledge. This teaching model not only promotes the development of skills and abilities but also takes into account the abilities and needs of students and gives meaning to the diversity of students in a classroom.

In the case of languages, there is an overcoming of the mere learning of grammar and vocabulary, opening the fan to the culture of other countries, the promotion of autonomy and self-evaluation, as well as the development of the critical spirit and
curiosity in the students, equipping students with strategies that help them in their learning process and their communication in real life. Consequently, when we talk about current trends in the teaching of languages, it is inevitable to refer to communicative approaches, in which grammar is relegated to the background and language and interaction become important.

Nowadays, the methodologies are intertwined, giving rise to classes that respond to different learning styles and different bits of intelligence, combining the learning of all the skills of the English language.

When we talk about the task approach, we focus on the meaning, process, and learning of the student and not on the form of the final product. The activities are based on communicative tasks that the students must understand, produce or manipulate, to get the students to acquire and master the necessary linguistic contents and the essential social and communicative competences.

They argue that for the goals and objectives to be achieved, Educational practices should be well applied and that the type of teaching techniques determines the effectiveness of teaching and learning approaches and methods applied.

1.1.1 Approaches.

Approach deals the nature of the teaching-learning of a language. It describes the nature of the subject to teach, while the method is a complete plan for material presentation, no part of it is contradicted and everything is based on a selected approach (Anthony, 1994, p.63).

For him, a method is a procedure. It also proposes that within an approach there can be many methods. On the other hand, we consider that in the broad analysis of these
two concepts, it is possible to find a useful way to distinguish between different degrees of abstraction and specificity found in the different teaching purposes of the language. Hence, each path that has been used for the language teaching has responded to the intended approach or a methodology derived from an approach. It is also possible to distinguish in this analysis the relationship between theoretical principles and the practice derived from them, however, the analysis that this author makes of the characteristics of the method does not solve the problem of nature of the method itself, since it does not take into account the role that the teacher and the student assume in the method, how the approach is reflected in the method, and how the method and technique are related, that is, does not take into account the implementation that in our consideration we call procedures., which they must respond to techniques as particular ways of achieving immediate objectives, that must be consistent with a method, and therefore, must be in harmony with a certain approach.

Richards (1997) defines approach “as different theories about the nature of the language and the teaching of the language, while the method implies the different ways of teaching the language” (p.375). When this author defines the theory of nature of the language, refers to the nature of the competence of the language and basic units of the structure of the language, when it talks about the nature theory of Language teaching refers to psycholinguistic and cognitive processes within of the teaching of the language and the conditions that allow the successful use of these processes.
1.1.2 Methods.

These definitions of a method for teaching the foreign language to coincide with the definitions provided by other authors. Method, according to Alvarez (1995) can be defined as follows:

Method is the way to achieve the objective most efficiently, is the order or sequence that occurs in the dynamics of the process, its internal organization. The method is the ordering of the student's activity, if we speak in terms of learning, or of the activity of the teacher if we speak in terms of teaching… the method is the way, the ordering, the sequence of logical operations that the student must undertake to efficiently develop such activity if it is learning, or the way through which the teacher directs harmoniously and consciously the activity of the students (p. 16).

1.1.3 Techniques.

Anthony (1963) and Richards & Rodgers (1986) elaborated further on teaching style. Their traditional descriptions of classroom teaching within a second language field have used such constructs as approach, method and technique to define specific features of different methodologies that have come in and out of language teaching fashion. They analyze method in terms of approach, design and procedure. Approach designates both a method theory and the nature of language and its theory of the nature of language learning. The design includes a definition of linguistic content, and a specification of the role of learners, teachers, and materials. The procedure encompasses the techniques utilized in the classroom. For the study, Anthony’s classification was taken to be
sufficient. Teaching techniques are used in this study to be a reflection of the teaching behavior patterns of English language teachers in the classroom.

1.1.4 Procedures.

Richards & Rodgers (2000) express that:

In a class there are different forms of procedures and activities that will be developed in the learning process. Likewise, different techniques are presented, when a specific method or approach is used. It is about the level of analysis that describes how the approach and the design of a method in the development of the class is. Essentially, the procedure focuses on how a method deals with the phases of presentation, practice, and evaluation of teaching (p. 27).

1.2 Suggestions for using selected language teaching techniques

1.2.1 Reading.

Reading is a set of interactions that support the text and varie in output process, the circulation, distribution ans access, as well as in regard the place of individuals within a society that formulates the cultural rules of each era. This is an abstract and silent intellectual operation, but also a test of the body and, at the same time the inscription in an individual and social space.

Reading is irreductible to a universal concept because its nature is variable and characteristics of an activity that manifest itself in three dimensions: in the texts, in the supports and in the practices that transfigure each constitutive element: technological, formal and cultural. Likewise, that the variations produce mutations and transfigurations in the trajectories of each dimensions and in the relationship between them. That is why
a reading situation is not always the dominant one and caution should be taken with its universalization. The situations of reading are historically variable because social laws shape the need and reading abilities, which leads us to consider that the conception of reading is also variable because it partly obeys these laws.

1.2.2 Listening.

Is expressed orally without the need to read. The most used strategies are:

- **Listening for gist**: Consists how students understand in general.
- **Listening for specific**: To locate specific information required.
- **Listening for detail**: It consists to identify similarities and differences between the pronunciations.
- **Listening for attitude**: The student listens to help him/her to determine the emotions of the speaker.

1.2.3 Speaking.

- **Role play and dialogues**: To practice in a safe way for them, since they are allowed to write fictitious situations that later they have to present in public.
- **Speech**: It consists of the writing on specific topics that the student wishes to develop.
- **Discussions**: Students can express their ideas and defend their point of view.
- **Group work**: Small activities are carried out in the classroom to practice of improving their fluency and even gives them the opportunity to correct themselves or clarify their doubts without the help of the teacher.
• *Choral Drill.* It is the most used strategy for the repetition of words with the purpose of improving the pronunciation and intonation.

1.2.4 Writing.

It helps the student to develop his way of expressing himself in written form in the language. The most used strategies are:

*a. Planning.* The student selects and generates ideas.

*b. Drafting.* The student organize ideas considering grammar and syntactic aspects.

*c. Revision.* The student distinguish any ortographic mistake to give coherence to the text.

1.3 Teaching English Language Skills

Although the aforementioned definition of objectives does not correspond to Latin America, you can rescue it from concordance with other authors regarding the importance of a second language for purposes functional and communicative. Stern (1983) points out “three essential components of the curriculum: purposes and objectives, which form an only block, instruction, and, finally, evaluation” (p. 65). These three components are fundamental for the planning and implementation of teaching, but, without a doubt, it is the definition of objectives the moment of starting from which the following elements will be generated. As Camps (1998) says: “Objectives are always an option, but once that the objectives have been determined, we have divided all the knowledge, processes and attitudes and selected from this whole just a group of them” (p. 36).
In general, the teaching of foreign languages, in this case the English, should be organized in what one expects the student to achieve in the target language. The levels in the didactics that incorporate the specific function that is intended to teach English would be the relationship between proficiency (domain) what which refers to getting to use the target language fluently, competence (competence), refers to being able to use the target language fluently in a given situational context and function (functionality) refers to using the language for communicative purposes in a given situation.

Some of them are still used and we conclude mentioning that there is not a single correct method of teaching, but of all of these methods each of these methods aim to meet objectives related to the levels to which Stern refers. Some are focus on some language skills more than others but the end last of all is to understand and use a foreign language so adequate. Some methods emphasize oral skills and say that reading and writing skills are secondary with respect to oral skills.

Other methods emphasize the development of communication skills general and give more importance to the ability to express and make understand more than in the correct use of written grammatical structures.

Others, on the other hand, give greater importance to grammatical correctness and perfect pronunciation. Some methods aim to teach a grammar and a basic vocabulary of the language. Others define the objectives not both from the linguistic point of view and from the point of view of the behaviors of learning, that is, the processes and skills that are expected students acquire as a result of teaching. Other methods seek develop reading and / or listening comprehension skills. The objectives of teaching will then depend on the needs of the course that impart that's why there are different teaching
approaches depending of the purposes that the student seeks. There is English teaching for Academic Purposes (EAP) which refers to the specific purpose of helping students in their studies university, English for specific purposes (ESP) whose definition is very similar to the previous one but this one focuses on the professional needs of the students. English for communicational purposes in which they more commonly frame the teaching of English in institutions traditional schools, which allow the apprentice to acquire the skills linguistics needed to communicate with other people in a context situational situation in a country or with an English speaking person.

Although, throughout history there have been different strategies or methods for teaching English as a second language, it is not less true that at present, it is prone to such education integrating the four linguistic or communicative skills, as well as anybody structure of the class or method used it is relevant to the group target course of teaching.

1.3.1 Teaching Listening and Speaking Skills.

1.3.1.1 Listening skill.

A. What does listening involve?

Listening is the most critical communication skill for students because they don’t have enough preparation, time or material. Rebeccal (1993) says: “Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers “(p.205).

Listening not only involves perception of sounds, but involves comprehension of the meaning of words, phrases and sentences.
The transfer principle establishes that any relevant material entails the reproduction of real situations. This fact implies that students must learn in class, not only aspects that work in school, but also those that can be applied to daily life. Below are some examples of transferable activities for students of different ages. For children, Morley (1991) suggests using a story like Three Little Pigs in which children listen to the story and then write or talk about it. The purpose of this activity is that students not only learn, but can be transferred to situations outside the classroom and they must apply the moral of the story at different times in their lives. It is possible that they can watch music videos according to their preferences or tastes. Morley (1991) also says:

…that this can be applied outside the classroom, when students attend a concert or watch a video, for example in the case of adults, students can listen to the radio or watch television networks and can paraphrase what they understood. Outside the classroom, they could put this into practice when they hear or see the news and talk about it with other people” (p.92).

These tasks in which the students have to analyse give them opportunities to use the structure of the language and apply some strategies in order to learn the language. An example of this situation occurs when students analyze the features of fast speech or speech markers.

