

Writing Instruction: A Reflection on the Demands of Teacher Training in Cuba from a Didactic Perspective

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ABSTRACT

The objective of this article is to show how to train future foreign language teachers on aspects related to the teaching of writing, as way to enhance in trainees an appropriate mode of action to assume the teaching and learning processes of English as a foreign language, paying attention to accurate techniques and procedures for doing it, through the micro level of the academic curriculum of Foreign Languages Didactic, to learn how to teach in contemporary Cuban society. This practice is focused on the gradual development of appropriate actions and intellectual skills for the teaching profession. This article discusses some general aspects to be taken into account for the planning, implementation and evaluation of the micro-curriculum through tasks, exercises and activities in micro-teaching that teachers-in training develop in the subject lessons, as part of their process of education, with the professional knowledge teachers must have to fulfill the tasks and duties of the profession in different educational levels, focused on teaching writing mainly for communicative purposes, as learners go through the different grades, taking into consideration the forthcoming tendency for writing instruction in Cuba and what it ought to be. Different methods were used for the inquiry, which had a qualitative perspective that included using criteria from the products of the results of the pedagogic process to assess the theoretical arguments that deal with the viability of actions carried out.

Keywords: Cuba, teacher training, writing instruction.

I. INTRODUCTION

The ongoing need of English learning for communication has created an enormous demand for training professionals to carry out English teaching. Opportunities to learn English are provided in many different ways. In Cuba, for example, though formal instruction in English is compulsory from third to ninth grade, home-tutoring it is also very popular. Likewise, the English language subject in the National Education System responds to the political, economic, social, and cultural importance of foreign languages in today's world.

Cuba maintains relations of cooperation and exchange with a large number of countries, in the political, scientific, technical, educational, cultural, and sports fields, and the exchange of delegations, technicians, and learners is increasing every day; participation in seminars, conferences and international events grows; and the sources of information in the learning of English are increasing. The development of information and communications technologies shortens distances and creates new spaces for exchange and cooperation between peoples. In this context, the English language plays a very important role in guaranteeing Cuba's relationship with many countries in the world, but this last is not the only strong reason to pay attention, foster and develop abilities for communication, mainly written ones, in Cuban EFL learners.

Foreign language teaching in Cuba is centered in communicative language teaching (CLT) principles, a

methodology influenced by the Communicative Approach, and it has also become close to the purposes of student-centered instruction for the four language skills: listening, speaking, reading, and writing. Student-centered classrooms are popular, because in them are created the possibilities for learners to have meaningful interactions and to promote English language development. As teachers provide input, learners are pushed to produce language (Escalona & Reichelt, 2019). New trends in teaching and learning claim for multilateral and harmonious training of learners, which requires that they know at least one foreign language as a way to expand their knowledge and appreciation of universal culture.

The English subject contributes to the scientific formation of the world in learners, by taking language as a social phenomenon and the thought-language-culture relationship as a starting point, as well as by providing the analysis of language to penetrate its essence. Unfortunately, the focus on writing instruction has been neglected, throughout all this conception, not only for children and young learners at schools, but also during teacher education for English instructors.

This article proposes two important reasons to advocate for teaching writing: 1) Training future teachers on how to teach writing for communicative purposes and 2) For future disciplinary discussions. This article describes what ought to happen in future teaching and learning and describes successful and engaging activities related to writing instruction for trainees to learn how to write in English and how to teach children and young learners to write as well,

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II. CHARACTERIZATION OF THE ENGLISH SUBJECT IN THE DIFFERENT EDUCATIONAL LEVELS BEFORE UNIVERSITY AND COLLEGE

The teaching of the English language, a language of wide international diffusion, has as its goal the development of communicative competence, understood as the performance of students in their verbal and non-verbal activity in communication situations that involve the interaction between two or more people, or between a person and an oral or written text, in correspondence with a certain social context. Thus, instruction should not only contribute to functional linguistic efficiency, but also to the ability to build and reconstruct new knowledge, which means developing in learners the knowledge, habits and basic skills that allow them to communicate in the foreign language: to understand oral and written information and to express themselves orally on topics familiar to their school and social life, as well as to write simple and brief messages.

The English subject is structured in two cycles in Cuba, whose ends coincide with the final grades of the general middle school: the ninth and twelfth grades, respectively. In the first cycle, work is done in a comprehensive and harmonious way on the development of the four basic skills, namely listening comprehension, oral expression, reading comprehension and written expression, and also includes procedures for understanding narratives, stories and simple texts that are presented in written or oral form in the classroom or on television), accompanied by visual or audiovisual images, for familiarization with the use of the dictionary, fundamentally the bilingual one.

Likewise, the sound-graphic correspondence is studied as well as, the main rules of spelling, and basic elements of word formation that contribute to understanding and expressing oneself better in English. Learning strategies are begun to be developed that allow learners to learn how to learn. Additionally, students study general elements of Cuban and universal culture, particularly of English-speaking peoples.

In the second cycle (from tenth to twelfth grade) the four basic skills will continue to be developed. Likewise, the use of the dictionary, fundamentally the bilingual one, will be deepened, including the study of the processes of word formation and the processes necessary for the understanding of oral and written texts of medium complexity, among which are the literary, cultural, and popular scientist. The most important thing is that learners learn how to communicate. They learn best when they are encouraged to communicate meaningful messages and interact with others.

Although the methodological conception of the subject is the communicative approach, integrating the most basic principles of the conscious practical method and assuming a problematic conception of the communication process and the learning of the foreign language for the systematization of the contents, in a way that contributes to the development of the communication skills and the teaching of English through other contents (CBI) to promote interdisciplinarity, this does not yet exceed the vision of traditional pedagogical approaches that conceived the learning of the language from

the mastery of its structural elements such as grammar and vocabulary, without making much reference to its functional use and the meaning of the structures. Therefore, the most important thing for learners of English as a foreign language (EFL) is to use English in diverse and varied communicative situations and to use it to complement the learning of other academic areas, as an end.

Supposedly, and according to the description and the characterization of the English subject if syllabuses, the process of this subject must be governed by the general principles of pedagogy, and in particular by the principles described below, which synthesize the essence of the problematic conception of the communicative approach that is assumed in the Cuban context.

- 1) Principle of unity between the communicative and the problematic.
- 2) Principle of developing interaction between learners, learners with the teacher, learners with the audiovisual medium, and learners with oral and written texts.
- 3) Principle of the contextualized and interdisciplinary nature of the teaching-learning process.
- 4) Principle of the methodological unity between the face-to-face class and the video class.

The contextualized nature of the teaching-learning process shows the need to structure situations in which the teacher, as the main guide in this process, based on the purposes, contents and conditions, simulates the reality for which the courses are prepared, so as to gradually stimulate the expansion of the zone of proximal development and the transition from external regulation to self-regulation. In learning English as a foreign language in Cuba, its contextualization must consider four fundamental components:

- 1) The social context in which the student develops inside and outside of school. (The consideration of this context allows connection of the student's learning with the reality that lives inside and outside the school, and to establish links between the foreign language and the possibilities of its use in the context of daily life. This context is the starting point, as it reveals the relationship between the teaching-learning process and society, school, and life).
- 2) The learning context of the teaching level. (This context includes the characteristics of learning in school, based on age, interests and motivations; the relationships of learners with their peers and their teachers; as well as links between the different disciplines of the curriculum). Consideration of this context implies taking into account the characteristics of the learner's age and their personal preferences in order to be able to better foster and stimulate the learner's development.
- 3) The learning context of English as a foreign language. (Learning English as a foreign language outside a supportive linguistic environment does not occur in the same way as learning a second language, learned in and for use in an English-speaking country). This learning context conditions the objectives, the contents, and, fundamentally, the use of specific methodological procedures.

- 4) The linguistic-cultural context in which the content is framed, and its relationship with the mother tongue and culture. (Language is an important component of culture and marks a distinctive difference of identity through which the culture itself finds concrete forms of expression; it is also a reflection of the culture of peoples, and at the same time it also constitutes a special way of looking at the world, representing and organizing the world experience). Whoever wishes to communicate with people from other cultures needs to be identified with their own culture and the influence that this may have on their interlocutors, which makes their culture different from the others and at the same time part of the universal culture. When teaching a foreign language, the teacher has to consider that this language is not isolated from a cultural context, but that it constitutes a fundamental component of it. The English teacher has to address each content in the program from the interrelation of the linguistic element with social and cultural factors, both from the culture of English expression itself, and from the culture in which the student develops.