Morley (1991) argues:

When combining these two types of activities, the students construct two bases: a base of content experiences that sustains the development of prior knowledge in the target language, and a base of experiences that sustains future communicative encounters. With these two bases, students increase the prediction power for future
communicative interludes that help them to suppose or predict language routines and patterns in the target language (p. 92).

These exercises help students to increase their knowledge about the language and use it in conversations within their contexts. The resource that the teachers use in class will will produce better results. Besides, teachers can plan and design their exercises according the necessities of students.

B. Types of materials.

The inclusion of authentic materials in the language class is very important because they help students to associate the class practice with the external world. Nunan (1999) agrees:

Students should learn in a natural context that helps them use the language. He adds that exposing students to authentic texts is important because they contain hesitations, negotiation of meaning and overlaps that will help them face real communication inside and outside the classroom (p.212).

Likewise, when real materials are used, students feel motivated and an appropriate environment is created for class development. However, teachers often modify these materials in the aspects of vocabulary, grammatical structure and other aspects, and these aspects are no longer authentic.

C. Types of exercises for listening comprehension.

Listening activities should offer meaningful practice to attract learner’s attention. Under this context, Ur (1984) expresses “Teachers must prepare students for listening comprehension in real life” (p. 47). If the exercises are prepared according to objectives of the task, they will be more significantly. The students have to perform activities about
they have heard for knowing if they have understood. If you want to achieve this goal, the exercises should have long, short answers, without answers or based in discussion and studio.

When the exercises have no answers, students can be told to follow a written text, to use visual materials, to listen to songs, to watch movies or television programs. If the exercises are to respond briefly, students can detect errors, discriminate false or true information, draw, follow maps, follow instructions, order photos, mark elements and others. In the case that the exercises are for listening but based on the discussion or study, students should understand what they have heard and then analyze, interpret and evaluate them. The students can listen the text and then order the pictures according to the sequence of the story, and they can answer the questions or discuss the moral of the story. Also, they can for groups and each group listen part of the information. When all groups have listened all the story, they share the information each other.

D. Characteristics of listening comprehension activities.

To improve the student’s listening comprehension skills is a grammatical objective. One characteristic is when students have a purpose when they listen and they know it in advance. If they know the purpose then they will know what kind of information the text has and how they should work. There are some strategies, one of them is when the teacher asks students specific details about the text.

Another characteristic is expressed by Ur (1984) when he says "The activity must motivate students, which means that it must be well prepared, be entertained and, at the same time, be effective for learning" (p.27). The best way to practice this skill (listening)
is when the students do the homework themselves. The practice of the task implies that teachers must make the choice of words according to the level they have and present striking and challenging situations in order to promote motivation in the realization of practice.

Similarly, if the activities require a lot of equipment or consist of many printed pages, they could lose their effectiveness. Students should receive immediate feedback on their performance. This feedback should be given at the moment because it loses its reason for being. It is important that student evaluate their task and the answers are correct. Besides, the students must review the task step by step and analyze the mistakes. Ur (1984) says: “The important debate related to feedback is its didactic form: the value of learning from different listening activities increases if there is immediate feedback from the teacher about student performance” (p.28).

The process of this activity of auditory comprehension activities has these moments:

- Pre-listening
- During –listening
- After –listening

a) **Pre-listening**. During this moment, students can listen to a short introduction to the text so that can let them infer the grammatical organization of the text. This moment of the listening awake students’ interest and curiosity.
b) *During-listening.* In this moment, the students listen for more detailed information and they need to listen several times to achieve it. At the end of this stage, students receive feedback when the exercises are reviewed.

c) *After-listening.* After listening, through oral and written production, the students think about the text they heard orally or in writing while expressing their personal information and details in activities such as, character analysis, essays or discussions, among others.

### 1.3.1.2 Speaking Skill

Speaking is the capacity to communicate fluently, coherently and persuasively, using grammar patterns in a relevant way. Hornby (2005) adds that this skill means “knowing how to listen to others, respecting their ideas and the conventions of participation” (p.65). Speaking also corresponds to develop our ability to listen to understand what others tell us, their real intentions.

#### A. How to develop speaking skills

To develop this activity, teachers must provide students with some ideas related to the topic, indicating which books they should read and this will allow them to know new words and know the meaning of them in the context of the topic. It will also allow them to think about the subject and with them stimulate their ideas (Hadfield, 2008). Cassany, Luna & Sanz (1994) propose these four criteria for the classification of speaking activities:

- *According to the technique:* directed dialogues (to practice certain forms and linguistic functions), theatrical games, linguistic games (eg, riddles), teamwork, etc.
• **Depending on the type of response:** mechanical repetition exercises, brainstorming, acting on instructions (e.g. cooking recipes), debating to solve a problem, information vacuum activities, etc.

• **Depending on material resources:** written texts (e.g. Completing a story), sound (e.g. Singing a song), image (e.g. Ordering the cartoons of a story), objects (e.g. guess objects from touch, smell …), etc.

• **Specific communications:** exposure of a topic prepared in advance, improvisation (e.g. description of an object taken at random), telephone conversation, reading aloud, debates on current issues, etc.

The evaluation of speaking can focus on some of the following micro-skills:

Organize and structure the discourse in a way (e.g., in chronological order), to the situation in which the discourse is developed (tone, register, topic, etc.); transmit a message with fluency (without excessive hesitation, pauses, false starts, etc.), correction (phonetic, grammatical, lexical, etc.), accuracy (conceptual, lexical, etc.) and an appropriate degree (according to the level of students) of complexity; make clear what are the main ideas and what are the complementary ones; make clear what his/her is opinion, what conjecture is and what is verified or verifiable information; clarify, expand, summarize, etc., according to the feedback they receive from listeners.

*a) Types of speaking situation.*

Three crucial elements determine the low rate of foreign language students who come to speak the language they are trying to learn correctly:

• Teachers’ insecurity: oral language has so many forms that teachers feel overwhelmed when it comes to reducing it to “patterns” for teaching.
• Inhibition of students: often, students feel inhibited when they want to say something in their mother language. They worry for possible criticism. On the other hand, we see that some students do not like to talk until they feel safe for it, but that they will not have confidence in themselves unless they talk.

• Lack of motivation, both teachers and students: in most cases, there is no oral examination: What effort, if not be rewarded ?, It is believed that the activities dedicated to the development of this skill «steal» class time to other supposedly more important activities.

To compensate for these obstacles that interfere significantly in the smooth development of this skill, the best formula to present a basic pattern for the implementation of the teaching of oral expression is as follows:

Presentation → Playback → Semi-guided tasks → free interaction.

The presentation is the assimilation phase in which the student can learn by listening and paying close attention to the teacher's use of language. The certain thing is that without a phase of presentation of the language that is rich in quantity and quality, hardly any student could get to speak. It is the basic sustenance of the subsequent deployment of this skill. The information about the language that the student is learning during this period is especially valuable because it is significant because it always appears contextualized and relevant in the eyes of the students; If the teacher knows how to capture their attention and channel their desire to learn properly, the truth is that they can achieve large doses of learning in this field.
Next, the controlled practice would come, which is the phase in which it is pursued, through the mechanical and constant manipulation of certain phrases, that the student gets to acquire its most basic rules and certain sentential patterns as new linguistic habits. Indeed, we can not deny that without this type of activity the student could hardly ever let go of speaking, let alone do it fluently.

Following the controlled practice, we find in the programming a series of practical activities and guided and semi-guided tasks that will gradually help the student when speaking the foreign language. The basic of this type of activities is the creation of a relevant, significant situation, in which students have a reason to communicate, to use the target language; we can give some examples, such as:

- Describe your partner your favorite actress, but without giving his name and try to guess who it is about the traits that you are describing or,

- Suppose you are in a store and you find a sweater that you like a lot and you want to buy it, but you cannot find your size. Ask the clerk if she has more clothes left in the store.

This communicative intention previously selected by the teacher must agree both with the level of linguistic knowledge that the student has, as well as with their experiences so that the activity is relevant and when practicing the student, verify that the effort that must be invested is worthwhile pain. The real value of these activities lies in the offer that is presented to the student, who will have the possibility of “rehearsing” his behavior as a speaker of the new language in class, with the help and supervision of his teacher, before the arrival of the time to make a truly communicative use of the
language in the outside world. This phase, unlike the previous one, fulfills a series of characteristics that will help the oral expression class invite students to participate actively. We would like to highlight the following features:

- Creative: make students think, imagine, create new ideas.
- Interesting: its content should attract students.
- That the students perceive that they play an important role: the activities must recreate situations that they relate to their own lived experiences, that favor their involvement.
- Based on communicative tasks: the activities must be to the use of diverse linguistic structures and communicative functions, instead of leading the students to the use of a limited and closed series of previously established forms.
- That encourages fluidity and naturalness: the correction and formal accuracy should be pursued only as much as they allow the speech is understandable.
- That provokes a meaningful interaction: the activities must raise situations that interest and invite the students to solve them by dialogue in the target language.
- That helps students learn to speak: that is, that propitiate the staging of their communication and learning strategies.

It is equally interesting to take advantage of the occasion offered by the communicative tasks so that the students learn what is appropriate to each context from a strictly cultural prism. Finally, as the last link in the sequence of activities that constitute the programming to learn to express themselves orally in the English language, we find free interaction, a phase in which students produce spontaneously,
naturally and freely the language, depending on the context that is recreated and of the topic that is suggested. Discussions and discussions in class are a very useful type of activity for this phase of the development of oral expression. In this respect, Montijano (2004) gives:

…the keys to carry out debates in a foreign language class, achieving the active involvement of the whole class and giving rise to a great production of language. Take into account aspects such as that students become accustomed to this type of activity, based on practicing regularly, or choose topics that make them think, and that is provocative” (p.37).

To begin the activity of the debate, the subject should be raised with such a breadth, that all students think they have something to say: this will feed their self-esteem and help them to make the leap to the LE without difficulty, they will resort to their own knowledge "Stored" on it and so, almost without realizing it, they will already be thinking of LE. Also, for this type of oral exercises, students need to respect the turns in the use of words, express their ideas, emotions, opinions or points of view and use the language at a level comparable to that of isolated sentences.

The types of activities to develop oral expression are very varied. Harmer (1991) mentions the following:

- Activities with information gaps. In this type of activity, two students have different types of information being the main purpose of this activity to ask questions to get information that is not available. According to Harmer these activities serve as a stimulus for oral production, because they create a real need for communication and cooperation, for example, in the following exercise on
quantities, a student has the card A and his partner the B, the cards are not they can teach and both have to ask questions and take notes to complete the missing data.

![Card A](image1.png) ![Card B](image2.png)

*Figure 1. Example of an activity with information gaps. Tomado de Harmer.*

- **Individual presentations.** In this type of activity, students make a speech about a particular topic, it is important to establish a time limit and whether or not there will be interaction with the audience. It is also necessary that the teacher allows time for the speaker to prepare his speech and not allow a text to be read verbatim. On the other hand, the class should be given some reason to listen: take notes, make an outline, or assess the partner's exposure.

- **Surveys.** Surveys can be used to get students to interview each other. For example, they can design a questionnaire about a specific topic. Students walk around the classroom asking themselves the questions they have asked themselves.

- **The discussions.** For a discussion to be effective and contribute to the student's learning, prior preparation is required, that is, giving the student time to order their ideas, remember the appropriate expressions; Also, it is recommended to organize them in small groups before organizing a discussion with the whole class (pp.97-98).
b) Simulations or role plays.

They allow students to use all their communication resources in simulated communicative situations. The simulations, in addition to being ideal for practicing the spoken language, help to promote integration, cooperation as students engage in social relationships during the development of activities. The use of songs in the classroom can provide countless benefits. In addition to creating a fun and relaxed atmosphere, students can develop skills such as pronunciation, accentuation, intonation, etc.

On the other hand, Cassany et al (1998) mention the following activities to develop oral expression:

- The linguistic games. The games have a fun and motivating component, also allows students to become actively involved in activities, where the main objective is for students to complete a task, solve a problem, complete exercises with information gaps, etc.

- The staging. During the staging work with theatrical texts where some kind of representation is included. These exercises imply that students take charge of a previously defined role: character, personality, etc. Furthermore, because staging is a long and complex process that takes several sessions and requires a lot of verbal exercises (reading, memorizing, rehearsing) is considered a remarkably productive and student-centered exercise, where oral expression is practiced in a context of autonomy, responsibility, and teamwork (p.155).

c) The improvisations.

Improvisation is an oral presentation or intervention where there is very little preparation or preparation. At a certain moment a situation arises that forces the student
to speak without having foreseen it, the audience waits for the speech and the person who speaks doesn´t know exactly what to say, as he will decide it on the fly as he pronounces the words. This type of activity is considered a bit complicated and recommended in advanced courses.

### 1.3.2 Teaching Reading and Writing Skills.

#### 1.3.2.1 Reading Skill.

The acquisition of reading habits helps students improve their language proficiency and increase their performance not only in English but also in other subjects. This improvement must be monitored by the teacher who must provide reading strategies to achieve satisfactory objectives in intensive and extensive readings and their corresponding understanding.

Ausubel (1983) in his book *Educational Psychology a cognitive point of view*, mentions that reading comprehension “is accomplished when students describe new information with previously one; but it is also necessary that the student is interested in learning what is being shown” (p.88). One of the difficulties that are perceived when linking the new knowledge with those already acquired is that the reader does not read to expand their knowledge, which is arranged in the reading from a given text; therefore, this prevents you from storing them and disposing of them at the right time.

Cooper (1998) presented another definition of reading comprehension in which he considers this as “the process of elaborating meaning through the way of learning the relevant ideas of the text and relating them to the ideas that already exist, that is, the process through which the reader interacts with the text” (p.19). Reading is a way of
acquiring knowledge, of apprehending certain information from code. For the human being, the code par excellence is language. From the reading of certain symbols, the reader grasps knowledge, translates it into information within his mind decodes it. The code has a support that can be visual, auditory or tactile.

Reading involves knowing how to pronounce written words, identify them and understand their meaning. At a textual level, reading is being able to understand a text and extract its meaning.

A. Reading as a process.

For the reading process to be possible, several aspects come into play. First of all the physical question, since it is necessary for the eye movement and the fixation of the sight to read. Also, several internal processes occur within our minds. When we read, what we do is visualize the words. Then, there is a phonation process (conscious or not) in which the reading passes to the speech and hearing that go to the ear. Finally, the celebration comes into play so that the information reaches our brain and we can understand.

Learning to read opens the doors of education and writing which is another very important process in the intellectual formation of a person. Unfortunately, there are still millions of illiterate people in the world who lose access to world knowledge.

There are different types of possible reading, which adapt to the needs of the reader. A deep reading requires greater concentration and attention, as well as a more intense intellectual work. A quick reading, on the other hand, seeks to detect the most prominent parts of a text and not deepen. A review reading supposes a previous reading of analysis, such as a rereading of a text already read.
B. Stages of the reading lesson.

For Solé (1994) the reading has:
subprocesses, being understood as stages of the reading process: A first moment of
soul preparation, affective and clarification of purposes; second, the activity itself,
which includes the application of comprehension tools; for the construction of the
meaning, and a third moment the consolidation of the same; making use of other
cognitive mechanisms to synthesize, generalize and transfer these meanings (p.
75).

Reading as a cognitive, affective and behavioral skills acquisition process should
be treated strategically in stages. In each of them, different strategies must be developed
with defined purposes within the same reading process.

Solé divides the process into three subprocesses, namely: before reading, during
reading and after reading.

- Before reading.

  Like any interactive process, the necessary conditions must first be created, in this
case, of an affective nature. That is to say, the emotional encounter of the interlocutors,
each one with his own: One that exposes his ideas (the text), and the other that
contributes his previous knowledge motivated by his interest.

  This is in synthesis the dynamics of reading. In this stage and with the previous
conditions, this dynamic is enriched with other substantive elements: language,
questions, and hypotheses evoked memories, familiarization with written material, a
need and an objective of interest to the reader, not the teacher alone.
- **During reading.**

  It is necessary that at this time students make a recognition reading, individually, to get familiar with the general information. Then, they can read in pairs or small groups, and then exchange opinions and knowledge taking into account the purpose of the activity.

  Being our task an integrating function, this is a real moment for students to work on the transversal contents, values, norms and decision making; without depending exclusively on the teacher. Of course, he is not alien to the activity. Their functions are specific, of the support of the activity systematically and constantly.

- **After reading.**

  According to Vigotsky (1979) “the first and second stages of the process will foster a socialized and dialogical environment of mutual understanding” (p. 95). The activity has to instrumentalize language as an effective learning tool, of inner psychological nature.

  At this stage, the interaction and use of language are still in force, when the students are asked to draw up diagrams, summaries, comments, etc. Here the work is more reflective, critical, generalizing, metacognitive and metalinguistic; that is, learning enters a psychological level.

  The experience activated with the language becomes objective images; those that come to be integrated into the mental schemes of the subject, to manifest themselves later in their personality (integral formation). The supreme end in all meaningful learning is that, forming new reasoning, critical, creative people, with criteria of valuation proper to change.
C. Reading comprehension levels.

The levels of understanding must be understood as thought processes that take place in the reading process, which are progressively generated; to the extent that the reader can make use of their previous knowledge.

For this process of reading it is important to mention the existing levels:

- **Literal level.**
  Recognition of everything that explicitly appears in the text (proper to the school environment). It involves distinguishing between relevant and secondary information, finding the main idea, identifying cause-effect relationships, following instructions, identifying analogies, finding meaning in words with multiple meanings, mastering the basic vocabulary corresponding to their age, etc. to then express it in their own words. Through this work, the teacher checks if the student can express what he has read with a different vocabulary if he fixes and retains the information during the reading process and can remember it to later explain it.

- **Inferential level.**
  The previous knowledge of the reader is activated and hypotheses are formulated about the content of the text based on the indications, these are verified or reformulated while reading. The inferential or interpretative reading is in itself “reading comprehension” since it’s a constant interplay between the reader and text, the information of the text is manipulated and combined with what is known to conclude. This allows the teacher to help formulate hypotheses during the reading, to conclude, to anticipate behaviors of the characters and to make an experiential reading.
• **Critical level.**

At this level of understanding the reader after reading, confronts the meaning of the text with their knowledge and experiences, then emits a judgmental critical judgment and the expression of personal opinions about what is read. It can be taken at a more advanced level to know the intentions of the writer, which demands deeper cognitive processing of the information.

**D. Strategies for reading comprehension.**

Reading comprehension is the ability to understand what is read, both in reference to the meaning of the words that form a text and with respect to the overall understanding in a writing.

Morles (1987) states that “without understanding, there is no reading” (p.42). Therefore, reading for understanding can not be superficial or vague. It must be active, exploratory, indicators, where the connection or link that is made with other knowledge already acquired, provides new ideas that are important and with a high degree of significance for the reader.

For the learner, language is information provided through codes that must be processed. The mental processes are perceptive, memory and cognitive and assume a capacity of intelligent potential. Because reading comprehension consists of the deployment of a set of activities that aim to extract or elaborate meaning.

It is thus evident that the understanding or ability of the subjects to process semantic information is only one of the reading processes to be analyzed since these also imply skills for the management of other levels of linguistic information such as phonological, syntactic and pragmatic. The reading requires the sequential and/or
simultaneous handling of specific information corresponding to the different levels of structuring the message.

Among some of the skills that are postulated as underlying to the reading comprehension, can be mentioned: lexical knowledge, identification of central ideas, ability to make inferences, ability to establish generalizations, literal understanding, and understanding of the author's intention.

That is why Solé (1994) divided the process of reading into three subprocesses namely: before reading, during reading and after reading. Solé (1994) recommends that:

…when you start reading, get used to answering the following questions in each of the stages of the process, before reading; why am I going to read? What do I know about this text? (Activate prior knowledge), what is this text about? What does its structure tell me? (p.104).

During the lecture; define hypotheses and predictions about the text, clarify some doubts, summarize, reread confusing parts, consult the dictionary and think aloud to ensure understanding. After reading; make summaries, formulate and answer questions, recount and use graphic organizers. The most widely used approaches in this part of reading as reading comprehension, (the main approach) begins with the recognition of the smallest linguistic units (letters, words) until we arrive at the higher units (phrases, sentences). The important thing therefore in this approach is to work on decoding: if the students can decode, the understanding will take place automatically.