If one takes as a point of departure these considerations, then, it is required that an English curriculum be designed to help reinforce the general secondary curriculum and the formation of responsible learners in an active and cooperative environment, where habits and skills are gradually formed through a process that includes not only study and practice, but also creativity, problem solving and where risks are taken when learning the foreign language. Therefore:

- 1) Taking risks in the use of the foreign language is encouraged and highly valued as the first step towards the communication of meanings and the gradual development of communicative competence.
- 2) Speaking, listening, reading, and writing are integrated as a reflection of the principle that mastery of one skill enriches and reinforces progress in the others.
- 3) Learners should be exposed to different and varied educational activities that are relevant, meaningful, and authentic to stimulate and challenge them to use English in real contexts (Leki, 2001).
- 4) Group and pair work, role plays, educational games, and other communicative and interactive activities using the principles of cooperative teaching should be used to promote active learning, reflection, and responsibility for learning. own and peers.
- 5) The development of learning strategies should be promoted as content of the teaching-learning process. Learners should be encouraged to reflect on their strengths and weaknesses in learning.
- 6) Systematic assessment and self-assessment should be considered as integral parts of the learning process, directly related to the results to be achieved in learning, which are both communicative and educational.
- 7) Independent work projects should be viewed as capstone activities through which learners demonstrate the level of mastery achieved in the foreign language and the independent work and

research skills developed. The projects must be aimed at the acquisition of knowledge and the development of communication skills. The emphasis in their evaluation should not focus, therefore, on purely artistic aspects that by themselves do not allow proving mastery of the contents.

- 8) Learners' progress is assessed through performance tasks in which they demonstrate their English skills by carrying out authentic communicative tasks with well-defined objectives.
- 9) Mistakes are considered steps in the learning spiral. The treatment of errors must correspond to the stage of the cycle of the corresponding teaching-learning process, so that the correction is more direct and intensive in the stages of controlled practice and guided practice, and more indirect or incidental in the stages of practice. Initial problematic communication and integrative free practice.

In correspondence, the teacher assumes different roles to facilitate learning, which means that the teacher is not the center of the process and is not the only source of knowledge. Taking on various roles at different times, the teacher should monitor the learners in the classroom to collect data, to help, and to guide. Thus, the teacher is an organizer, a consultant, a leader, a partner, an actor, among other roles. These roles vary depending on the stage of the cycle of the teaching-learning process that is being developed. They are also used for stimulating creative thinking, starting from the problematization of the communication process and its learning, for example, before, during and after working with video-classes, which is a trend in the last twenty years at all school levels.

In the case of the development of learning strategies, it is vitally important in the specific case of the English subject, to include them as content of the lessons, mainly those specific to learning and developing writing skills. The student faces content which acquisition is facilitated by knowing and using them *in situ*, since in many cases they cannot be transferred from those used in other subjects, or even other skills.

Though administrative, English curriculum planners and methodological supervisors at the national level, propose learning strategies to be developed in the teaching-learning process, there are other actions that need to be carried out (Escalona and Reichelt, 2019). Among the commonest cognitive strategies used are:

- 1) The use of the bilingual dictionary
- 2) The repetition of words orally and in writing to improve pronunciation and spelling.
- 3) The identification of lexical-grammatical markers for the understanding of a text
- 4) The identification of analogous words in a text to facilitate understanding.
- 5) The preparation of vocabulary lists by semantic areas.
- 6) The use of mnemonic resources for vocabulary learning.
- 7) Determining the meaning of words in a text from the context.
- 8) To continue learning the language outside the classroom by taking advantage of everything that

may be useful: posters written in English, English subtitles of films, among other sources.

Among these, there is no strategy directly related to the learning and development of skills for written communication. Thus, the following is proposed:

- 1) Selecting a topic for writing.
- 2) Writing a first draft.
- 3) Undertaking proof reading.
- 4) Writing a final draft before handing it in the paper.

Regarding meta-cognitive strategies, the following is proposed:

- 1) Learners monitor their own oral and written expression.
- 2) Self-correction
- 3) Silent reading to facilitate understanding.
- 4) Observing oneself in the mirror to see how and where one makes sounds.
- 5) Establishing relationships between the new content and the already known.

Among the above strategies, the first and last are directly related to the learning and development of written communication skills, but actions are not taken to carry them out and relate them to types of exercises in large classes, so the following is proposed:

- 1) Help oneself with auxiliary materials on the writing topic.
- 2) Be as close as possible to the graphic representation of linguistic structures and check their appropriateness.