There is also a downward focus on which to bet because the understanding of a text begins with hypotheses or predictions that come from their past experiences, their
knowledge of the language and the world. The reader is the one who creates the text and its role is increased.

According to their function, the levels of reading comprehension can be: decoding, which consists of the recognition of words and the assignment of the phonetic meaning that refers to the pronunciation and meaning of words, is a prerequisite to achieving reading comprehension. Meanwhile, the level of literal comprehension: emphasizes the understanding of the explicit information contained in the text, if the learner cannot understand the information he will have problems to ascend to the other level.

On the other hand, in inferential comprehension: at this level, the student goes beyond what is said in the written information, or the content of the text, because they are the ideas or elements that are not explicitly expressed in the text but the opposite implicitly.

Lastly, the level of meta-understanding; makes the reader can reflect on the content of the text, reaching an understanding of it, assesses and adopts a position to make a criticism and make decisions.

There is a general agreement in considering that the strategies responsible for reading comprehension that can be promoted in shared reading activities. What it is about is that the reader can establish coherent predictions about what he is reading, that he verifies them and is involved in an active process of understanding control.

**1.3.2.2 Writing Skill.**

Acosta (1996) states that:

Writing is a graphic representation of speech, that is, the sounds one produces when speaking. The words have to be organized to form the sentences and these,
in turn, come together in such a way that they form a text about a topic. Writing includes the decoding of a message for someone who is not usually physically present. The writer has to make sure that what he writes will be understood successfully (p. 52).

About the importance of writing in developed societies, Abbott (1989) stated that “In those societies where education has expanded, the effect of writing is meaningful: writing preserves the spoken language, levels, standardizes, prescribes and enriches many processes guided by language with extraordinary social implications” (p. 95).

A. Writing in the Learning of a Foreign Language.

Teaching English is a difficult issue because there are many points of view of this. Even though the teaching-learning process changes constantly, establishing communication never change.

B. Writing as process

Many authors refer to their books that writing can be considered as an objective of teaching or as an instrument in the process.

Acosta (1996) considers that “writing is not always an objective considering the types of courses” (p.84). The author states that writing, in non-specialized courses, is not an objective; but an instrument since most students at this level do not have much need to write with communicative intentions. He also considers that writing is an objective only in specialized courses. In the case of the latter only, the writing of English is directed towards communicative competence.

The teaching of writing should be as communicative as possible, although it should support and integrate grammar and vocabulary. It should be recognized as a
special part of teaching the language with its objectives and techniques in special schools where writing becomes a goal of teaching.

It is a reality that writing must be taught communicatively. It is also real that writing, in some cases, is an instrument at the service of other language skills and other times, an objective of the process. All these considerations must be relative, based on the fact that one should not be absolutist unless we are in the presence of such a dynamic process as learning a foreign language.

The four skills that must be developed in this process of a second language have the same level of relevance in the communication process without distinction of types of courses. The language is primarily oral, but this does not deny that hearing, reading, and writing constitute skills with the same importance in communication. This is because they are parts of this. Besides, real-life imposes the need to write in the same way that life also imposes the need to speak, listen and read to establish communication.

Regardless of the motivations for learning foreign languages among students, certain elements have been identified that, as contributions to this learning, are presented below:

- It raises the level of awareness about the linguistic processes that occur in the mother tongue in a general sense and of its writing in the particular.
- Help in the process of learning as writing is one more channel for the internalization process.
- Increase the capacity for planning, organization, and control of verbal activity.
• Allows the assimilation by the apprentice of the forms of written communication of other cultures and approaches them from a critical point of view, concerning the forms of expression of other men and in this way contribute individually to peace between the villages.

• Strengthens the possibilities of raising the cultural level in general and education in particular and with it, better access to the labor market.

• Increase the possibilities for the insertion of the individual in a new discursive community and defend their identity, culture, and ideology.

At this time, the most widely disseminated publications in the world are in English, all international radio and television stations have programming in English, and international cultural, political, social and scientific activities include English as one of the languages of the world event. Whether on paper or electronic support, most books or articles in periodicals or book summaries on scientific, technological or social issues are published in English or, at least, require a summary in English, and this is the case with manuals for electrical appliances, food products, and telephone, satellite or email communications, which include personal communications, discussion lists of all types and topics, news and others.

C. Some advantages and disadvantages of communicating through writing.

In this learning process, it is common to find advantages and disadvantages. The teaching of writing, as well as communication through it, are not exceptions. There are positive aspects that have been recognized by some authors.
For example, writing offers a way to learn more, especially for those learners who are considered visual, allows you to know the learner what has advanced in the process and is a means to properly integrate the rest of the skills. This also offers a variety of classes. It is one of the most common and frequent ways to develop independent jobs. It is very useful and necessary to evaluate other aspects and abilities. The writing gives the possibility of making few or no mistakes since the writer has the opportunity to check the writing as many times as he considers necessary. It also gives the possibility to understand better because he can read the information several times.

On the other hand, there are disadvantages when writing. One of the most frequent disadvantages is that the reader is not present so it is not possible to interact and, of course, there is no immediate feedback. If there is a lack of communication the writer cannot repair it. He is also exposed to spelling mistakes.

D. Requirements for written communication.

A great majority of authors who have dealt with the subject of writing refer to the existence of requirements that govern the act of writing. Among them, we can mention Acosta (1996), Abbott (1989), Antich de León (1984). For this work we selected those given by Plattor (1981). This writer must organize his writing and order the sentences in such a way that the reader understands better or can more easily follow the ideas expressed. The order is:

- Select the words to say precisely what you want to say.
- Offer enough information to be fully understood.
- Plan what you will write and how you will write it.
• Use punctuation and capitalization correctly to replace non-verbal communication.
• Correct the spelling and the calligraphy for a better understanding and eliminate confusion.

About the professional teacher, the mastery of writing in English provides the following:
• To accomplish with greater effectiveness the missions and tasks that as a state policy develops our country.
• Participate as an active member based on the publication of their experiences and results in scientific research.
• Participate as a speaker in international congresses.
• Maintain international correspondence as a member of a scientific community.
• Participate in international research projects.

However, writing is a complex skill for innate and non-native speakers because when writing is necessary to check some linguistic factors. The experience has shown to teachers, researchers and educational directors that, just like the language itself, the evaluative practices in the teaching of the English language are dynamic and change over the time. In English language classes, especially in higher education, teachers will always face the challenge of being able to reliably and validly evaluate the writing skills of their students in such a way that said students are better prepared to face exams in which demonstrate your achievements.
E. A methodology of writing process.

In general terms, the vast majority of research agrees that written writing is a complex cognitive process that consists of translating the represented language (ideas, thoughts, feelings and impressions of an episodic type that the subject possesses) into coherent written discourse, based on determined communicative and social contexts. Do not forget that a written text is finally a communicative and sociocultural product.

In this translation of the represented, Hayes and Flower (1987) say: “Who writes must address aspects of spelling, use of the lexicon, syntactic arrangement, communication of meanings, style and textual organization, and on them, orchestrate and coordinate a production that has a lot of creativity and original” (p.87).

Besides Vila (1993) argues that “he must also produce his ideas in written form according to specific audiences, with certain communicative intentions and within specific communicative contexts and practices” (p.54).

From a more detailed opinion, Alonso (1991) says:

The composition of texts is a strategic and self-regulated activity, since we must not forget that the writer works most of the time reflectively and creatively alone, without an immediate interaction with the recipient-lector (most of the time writer, text and recipient-reader do not match space-temporally). That is, who produces a written discourse must be handled in a self-regulated way, within a script essentially closed, different from the conversation (p. 89).

A few decades ago, Vygotsky (1993) pointed out that “written language required a double decontextualization from oral language: decontextualization of the sound aspect and the direct relationship with the speaker” (p.76). Then, for this author, whoever
writes must handle his linguistic competence at a high level of decontextualization-abstraction (the level of ideas) and elaborate his writing using a kind of monologue-speech, since his interlocutor is essentially imaginary, recreating the communicative situation in the plane of representation.

However, according to Bajtin (1993) there are two other characteristics of the text that must be taken into account simultaneously, and that in a certain way relativize and complement the previous statements. First, consider that all production is always dialogical since it participates in a communicative flow from which it starts and to which it also contributes and which, in the final analysis, gives it meaning (if not for what it is written?). Silvestri & Blanck (1993) say:

Every text is born in response to a previous communicative process (many times beyond the dimension of writing) where it is said that not only the writer participates but, from the very creation of the text, also participates and influences the recipients with which try to dialogue, and in whom the text acquires meaning; so that it is produced with the aim of continuing a communicative process that, in fact, constitutes its context (p.93).

Second, we must also start from the idea that all text is polyphonic or intertextual, in that it brings together in the voices or different previous texts that the author takes up even from his internal speech, and makes them present in his text in one way or another, presenting alternative points of view, conceptual horizons, arguments, and counterarguments, character voices, etc. Other authors declare that written production activity generates other additional benefits. Miras (2000) expresses:
It is an activity that can also have (although not always, as we will see later) an epistemic function (oral language also has it but in a lesser potentiality), in that it can serve as a means for the discovery and creation of novel forms of thought and knowledge in the mind of the writer, when he writes about a specific topic (p. 88).

The written composition imposes more complex demands on the writer than the speaker does with speaking. Writing requires the writer to be precise, systematic and orderly in the presentation of ideas; he demands that he more rigorously select meanings and ideas in relation to the communicative intentions he pursues, and demands that he be sufficiently explicit and capable of constructing a context of interpretation directed to the reader, but placed within the text, to avoid ambiguities in the understanding of the same starting from the fact that the reader is distanced space-temporarily. Thus, the writer, when composing a text, is forced to reflect and analyze what he wants to communicate and strives to find alternative and creative ways of doing it. Vygotsky (1993) pointed “written language is a language-oriented towards a maximum understanding of the other person” (p.232).

As a complex cognitive process, the written composition is analyzed from two essential dimensions: functional and structural. Fayol (1991) says:

According to the functional aspects, it is organized based on a specific topic, around an expected communicative-instrumental purpose on a reader-recipient and taking into account certain contextual factors. Thus, the person who writes a letter has to make decisions reflexively around the following questions: what will he say? How is he going to do it? For what and for whom? With what purpose, intention or wish will be made? Also, it will have to consider the need to take into
account the communicative and social context in which the text is inserted, considering its possible communicative involvement with one (or) another person (s) for whoever constructs its text (p. 120).

Hayes & Flower (1986) have abounded on this point when pointing out that “when texts are composed, an activity-oriented towards specific goals or purposes is carried out. In short, it is a task of solving complex problems” (p.67).

Writers in one way or another set a goal and undertake it with a series of considerations and decisions. It is common that when writers have identified or have clarity about their main goals (the topic they want to expose, the form of approach to the audience or reading public, the textual form, etc.), they can structure several sub-themes in the path of getting those, which allows the complete process to be carried out satisfactorily.

Regarding its structural components, the written composition process consists of three subprocesses, namely: 1) planning, 2) textualization or generation of writing and 3) revision (Hayes & Flower, 1986). The three subprocesses occur cyclically during the composition.

- **Planning.** In the planning of the writing an abstract representation is generated (in the mind of the writing) of what one wishes to write as a product of an exhaustive search of ideas and information in the memory of the writer, based on the four functional questions cited above (about the thematic, communicative, linguistic-organizational, instrumental aspects, etc.) and their complex interaction with each other. This representation includes a more or less detailed specification of the text we want to write, which is called the writing plan, which in essence is a hierarchical plan of goals and sub-
goals on how the compositional process will operate in a global and about the nature of the written product that is intended to be achieved.

• **Textualization.** In the textualization activity of the writing, the elaborated plan and the formal production of coherent and meaningful sentences occur. Throughout the textualization a series of operations related to the translation of semantic packages (explanations, propositions, visual codes, etc.) stored in the long-term memory in linguistic information takes place, taking a series of recurrent decisions on grapheme correspondence rules. Phoneme, spelling, punctuation, grammar rules, syntax, semantic and textual processes. This process of transformation of semantic contents into written linguistic sequences has been called "linearization". It is essential that in the textualization an adequate correspondence between the subjective planning scheme and the sequential linguistic arrangement be achieved, taking care of aspects of cohesion, coherence, adequacy, and intelligibility.

• **Revision.** Finally, the revision consists of improving or refining the advances and copies (which we could call “drafts” achieved in the textualization.) In this subprocess, the activities of reading of writing, diagnostic activities, and corrective evaluations are included, regulated essentially for Bereiter & Scardamalia (1987) have proposed a model composed of three basic operations: compare -7 diagnose -7 operate. In the comparison operation, a relationship is established between the representation of the planned text and the representation that is currently being prepared, and there will not always be any sensible differences between them, in the diagnostic operation, an attempt is made to establish an assessment of the existing mismatch when this is the case (for which the following operation can be followed or not) correction and you can even
assess the possibility of changing the plan), and finally, in the correction, it is decided to follow a possible alternative that corrects the detected problem and then proceeds to textualize it. These operations act recursively and largely regulate the review activity.

The three processes mentioned above are strongly intertwined during written production. This close connection is due to two reasons: (1) the composition can be executed by parts, so that the processes of planning, textualization and revision occur for the first paragraph, then for the second, etc., (2) the processes are applied recursively, in such a way that while a process is carried out (for example, the revision) the others can be invoked, as long as they are required to improve the writing, for example, the detection of an error in parts of the text or the need to write a paragraph of missing information. Therefore, the three processes do not necessarily occur in sequential form but may appear during the composition simultaneously, cyclically or recursively.

The recursive application of the subprocesses also requires a self-regulating mechanism to monitor, maintain, orchestrate them and provide them with coherence in their functioning (Hayes et al., 1986). As Graham et al. (2000) have said that “the role of self-regulation in the most influential models of a written composition that have appeared so far is simply central” (p.65).
Chapter II
Integrated-skills

2.1 Integrated-skills approach

Languages are comprised of four distinct pillars, or skills, in which communication happens. Learning and acquiring proficiency to speak, understand, read and write in English is of vital importance to students, and as teachers, it is important to understand the importance of creating a real-life context for our students in which they use language the way it is used in real life. As such, it is important to avoid limiting teaching and learning strategies that only target one of those skills, completely disregarding the others or diminishing their importance.

Studies have shown that integrating the four language skills maximizes students’ chances to learn and practice in a more meaningful way.

Integrating language skills is, therefore, a strategy that enhances language learning, proving students with a real-life context. In a learning setting, interaction among students and teachers is expected, therefore, one skill cannot be taught on its own since one relies on the other. It is essential to integrate the skills to successfully communicate and make learning more meaningful and relevant to students. This
prepares them to face the real challenges of everyday communication in the second language.

2.1.1 Integrating skills.

Medina (2006) proposed a system of methodological principles for the formation and development of oral communication in English in the direction of the teaching-learning process of this language. One of these principles is integrating the nature of communication skills for their formation and development. The principle states that you cannot separate the four language skills, which have common aspects that make them a unit and that are integrated naturally in the act of communication. The integration of skills leads to better communicative competence. Olivé (2014) defines:

The conscious, dynamic and effective combination of two or more communicative skills in the language, during the teaching-learning process of English, to reach a higher objective, which can be the treatment of a particular skill for its optimization, or the integration of them in follow-up stages to complete a sequence of comprehension, learning or improvement of a process related to the development of a specific skill (p.13).

To integrate skills teachers of English or other languages can take into account the following aspects:

- Learn the different ways to integrate skills in a class.
- To think about the approach, and assess to what extent there is a real integration of skills.
Select teaching resources, books, and technologies that promote the integration of the four skills.

2.1.2 What, how and when to integrate the skills?

2.1.2.1 Listening.

Listening is a vital and basic part of learning a foreign language. According to Shrum & Glisan (1999) “Hearing is used as a vehicle for the acquisition of a language and catalyzes the integration of other skills and content” (p.133). Linguists agree in defining the term auditory comprehension as *hearing with comprehension* or *understanding of oral speech*.

Many linguists believe that listening is an active skill. When you participate in face-to-face conversations or telephone exchanges and even when you simply listen to lectures, movies, radio soap operas, television news, you do not maintain a passive attitude. Different types of activities can be developed for the different phases of the class in each unit of the program of the subject taught, and suggestions on how to integrate them naturally with other skills depending on the objective of the class.

2.1.2.2 Speaking.

On the role of oral language, Antich (1986) states: "The primacy of oral language lies in the objective reality of its nature as a social phenomenon and means of verbal communication par excellence" (p.64). For Byrne (1989) the oral expression does not develop in isolation in the classroom if sources are sought to develop speech, reading and writing appear as possibilities to achieve this end. Gonzales (2012) concludes “Oral expression as the ability to express ideas, feelings, needs, desires through language, with
fluency and precision, as well as the ability to understand the messages they receive from codes in order to communicate with them in mind” (p.17). Pulido (2005) and González (2010) suggest that “when planning oral expression classes the teacher should consider the communicative functions of the unit and its relationship with the preceding and following contents” (p.75).

The linguistic and sociocultural elements in the function of the communication, paying special attention to the form, meaning and use; as well as considering the most appropriate learning strategies for each moment. Different types of activities can be developed: conversations, role-play, group work, and other exchange activities and personal exhibitions, and the moments of the study unit that are most conducive to carrying them out. It is a productive ability that allows evaluating others such as listening or reading.

2.1.2.3 Reading.

Reading is crucial in the life of man and his professional activity since it is a fundamental means of knowledge and communication. Colomer (1997) considers:

Reading is an interpretive act that consists of knowing how to guide a series of reasonings towards the construction of an interpretation of a written message based on both the information provided by the text and knowledge of the reader and that implies initiating another series of reasonings to control the progress of that interpretation in such a way that possible misunderstandings produced during the reading can be detected (p.6).

The teaching of reading should not be kept isolated from other language skills. The commentary or summary, both orally and in writing, of a read story, is an activity
carried out naturally. But the teaching of reading can be related to phonetics, normative grammar and especially to the learning of spelling.

Also, the teacher can choose what skill to practice depending on the student’s need. Reading should be understood as one of the most important activities for language proficiency, for developing the receptive language and vocabulary that students need for their profile. Different types of reading techniques are proposed, such as skipping, skimming and scanning, as well as holistic processes in information processing.

2.1.2.4 Writing.

Antich (1986) states “writing within the process of teaching foreign languages has always been relegated to the last place of preference in the teaching of the four basic skills” (p.93). The authors, however, find a close relationship between the written and oral language on the basis that writing and reading are processes of association between writing and sound. On the other hand, when you write, the words are pronounced in inner speech. For his part, Saussure (1970) sees: “The spoken language and writing as two systems of different signs, although the written word is so intimately mixed with the spoken word that it is an image, that it ends up usurping the paper principal” (p.71).

Writing is also connected to other skills. When a text is read, then questions are answered about what was read and summarized. Students should think about doing writing activities for each topic or class and how to achieve their integration with other skills; with the objective that students write legibly with adequate cohesion and coherence, using conjunctions, pronouns, reference strings, etc.
2.1.3 Types of Integrated-Skill instruction.

2.1.3.1 Content based instruction.

The CBI (Content-Based Instruction) is described as “... the integration of content in particular with the teaching of languages ... aims at the simultaneous teaching of academic subjects and the second language” (Brinton et al., 1989, p.2). This teaching model was specially designed to support immigrants who, when wanting to join local schools, faced the challenge of having to learn curricular subjects and a second language at the same time. This model was developed by relying on immersion programs in countries such as the United States and Canada, obtaining satisfactory results. Met (1994) says that “The results of linguistic immersion experiences have shown that students can acquire communicative skills and curricular content at the same time” (p.159).