With respect to auxiliary strategies,

- 1) To induce learners to set a time and place for study.
- 2) To suggest they seek help from peers, parents, and teachers.
- 3) To teach them to emotionally control themselves and face the mistake and its correction by the teacher or another learner.
- 4) Help them develop intrinsic motivation towards learning English.

III. EVALUATION AND ASSESSMENT

In reference to this topic, which is mainly a concern of teachers who evaluate both the learning outcomes and the process of learning and teaching, according to the rules established, it must be systematic, daily and fundamentally oral; of course, in correspondence to the scope of the reflections stated above, the written evaluation is not contemplated. The evaluation system must verify the communicative objectives that are pursued for each academic year and grade. Therefore, it must be aimed at evaluating the communicative skills fundamentally and not only the linguistic structures in the written component. There must be certain measures taken in respect to this important component of the teaching-learning process, which affects learning directly.

There is a student workbook, in which self-reflection and self-assessment sections have been included to encourage the development of learners' responsibility for their own outcomes. In the case of writing, it must have more realistic leadership. Fundamentally, the subject must promote, above

all, the verification of the mastery of communicative functions, the use of grammar, vocabulary and pronunciation associated with the functions that have been dealt with and that will be evaluated in correspondence with the way in which they are used to express ideas and thoughts and understand the different communicative purposes or intentions of the speaker or writer, so regarding the written component of language, the control should include activities, tasks and exercises for text comprehension, completion of sentences and dialogues, writing of small paragraphs, elaboration of sentences using given elements, written reports of practical work projects, among others.

An analysis of all the above stated leads us to understand what happens at all levels and stances of formal English as a foreign language in Cuba, and furthermore, how writing as a skill has been neglected, with a very slight presence of it in the curriculum, just with instrumental purposes and never as a process, to guarantee further future development on how to write for communicative purposes and for future disciplinary discussions, a need of professionals for their permanent development.

IV. ENGLISH WRITING IN TEACHER TRAINING: A TASK IN NEED OF A DIFFERENT CONCEPTION

Teacher training, as part of the teacher education program in Cuba, has a branch for specialization in English. Trainees have a path that starts at a familiarization level, slowly moves to a sensitization towards pedagogy and pedagogical terms and issues, and then demonstrates how to elaborate actions, tasks, and exercises to give solution to professional problems they face during practicum periods. At the same time, they also learn to perform tasks, functions and duties with responsibility once graduated. Additionally, trainees develop professional and intellectual abilities, which are redefined, as far as they interact and practice to attain a mastery to generalize it applying that knowledge and those abilities with a pedagogical emphasis, which is regarded as pedagogic professional mode of action. However, it needs to be updated at this time to be adequate to attain the goals in the teaching scenarios in which trainees are assigned to act.

The English teaching education program currently lasts in some cases three, in other four academic years of study, within the version of the up-to date educational model of the professional. Trainees are prepared to teach English at any educational level, so their curriculum is organized in such a way that they study subjects connected to pedagogical sciences, covering areas such as philosophy and history, psychology, sociology, classroom management and interaction, communication, and history of education. However, the core of the curriculum is English Language studies, which comprises integrated English Practice, English Linguistic Studies (comprising English Phonetics and Phonology, Lexicology, Grammar, Comparative studies and Typology of English and Spanish, and in a minor degree, some issues on Stylistics). On the other hand, Didactic of Foreign Language Teaching is the comprehensive discipline that integrates the History of the English Speaking Cultures, Research, and all specialized subjects in the major, with an incidence on Spanish Linguistic Studies, among other optional/elective subjects.

Teacher trainees must achieve a C2 level of proficiency before graduation, according to the description of the Common European Frame of Reference (CEFR), set out by the Council of Europe. Level C2 is the sixth and highest level in the framework, but not in all cases this is achieved, plus intellectual and professional skills in a number of trainees is not attained to their highest degree. In correspondence with what the CEFR described, one who achieves level C2 has the ability to understand with ease virtually everything heard or read; can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation; and can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations' (Council of Europe, 2012).

Of course, many other hybrid conceptions have followed the one stated by the CEFR, as a way to moderate and approximate the results of the trainees in Cuba to the real possibilities of language command and what happens in the teacher education programs, which have very scarce native speakers assisting, and which in the last five years, in the hand of the British Council linked to the Ministry of Education in a bridge, have carried out a significant number of actions in favor of teacher development, to assist and help teachers from all educational levels assume the CEFR regulations, so there are certain guarantees for trainees after graduation. With such preparation in the combination of linguistics and pedagogy, they have possibilities to teach at elementary, junior, and senior high schools, and universities.