The teaching of foreign languages through content is pedagogical approach rich in strategies that develop language skills, reinforcing and expanding, in turn, the knowledge of the student. It is a methodology that motivates both students and teachers. If we want our students to speak and write, to express their ideas, and to be interested in what they are studying, we must encourage them to do so. Content courses are not easy. More work is required by teachers and students than in other language courses at that level. But the rewards are greater: a positive attitude towards the study of the language and the language in general, greater achievements in the linguistic abilities of the students, and better preparation for the more advanced levels (Dupuy, 2000). Possibly the teaching of E/LE through content is not for everyone, but perhaps for many who have not yet put it to the test.
2.1.3.2 How to design content based units.

- Select the content of the unit and the grammatical structures you wish to teach or practice, and design situations and activities related to the content that lends themselves to the natural use of the structures you have selected, eg, you are Cristóbal Colón and you are trying to raise funds for his expedition to the east.

- Explain your plans to the Catholic Kings. [Content: history; grammatical structure: the future].

- Look for authentic material: books, magazines, newspapers, web pages, video or anything that fits; for example, tables of high figures (demographics, economic factors, etc.) are excellent for expanding information on many subjects and for practicing numbers. You need to look for three types of materials: a) for you, as you may need background information on the subject, b) for students, both reading and video texts, and c) for students to research the topic beyond what is presented in class (encyclopedias, Internet sites, magazines, etc.). In your presentations and readings use materials that are graphic and contain many images.

- Adapt the authentic material so that it is within reach of the students, or design works at the level of the students that do not require total comprehension. In this case, the authentic material is not simplified or adapted.

- Include activities that require the use of all linguistic skills in the three modes: interpersonal, interpretive, and presentational.

- Design activities as a couple and in small groups, as well as individual work and with the whole group.
• Incorporate learning strategies into the activities you design. Give clear explanations on how to use the strategies and suggestions of when and why to use them. Incorporate both cognitive strategies - which are used directly in the performance of work and activities - and metacognitive strategies - plan, monitor, and evaluate - that help the student to direct and regulate their learning.

• Design academic activities - listen and take notes, write papers, do research - and integrate thinking skills at a more advanced level.

• Determine the students' prior knowledge at the beginning of the unit or certain activities and expand them if necessary.

• Design learning activities in which students participate actively, process the language more deeply, and extend their knowledge of the subject.

The use of authentic material taken from the media, such as: reading texts - newspaper headlines, magazines, and Internet pages; and audiovisuals - video and television is one of the key characteristics of this pedagogical approach. These materials serve as the basis for oral, reading, listening, and writing activities, guided by the principles listed above.

Here are examples taken from two thematic units:

• *Presentation of key concepts and vocabulary*. These provide the student with the main content that underlies the unit and the terms related to the topic. First, a survey is made, in the form of a semantic map, of the concepts and the vocabulary of the subject and students point to this information. The key concepts - that the teacher must prepare in
advance- can be taught as a mini-talk and the students take notes. They can also be taught as reading texts. For example, the key concepts of “diversity” are definitions of diversity, ethnicity, migration, and integrationist perspectives. Those of “The environment” are definitions of ecology, environment, and ecosystems; natural resources; and environmental pollution. As has been said before, all the information in the unit supports and relates to each other: these concepts and terms will be necessary to understand the readings and the video that follows them. The unit “Environment”, for example, presents two oral activities, whose purpose is to use in context the key concepts and the vocabulary: one is based on a diagram of the economic-social impact of the factors that influence the environment, and the other in a graphic of the ecosystem of a freshwater pond. Both drawings were taken from biology textbooks, published in Mexico. The students carry out the activities in small groups, where they have to negotiate meanings and share what they have learned in a large group.

- **Video and reading texts.** As one of the goals of this methodology is the practice of the three modes of communication, it is convenient to include both video texts and reading texts in each unit. Both are treated in the same way: first, previous knowledge about the subject of video or reading is activated or imparted; then, while they watch or read, questions and comprehension activities are asked. Finally, activities are offered in which students can exercise their thinking skills. For example, in the unit “Diversity in the Hispanic World” a fragment of a television documentary of approximately 6 minutes is presented, entitled “Melilla, where Europe begins”. This segment captures the diversity of races and ethnicities that coexist in this Spanish city in North Africa, which is unknown to almost all of our American students. The video is followed by the
reading, “Illegal networks are replacing Africans with Asians”, an article is taken from the Diario Sur de Málaga (Digital Edition, January 30, 2000), which raises the issue of immigration worldwide. This article and the video segment provide an international perspective on the migration problem that finally relates to the students’ most immediate experiences with a brief reading taken from “The regional migration phenomenon in Central and North America” (1996), a report of the Regional Organization of Migration that describes the situation in which Mexico is in relation to migration patterns from Central America to North America. With the video, Melilla is first located on the map and the events that led this city to be part of Spain are discussed so that they can better understand the context.

Students are also asked to look for more background information on topics such as the Conquest and the Reconquista, and the expulsion of Jews from Spain. Comprehension activities include seeing the segment once or twice without sound and making inferences (answering questions) based on the images, then viewing with sound and filling in spaces in key sentences, and finally viewing again to check the answers they gave in the first step of the activity. Post-vision activities consist of oral activities in pairs, work of the Internet, and writing work.

In the next section, where the thinking skills are developed, the students start with an oral meaning negotiation activity: in small groups they review the key concept ’ethnicity’ and describe the four ethnic groups that appear in the video in relation to the six characteristics that, according to the definition, an ethnic group can share: language, culture -concept that has been widely discussed in a previous unit-, inheritance, history, origin, and racial characteristics. Finally, the students share their conclusions and
reasoning with the class. The writing work that accompanies this video is to brainstorm with a couple to generate a series of questions about tourism in Melilla. From there they choose three questions and write a letter to the tourist office of the city of Melilla requesting more information about tourism in that city. Additionally, they can go to the Internet to find more information about Melilla and share it with the class. As already mentioned, the structure of the activities that accompany reading with the same type of those that accompany the video. In the unit the environment the video is entitled “the waters of the Panama Canal” and is another documentary about 6 minutes. This describes the Canal as a transit route and talks about the ecology of the basin that supplies the Canal. The activities that accompany the video raise the problem of the degradation of natural resources in the Canal Basin. This theme is retaken in the reading, "Pentagon hinders cleaning of polygons" of the digital edition of El Panama America (July 5, 2000). This article argues about Panama's demand to the United States to clean up the contamination they have left in their former bases in the Canal Zone. Although the return of the Canal is relatively recent -1999- and was the subject of great controversy in the United States, few students know its history, so after doing an activity to stimulate prior knowledge, they are provided with a list of dates - 1519 a 1999- of the most important events around Panama and the Canal.

After reading comprehension activities, students are asked to analyze the environmental situation of the Canal and its surroundings in small groups. In the first step of the activity, they identify the different causes of the pollutants of the Canal and explain how the contamination or degradation of the ecosystem happens. To complete this activity, students have to use all the information they have learned in the unit, as
well as researching on the Internet. In Step Two, they determine whether the problems they have listed are related to problems in the watershed, commercial traffic through the Canal, or the military presence of the United States. In Step three, brainstorm possible solutions for each problem they have mentioned; finally, in Step four, they choose six of the problems and solutions and write sentences using subordinate conditional statements that reflect their temporal perspectives on the cause of the problem and its solution.

- **Grammar.** As noted above, the content methodology in language learning does not negate the importance of grammar. It has also been explained that it is extremely important that it be presented in a highly integrated and contextualized manner. In the previous example, we see how it is possible to combine linguistic and conceptual objectives. Other examples in these two units would be: describing, comparing and making inferences based on two photos taken during the act of returning the Canal in 1999. One shows American soldiers lowering their flag; in the other, the presidents of the two countries are seen signing the transfer of the Channel. The questions that accompany the photos and the sense of what is being asked, require the use of the conditional and imperfect subjunctive: How would it feel ... if it were one of the American soldiers? If it were Panamanian? Why would he feel that way?

In the unit on diversity, examples of this integration of structure and content are also seen. To practice comparisons, students have to make comparisons of equality, inequality, and superlatives between Melilla and the city where they live. In the practice of past participles, they have to reread “illegal networks”, and identify the past participles that act as adjectives and their antecedents, as well as those that are part of the verb.
• **Writing.** Each content unit should include ample opportunities for writing. The purpose of the writing work can be an informal summary of what was discussed between couples or small groups, one or two paragraphs where they practice the grammatical structures indicated in the context of the topic or an essay or composition of two or more drafts that are they evaluate under previously established criteria. The narrative genres lend themselves well to the type of work that is done in the content courses, without bringing a greater difficulty to the students of this level; these narrative genres include descriptions, summaries, reports, letters, etc.

It is convenient to present to the students a structure that will help them in their writing tasks. For example, in the unit “diversity” write a summary about the concentration of indigenous populations in Latin America following the steps presented below: 1) read the text, 2) underline the main ideas of each paragraph and write them down with their own words, 3) write a summary of at least three paragraphs, based on the main ideas. When they are given the task, they are also given the evaluation criteria of it. Although the ideal would be for the teacher to comment on each draft, often there is not enough time to evaluate more than the final work. With these criteria students can guide their writing and then share their work with a classmate or peer to review the first draft, then the teacher can use the same criteria to evaluate the final draft. It is also advantageous to include free writing activities for students to practice writing fluently; the journals are the most appropriate for this type of practice. To stimulate the ideas, they can be given a series of questions related to the themes of the unit and ask for their reaction on those topics or questions. Besides, students can exchange their reactions with their classmates and comment on them by email.
2.1.3.3 An experience of content-based instruction.

All models applicable to English as a foreign language classes may consider not only the intellectual needs but also the background they have in the language. It can not be denied that there is a common need in all university academic environments, however, the application of any of the models mentioned in their “pure” state is not feasible because of the conditions in which students enter. Most of them do not have previous knowledge about the language.

Reading technical texts in English when the rules of the system that governs the language are almost completely unknown is a difficult task. However, from the point made by Widdowson (1990) says:

The efficiency in the teaching of a language depends more on the topic or content being taught than on the language in which it is written, since it will be recognized by the students as a relevant and significant extension of their horizons, it can be thought that it is possible, taking certain pedagogical precautions, to initiate the students in the comprehensible reading of academic texts in simultaneous with the acquisition of the language in which they are written, ascending in successive courses to more complex levels of reading (p.125).

For this reason, in this first step in their acquisition processes, the acquisition of the language in which the topics are written is prioritized. While these contents belong to an area of study, they can not in any way be linguistically sophisticated or content-driven, given that access to understanding should not be disturbed by concepts or structures outside of the possible resolution for this level. Therefore, for the selection of the content, the pure guidelines of the CBI models can not be followed, but rather create
a simulated model. The application of this model provides students with explicit instruction in language, and in this case, the content provides the appropriate framework in which students develop.

Following the suggestion of Swan (1985) texts are implemented in the classes where the meaning is easily understood so that learners feel free to focus on the way it is written and also push them to understand a message transmitted in a precise, coherent and appropriate way. To push students towards a comprehensible production of their reading, current research on the acquisition of a second language recommends that English programs for specific purposes avoid work on texts supposedly of great interest with activities drawn from different topics every two or three weeks to focus on the in-depth treatment of a specific topic. In this way, students study a single subject during the whole course and get familiar with the vocabulary and rhetorical resources of the discipline.

The selection of content: An old text for a new model should be recognized that in this first step by the student, rather than incorporating knowledge from other disciplines of his area of study, will need to work on the recognition of the structures of the language that will lead you to correctly interpret what is written.

Among the conditions that met the text were taken into account the following:

a. Many of the concepts expressed in it are universal truths, as the definitions of processes or of what is matter are concepts that do not vary over time.
b. The concepts that were outdated lend themselves to an interesting discussion with the students who, starting from obsolete elements, can go through the time and reach our days with the latest advances in science. The study of the figures and the photos in many cases were also provided for the analysis in class, contributing in many cases with the element of humor, which is rarely workable in the texts and which contribute from the affective to lower the level of anxiety and favor the tasks learning.

c. The content did not present great difficulties at the comprehension level for the students.

d. The book is aimed at a native audience but of an academic level lower than that of our students within the same area of study.

e. The level of language that has been got is rich enough because it is aimed at English-speaking readers, so it has a rich and authentic linguistic universe.

f. The extensive reading during the semester favors the incorporation of most of the language structures, allowing to recycle the grammatical elements and the familiarization on the part of the students with the academic terminology.

g. Avoid the feeling of fear and frustration that normally awakens in an initial student the challenge of having to understand concepts that are written in another language with which it is the first time they have contact the knowledge of the content already possesses it (although not always ), but you can read it and discuss it. The student can work with the skills related to the acquisition of a language without having to face simultaneously the need to understand complex concepts or expressed in a complex way.
2.1.3.4 Organization of activities.

The working material of both language and content is presented in the form of a manual that includes:

a) A copy of the first chapter of the student's book, where the pages corresponding to the cover, the index of contents and the introduction to the book have been included.

b) Reading comprehension activities, for the comprehensible reading of the content, it is encouraged that the students in the first place make a tour through the text in a general way and relying mainly on the transparencies can extract the concepts that are asked in the form of questions. The statement of the questions usually contains parts of the text easily identifiable by the readers. All the scanning, skimming, enumeration, exemplification, cohesion elements and referents strategies are worked in this section. The reader is asked to make "flights" on the text practice their skills of recognition of information possible to be understood in the first instance, discouraging the habit of going word for word.

c) Abbreviated grammar information, the explicit information in language can be registered and consulted when necessary since the process of acquisition of forms and structures in such a limited time could create in the students that they begin a deep frustration and a desire to memorize artificially information that can be its scope every time it must be resolved in order to reach the understanding of a concept.

In order that students recognize the grammatical structures working in close relation to the communication of written messages, they are presented taking into account basically two dimensions of the language: syntax/morphology (form), and
pragmatics (use), a third dimension that corresponds to semantics (meaning) is limited to
the search for meanings in the dictionary.

Thus, through the presentation of tables and examples taken from the text, students
incorporate and systematize the grammatical elements as they need to be solved to
understand the messages of the content. The reader is asked to perform a “braille”
reading to identify some lexical elements by their shape. Identifying functions by form
and position is one of the strategies that the initial student can use in his process to reach
comprehension.

2.1.3.5 Task based instruction.

This approach emerged in 1990 in the United Kingdom within the framework of
the communicative approach and as an evolution of the notional_functional approach.
This approach aims to be a holistic teaching method, that is, to see the teaching-learning
of a language as a whole and not as a set of parts. The unit of analysis is the tasks. These
tasks encompass the four fundamental skills of language, oral expression and
comprehension, and written expression and comprehension.

Bachman (1990) defends that one of the most important premises of this approach
“is that students will learn a language better if they participate in activities that involve
an authentic interaction, that is, it is necessary to use the language in the same way as it
is done outside the classroom” (p.104). This approach, unlike the previous one, does not
take for granted that it is necessary to teach linguistic knowledge before the speech act,
but that through the communication itself one reaches those contents, just as it happens
in the acquisition of the mother tongue or a second language in a natural environment.
Different principles of learning base these premises. Krashen (1981) suggested: “Students acquire a language better when they are exposed to an understandable input and are motivated to grasp it” (p.81). Long (1996) argues that “acquisition is encouraged when learners participate in the negotiation of meaning, in other words, interactions arise as a result of some difficulty in communication and have suggested that task-based instruction offers opportunities for learners Pay attention to the formal (focus-on-form)” (p. 99). Thus, it is demonstrated that the task approach underlies a variety of perspectives and theoretical foundations.

On the one hand, it is worth mentioning that the fundamental objective of this approach is for students to participate in authentic acts of communication in the classroom, giving relevance to fluency in the face of correction. However, this does not differ, as I have indicated previously, in that the students reach a grammatical competence as a consequence of the communication process.

On the other hand, it is necessary to point out the difference between task, which is the basis of this approach, and exercises; in the latter, the focus of attention is centralized on form and grammatical correctness rather than on meaning.

Another of the positive points of this approach is the attention to diversity.

The creation of a specific task is not something closed but can be negotiated with the students according to their needs or adapt to them. So this approach can cover all educational levels.

2.1.3.6 Task based instruction integrating skills

Considerations of didactic type for the teaching learning process of oral communication in English. To successfully carry out activities to develop oral
expression, the following recommendations can be considered, which in turn facilitate the integration of skills:

- Have students talk enough.
- That there is equal participation.
- That the debates in class be by the majority of the students, that all speak and exchange and the contributions made by each one be equitable.
- That the levels of motivation reached are high.
- That you see the interest in participating and to say something, that the students show that interest.
- That the level of language is acceptable.

### 2.1.3.7 How to integrate skills in task-based instruction

An important element with the tasks that are proposed is their level of flexibility. As a set of tasks, these can be selected by the teacher according to the reality he has the characteristics of his students, the problems they have and the time available. You can choose the ones that the teacher decides without affecting the rest, nor affect the central objective of these. The novelty of this work is in the way in which it has focused, that is, the work to optimize the ability of oral expression from the angle of the integration of skills in the teaching-learning process of English. It should be noted that this proposal has been singled out for the needs and interests of ninth-grade students.

**Integrative task 1**

Write on a piece of paper that you like to do most. All the papers will be placed in a box.
a. Take out a paper from the box now. Try to guess who wrote it, and why do you think it was that partner of yours.

b. The person who wrote it will confirm or deny your answer.

**Integrative task 2**

Write your name, surnames, favorite color and favorite pastime on an adhesive paper.

Stick it on your clothes and go around the classroom until you find someone with whom you agree on something they wrote.

a. Establish a conversation with that person. Try to find all the things that they have in common: tastes, preferences, things they do not like, etc.

b. Be ready to report to the rest of the group about the surprises and coincidences that you have.

**Integrative task 3**

Write a sentence that comes to your mind when you read the word you like.

a. Read the prayer to your partner.

b. Prepare to talk about what your partner wrote.

**Integrative task 4**

Write six sentences that give true or false information about your tastes, what you do not like, or what you hate.

a. Read them to your partner, who will try to identify the true ones and the false ones.

b. Your partner will report what he thinks and you will go saying if he was wrong or not.
Didactic application

Lesson Planning

The advances of the latest decades in teaching-learning and English assessment propose comprehensive and student-centered processes. Despite the great advances, today, there is not yet a single theory that responds to all questions about how the teaching of a language should be. Since there are language components that need to be taught through a structuralist approach (grammar, lexicon ...); while other elements of the language may need conditioning through repetition (pronunciation, intonation ...); while other moments in teaching benefit from a significant cognitive process (memorization of verbs, vocabulary, analysis, synthesis. Not to mention the approach that promotes a participatory student in their learning processes and constructor of his knowledge (group discussions, talk shows ...); and, finally, the model of teaching where the student seeks to solve their problems and those of their environment social (projects, research ...). Each of these orientations results in beneficial depending on the purpose with which the teacher uses it and is its complementation is recommended to offer the student the best alternative learning.

Also, there is no single method that meets the needs of the student and the language teacher. Harmer (2001) proposes these as “the most common ones for teaching English: presentation, practice, and production (PPP), communicative approach, teaching focused on tasks, the silent method, the suggestopedia and the total physical response (TPR)” (p.78).
Of these, there are several interpretations at the time of planning the class and the moment of executing the class. One of the most common and easy to manage has been the PPP model. We will see then how this model works.

PPP (Presentation - Practice - Production) is a class planning model that uses deductive methodology, which focuses on the teaching-learning process. The PPP model consists of the following elements, which are described below with some changes for the topic in this monograph:

- **Warm-up** (approach activity).
  It is the space to break the thread and get students to enter a climate of cordiality and disposition towards the different moments that the development of the teaching-learning process provides.

- **Lead in** (beginning to capture SS attention).
  This moment consists of the organized form in which the teacher presents the topic, and in which he must establish a link between the student’s previous knowledge and the new contents. The focus of the beginning of class must be linked to the objective of the class itself, working as a prior preparation, and in which the purposes of the class and the instructions necessary to carry it out must be clearly stated.