Trainees majoring in English finish university studies, and some of them, having developed the needed capacities that best suit to teach at university level, are selected to continue teaching there, while others go to teach at prior educational levels, as characterized in the educational model, where they find posts as teachers.

During their university training, English teachers are additionally trained and educated through methodological workshops. These methodological workshops provide a venue for exchanging viewpoints and experiences on language teaching education for large classes. They learn how to teach, as their future project as English language teachers. In workshops, generally conducted by experienced senior instructors, those taking part discuss the nature of what and how to teach. The debate usually centers on the implementation of the communicative approach, with elements of the practical-conscious method, very popular in language teaching in Cuba, while how to use procedures, techniques, teaching aids, assessing learner's learning outcomes, the teaching process and the trainees' own development. They consider how to present the content of language lessons, how to integrate communicative skills and functions, and how to foster learners' interaction to become active agents, and the teacher a facilitator and counselor. From all the above explained can be inferred a description of what English teachers do in each level of education prior to university studies and teaching.

V. TRAINING HOW TO TEACH WRITING IN THE CLASSROOM FOR COMMUNICATIVE PURPOSES

Below are presented a series of actions in the subject Foreign Language Teaching Didactic for fourth year foreign language trainees, how to develop writing abilities, sequenced in the lesson intended to explain the main aspects related to presentation, and practice and testing in the teaching learning process of English. The topic for enhancing writing skills is Environmental Awareness. The intention is to develop a coherent mode of action and the technical vocabulary teachers' need to develop tasks and functions in their future work. As the lesson is centered in trainees, examples from 8th grade English syllabus are used for the contextualization of the topic for the lessons they plan.

The following is presented: the thematic core articulation of the formative process linked to technical vocabulary and teachers' language in the classroom, together with curriculum organizers such as the gradual derivation of objectives from the level of education, the grade, and from the lesson unit to class; the delimitation of the educational component in correspondence to the linguistic component of the lesson (Smith, 2019; 2020; 2021); the treatment of mechanical, significant and communicative practice; working with a large group of learners to teach communication; with the usual errors detected in learning, for the diversity in those in the classroom.

Also included are the following: detecting practical applications of instructional and educational content, working with diverse materials and technological resources, finding out the pedagogical sense of art in general and of a song in particular to reinforce pronunciation, vocabulary, grammar and communicative functions. These are included to introduce the topics, organize and plan the didactic units that include the environmental issues within the contents of the topic to demonstrate what and how to teach in their lessons during practicum in Junior High Schools, which is relevant for teachers-to-be and to learners.

There are varied purposes for writing instruction to write well in English, including to describe writing processes and to have a purpose for writing. There is a need to help English learners become aware of how important writing is for their future lives, including but not limited to helping them see the role writing in English will play in their future professions. English teachers must help learners understand various purposes for writing as well as the process of writing. This involves a significant commitment of English teachers' time as they must often teach large numbers of learners in a class, give appropriate and useful feedback on the ideas and organization of learners' writing, attend to linguistic issues in the learners' writing, and provide instruction and feedback regarding punctuation and other aspects of mechanics.

VI. TRAINING HOW TO TEACH WRITING IN THE CLASSROOM FOR DISCIPLINARY DISCUSSIONS

Nowadays, people from different cultures and corners of world gather at conferences and other events to discuss scientific and technological advances. They interact, discuss

the findings of their research, and form cooperative groups to help humanity prevent disasters and seek solutions to environmental problems and other kinds of human maladies that affect the world. Attendees at all these gatherings must know how to present their work in written form, often through conference proposals or abstracts. Thus, teacher education for English instructors must address this aspect of writing. Methodological and didactic training and development for writing teachers is more than a need, but rather a necessity.

Taking into account the above stated, an action plan is needed to attain such goals, taking as a point of departure future teacher's training for the completion of their tasks and functions in the different educational levels, it is assumed that young learners training in writing since early grades paves the way for further written communication for professional purposes.

VII. LEARNING HOW TO TEACH WRITING: SUCCESSFUL AND ENGAGING ACTIVITIES

The following sequence of lessons is intended for fourth year foreign language learners who are majoring in Foreign Languages at Las Tunas University. These lessons are designed to enhance their future work as teachers, with a specific emphasis on developing their own writing skills and learning how to teach writing. The activities are drawn from eighth grade English lessons taught in junior high schools.