- **Presentation** (objectives and contents).
  It is the moment to inform the objectives of the class to the student, to stimulate the memory of previous learning and of presentation of the contents that will be apprehended in the class (knowledge). To this end, several methods are used, such as lectures, exercises, works, etc. It is the time to generate expectations, instructions, and timeline.
- **Practice** (apply what has just been learned).

  It is the moment for the student to practice in class what he has just learned, to apprehend and also where he receives permanent feedback from the teacher, as an immediate action to the doubts that the student poses within the classroom or classroom.

- **Production** (personalized work of the student that is evaluated).

  The moment for independent work, where the student manifests his / her autonomy and ability to transform realities from the knowledge they have learned and that when presented to the teacher, they are evaluated.

- **Assessment.**

  The intention of it is to inform both the students and the teacher about the progress made by the first ones. The teacher will have the chance to locate the deficiencies observed during a topic or unit of the teaching-learning process, to provide feedback and introduce corrective measures.

- **Self-assessment.**

  The purpose of this evaluation is for the students to be aware of their learning process, as well as take responsibility for it, since self-assessment has to be critical of oneself, with his/her attitude, effort, achievements, possible failures, a form besides self-knowledge of him/herself and their capabilities.
Lesson plan

<table>
<thead>
<tr>
<th>ENGLISH AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL INFORMATION</td>
</tr>
<tr>
<td>SCHOOL</td>
</tr>
<tr>
<td>UNIT</td>
</tr>
<tr>
<td>LEARNING OUTCOME(S)</td>
</tr>
<tr>
<td>SPECIFIC SKILLS / CONTENT FOCUS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTIVITY</th>
<th>MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARM-UP</td>
<td>1. Greet students and write a date on the board, ask students to take a piece of paper from a box. 2. Ask the class to stand up and walk around the classroom looking for a couple to build a school picture. 3. Tell students to talk about the picture, they describe the picture 4. When everyone is finished, call one student up to the front of the class and describe what they saw in the picture. 5. Ask the class, what is the reading about? 6. Ask the class to make a circle in the worksheet.</td>
<td>• A puzzle  Pictures  A box  A worksheet</td>
<td>3-5 min.</td>
</tr>
<tr>
<td>LEAD-IN</td>
<td>1. Ask students to listen and read at the same time and answer what is Kakenya’s dream? 2. Ask students to answer on the worksheet the correct alternative. Ask students to read and listen as a second time but in this case, teacher checks vocabulary and student’s comprehension. 3. Students answer the questions about Kakenya’s dream on the worksheet 4. Students complete the diagram making a comparison between student’s school subjects and Kakenya’s school subjects. 5. Ask students to talk with a partner. What do you think of Kakenya’s School? Is your school similar to or different from Kakenya’s?</td>
<td>• A picture  A Cd player and CD, USB or MP3  A worksheet</td>
<td>20 min.</td>
</tr>
</tbody>
</table>
**ASSESSMENT**

**SKILLS**
- Listening, speaking, reading and writing an integrated way.

**LEARNING OUTCOMES**
- Describe a school life
- Interact with each other about school life developing the four skills integrated

**INDICATOR**

**INSTRUMENT**
- Rubrics

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<table>
<thead>
<tr>
<th>PRODUCTION</th>
<th>Ask students to read an email about school life, check the vocabulary used and the structure. Ask students to write a short email. Describing student’s school</th>
<th>A worksheet</th>
<th>5m</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>1. Use the rubrics while students are during the production stage.</th>
<th>• Rubrics</th>
<th>5m</th>
</tr>
</thead>
</table>

| SELF-ASSESSMENT | 1. Ask the class in English and then in Spanish, “What have they learned?” “How have they learned?” “What did you practice today?” | • Rubrics | 2m |
## Evaluation Rubric

<table>
<thead>
<tr>
<th>Qualification scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Develops ideas coherently around a central theme, expanding the information according to the communicative purpose.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Infers information by deducting characteristics of beings and places, in texts written in English about</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>Gets oral information about a text</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>Reflects on the oral text listened, giving opinions on people and placers</td>
</tr>
</tbody>
</table>
Synthesis

Methodology in language learning gives an analysis of approaches, methods, techniques, and procedures in the teaching of English.

When learning our own language, we do it step by step. First we listen, then we speak, we read and finally we write. And that is how we can say that listening, speaking, reading and writing are the four language skills that we must develop for a successful communication.

These skills are divided in receptive and productive and to achieve these four basic language skills, you need to make English part of your every day life, at home, at work, during your free time, etc.

The Integrated-Skill approach demands the learners to communicate naturally. Integrating the four language skills focus on realistic communication, which is fundamental to develop students’ competence when learning a language. This process can be more motivating if students use the language for a real purpose, instead of, just practicing grammar.
Conclusions

In our daily life, language is used completely and speakers use it without thinking about what skill is more expected to be used according to the situation. So, the objective of this monograph is to demonstrate the importance of integrating the four skills during a lesson and the consequence this integration can bring on the students´ performance.

After everything mentioned before, I can say that teaching integrated language skills gives many opportunities to improve the four skills simultaneously by exposing English Learners to the naturally interaction in the language.

I conclude that teachers have to inspire their students to be more independent in the learning process by intensifying the quality of instructions and tasks where all language skills can be used and not only doing monotonous tasks in every class.

To sum up, English teachers need to create interesting materials and issues that catch the students' interests focusing in the integrated approach and evaluating the extent use of the skills and to achieve this they should use instructional materials. Technology and textbooks that promote the integration of the four skills.
Suggestions

To integrate language skills, teachers should consider learning and dominating the two types of Integrated-Skill instruction, because even if a course is designed for one skill it is possible to integrate the other language skills using tasks according to the task.

Also, teachers can give different strategies to their students so that they can use them in their performance.

However, it is important to plan our class in advance considering the use of the four skills and giving students many opportunities to develop skills so that students can use and improve.

Furthermore, the results in some studies point out that the Integrated-Skill approach found in the two types of integrated skills instruction can be motivating to students of all kind of groups through appropriate tasks.
References


Appendix
A DAILY LIFE IN KENYA

Look and describe the picture:

A. What is the reading about? Circle the answer.
   a. City life
   b. A big family
   c. A school in Kenya

Miss: Paula Herrera 2018
KAKENYA’S DREAM

In Kenya, school life is not easy for some local Maasai people. In some schools, classes have 70 students in one classroom. Schools don’t always have books. There sometimes aren’t enough teachers, or there isn’t enough money.

This is especially true for Maasai girls. Not many Maasai girls in Kenya finish elementary school. Many Maasai girls leave school early to get married. Kakenya Ntaiya has a dream. She wants to help Maasai schoolgirls. She has an elementary school for girls.

Today, 170 girls got to her school, and they love it. They study English and Swahili. (an African language). They also study math, science, geography, history, art, and P.E. Ntaiya wants the students to have a better life.

LISTEN AND ANSWER:

B. What is Kakenya’s dream?

a. To write books

b. To help educate Maasai girls

c. To help girls get married
COMPREHENSION:

A. Answer the questions about Kakenya’s Dream.

1. What is another title for this article?
   a) Life after school      b) living in Kenya      c) A school for Girls

2. How many students are there in some village school classrooms?
   a) 70                   b) 90                   c) 100

3. Many schools in Kenya need more ________:
   a) chairs               b) teachers            c) students

4. «Especially true» means__________.
   a) Not true             b) only true          c) more often true

5. Why do some Massai girls not finish school?
   a) They move house.    b) they get married.  c) they leave Kenya

B. Complete the diagram: Compare the school subjects at Kakenya’s school with your school subjects.

<table>
<thead>
<tr>
<th>Your school subjects</th>
<th>Both</th>
<th>Subjects at Kakenya’s school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Swahili</td>
</tr>
</tbody>
</table>

C. Critical thinking: talk with a partner. What do you think of Kakenya’s school? Is your school similar or different from Kakenya’s?
From: Eva
To: anna.smith@mail.com

Subject: School life

Hi Anna,

Let me tell you about my school life. I usually get up at 6:30, and go to school at 7:30.

There are 600 students at my school in Quito. I study seven subjects: Spanish, English, science, history, geography, math, and computer science.

School always finishes at 12:30, and then I eat lunch at home.

Eva
Look and describe the picture:

A. What is the reading about? Circle the answer.

a. City life
b. A big family
c. A school in Kenya

KAKENYA´S DREAM

In Kenya, school life is not easy for some local Maasai people. In some schools, classes have 70 students in one classroom. Schools don’t always have books. There sometimes aren’t enough teachers, or there isn’t enough money.

This is especially true for Maasai girls. Not many Maasai girls in Kenya finish elementary school. Many Maasai girls leave school early to get married. Kakenya Ntaiya has a dream. She wants to help Maasai schoolgirls. She has an elementary school for girls.

Today, 170 girls got to her school, and they love it. They study English and Swahili. (an African language). They also study math, science, geography, history, art, and P.E. Ntaiya wants the students to have a better life.
Listen and answer:

B. What is Kakenya’s dream?

a. To write books
b. To help educate Maasai girls
c. To help girls get married

Comprehension:

A. Answer the questions about Kakenya’s Dream.

1. What is another title for this article?
   a) Life after school   b) living in Kenya   c) A school for Girls

2. How many students are there in some village school classrooms?
   a) 70   b) 90   c) 100

3. Many schools in Kenya need more ________:
   a) chairs   b) teachers   c) students

4. «Especially true» means__________.
   a) Not true   b) only true   c) more often true

5. Why do some Maasai girls not finish school?
   a) They move house.   b) they get married.   c) they leave Kenya.

B. Complete the diagram: Compare the school subjects at Kakenya’s school with your school subjects.

C. Critical thinking: talk with a partner. What do you think of Kakenya’s school? Is your school similar or different from Kakenya’s?
Writing:
Write a short email. Describe your school
to an online friend.

From: Eva  To: anna.smith@mail.com

Subject: School life

Hi Anna,

Let me tell you about my school life. I usually get up at 6:30, and go to school at 7:30. There are 600 students at my school in Quito. I study seven subjects: Spanish, English, science, history, geography, math, and computer science. School always finishes at 12:30, and then I eat lunch at home.

Eva

From:  To:

Subject:

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Thank you!