The micro-curriculum includes introducing topics and organizing and planning the didactic units to include environmental issues within the contents of the topic of the subject Foreign Language Teaching Didactics. The purpose of this micro-curriculum is to demonstrate how teacher trainees should implement this lesson during their teaching practicum in junior high schools.

VIII. THEME: THE TEACHING PROCESS: PRESENTATION AND EXPLANATION, PRACTICE ACTIVITIES, AND TESTS

General objective: To explain to trainees the main aspects related to presentation, practice, and testing the knowledge they have about environmental issues in the teaching-learning process of English in eighth grade, as a way to enhance in trainees a coherent mode of action related to the teaching of writing.

Subsidiary aim: to write essays.

Personal aim: to give trainees opportunities to display different ways, techniques, and procedures to enhance instrumental writing skills in eighth graders, through micro-teaching in the FL didactic workshops.

Workshop 1)

Topic: Presentation, explanation, and practice activities to avoid/prevent environmental problems

Objective: to plan/adapt/reorganize activities from the 8th grade learners' workbook, as a way to enhance in future teachers an environmental culture in their teaching and the use of appropriate language for a range of teacher roles, classroom functions, and learner needs.

Here, the teacher trainer focuses the attention on trainees' own development of written skills, through the completion

of a study guide for multiple purposes:

- 1) To study and get prepared for the discussion of relevant issues on lesson planning, on the basis of current, updated thinking on FLT for the teaching process, the presentation, explanation, mechanical, meaningful and communicative practice activities for writing and assessment (Smith, 2022).
- 2) To organize the planning of the teaching process, the presentation, explanation, mechanical, meaningful, and communicative practice of instrumental writing (for written activities) and assessment for eighth graders
- 3) To be ready present their findings to the whole class in the form of micro-teaching activities
- 4) To write an opinion essay on the topic (the teaching process), consisting of three main parts

Writers must introduce their topic, provide a brief synopsis of what their topic involves, and include a list of references. It is here where the reader finds the thesis statement, which will be the last sentence in the introduction paragraph. A basic thesis statement contains the topic and three main points to support the topic. The thesis statement provides a guide to the entire essay. Writers should remember to have a concluding sentence in the introduction and three body paragraphs. Body paragraphs should all follow the same structure but should discuss and prove different points. Each should discuss one of the points in the thesis. The essay must also have a conclusion, which brings together all of the main points of the essay and refers back to and restates the thesis. Writers should complete the following steps in the essay writing process:

- 1) Prepare an outline or diagram of your ideas.
- 2) Write your thesis statement.
- 3) Write the body.
- 4) Write the main points.
- 5) Write the sub points.
- 6) Elaborate on the sub points.
- 7) Write the introduction.
- 8) Write the conclusion.
- 9) Add the finishing touches.
- 10) Use these transition words: although, because, especially, finally, for instance, however, in fact, therefore, similarly, therefore, throughout.

IX. FINAL CONSIDERATIONS ON FORTHCOMING TENDENCY FOR WRITING INSTRUCTION IN CUBA: WHAT OUGHT IT TO BE?

The teaching of writing in Cuba needs to improve at all levels of education. The first demand should center in delimiting clear objectives for each case. In correspondence with the learners' age and grade, specialists need to develop this area of expertise, as a way and vehicle to attain written communication in and outside the classrooms. Above all, English language policy needs more consolidation, including the role of English for professional purposes and within professional development (Reichelt, 2011).

This specific issue has growing demands, and it is perceived by the affected users of the language as a barrier they need to surpass for professional purposes, such as taking part in international conferences, summits,

colloquiums, and other manifestations of people gathering together with different languages and cultures to discuss, interact and find solutions to social and professional problems in many fields, mainly of science, technology and culture. It is also necessary for the consolidation of university and part-time professors and teachers to get a teaching rank, through examinations for all those who aspire to teach in university centers and campuses. Apart from English being perceived as a barrier, it also means pressure to prepare for the exams (Reichelt 2011), causing significant frustration among the ones who face the situation.

Overcoming this situation might need a revision to the conception of writing instruction, which is depressed at present, and consideration of learners' needs to gain a higher level of English language proficiency, relying on pedagogically appropriate teaching methods.

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