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DEVELOPING EFL LANGUAGE SKILLS THROUGH IMPLEMENTING INTEGRATED TASKS IN AN ENGLISH AS A FOREIGN LANGUAGE TEACHING CONTEXT.

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Resumen

Este artículo explica un estudio mixto que se realizó para desarrollar habilidades lingüísticas (escuchar, leer, escribir y hablar) a través de la implementación de tareas integradas en un contexto de enseñanza del inglés como lengua extranjera. Los participantes de la investigación fueron 10 estudiantes que estaban tomando diferentes cursos de inglés (primer, segundo, tercer, cuarto y quinto semestre respectivamente), sus niveles de proficiencia en dicho idioma variaba de A1 a B1. Los educandos provienen de áreas rurales y urbanas de toda Colombia. Los datos se recopilaron a través de entrevistas, encuestas en línea e informes sobre sus resultados en las tareas integradas de los alumnos. Los resultados sugieren que las tareas integradas (tareas significativas que combinan las cuatro habilidades del lenguaje) parecen ser una forma significativa de ayudar a desarrollar tantas habilidades receptivas (escuchar y leer) y productivas (hablar y escribir). Los participantes destacaron el uso de esta metodología como una forma de aumentar la autonomía, la participación en el aula y potenciar sus capacidades en el proceso de educación en inglés. En resumen, las tareas integradas sirvieron para dar fomento a la práctica en el idioma inglés y desarrollar la discusión, la toma de decisiones y referirse a situaciones de la vida diaria de los educandos.

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Palabras clave

Habilidades lingüísticas, tarea integrada, tareas, tareas y educación de aprendizaje electrónico.

Abstract

This paper reports a study that was conducted to develop language skills (listening, reading, writing and speaking) through implementing Integrated Tasks in English as a Foreign language teaching Context. The participants were 10 learners who were taking different English courses (First, second, third, fourth and fifth semester respectively), their English levels range from A1 to B1 and come from rural and urban areas all over Colombia. The study was conducted under the methodology of a mix-method and data were collected through interviews, online surveys and students' reports of their results in the integrated tasks. The results suggest that Integrated tasks (meaningful assignments that combine the four language skills) seem to be a meaningful way to help learners develop their receptive and productive abilities. The participants highlighted the use of this methodology as a way to boost classroom autonomy, participation and providing them with rich practice to empower their capabilities in the English education process. In summary, Integrated Tasks served to shape the routine of the e-classroom and open discussion, decision-making and refer to the real-unreal daily life situations.

Key Word

Assingments and E-Learning Education, Integrated -Task, Language Skills and Tasks.

Introducción

In a current and historical perspective, there has been a controversy among researchers, teachers, policies makers and curriculum, syllabus and study plans designers on how to teach language skills. While some of them (Lado, 1960; Oxford, 2000; Aydoğan and Akbarov, 2014; Hinkel, 2010; Juan and Flor, 2006; Byram, 1991; Córdoba Zúñiga, 2016; Vernier, Del Moral, Del Giusti, and Barbuzza, 2008) favor the need of the integration because the mixed-ability classes empower natural language learning and use. An integrated method, the language abilities are combined in a single class and linked to the communicative approach which supports that the integration of capabilities offers students the opportunity to experience the real-life situation. The learners are encouraged to participate in numerous activities, exercises, and assignments that go beyond the classroom and are similar to what they experience in their daily-life situations. However, there are still a lot of English lessons labeled to acquire skills in segregation like it is the case of the population under study, whose English education process was based on one or two abilities in isolation. Specifically, class assignments, exercises, teaching strategies, and Online-based tasks were characterized by a deep study of a single ability. In fact, the courses had a grammar and pronunciation inclination better than promoting communication competences in general.

Based on the aforementioned, the main objective of this research study was to develop language skills through the implementation of integrated tasks in an E-learning English course that had 10 students from different semesters: First, second, third, fourth and fifth semesters. According to our teaching experience and research expertise, an integrated task would allow students to practice all their communicative skills, develop their competences to understand oral-written messages and would expand their experiences conducting tasks that demand the use of all four language skills. In summary, this study aimed at enhancing students both productive and receptive skills by proving various Integrated tasks (10) to develop their language abilities. In those assignments, the participants had a cyclical cycle, in which there were three stages: pre-while and post stages. Each task developed specific exercises that covered daily-life based tasks and learners did inside and outside classwork, the learners listened to audio recording, write reports, participate in

talks, oral presentation, read journals and magazines. They analyzed people's common lives situations and soon after the listening exercise, they carried out a reading exercise on the same topic, wrote a three-page paragraph that told about their daily situations and soon after, they were called to videotaped themselves for three minutes talking about the same matter. In the end, the research team provided feedback to them. Nevertheless, the first step, pre-task was taken to give students recommendations, distributed inside and outside classroom materials necessary to read, listening and analyze prior to doing all the skills. This research was significant for the students of this semesters, they had the possibility to expand their English level and incorporated to their English learning process an integrated methodology that helped them broaden their experience in the language, and allowed more interaction among them, and the practice in all skill increased.

THEORETICAL FRAMEWORK

The theoretical framework analyzes three main topics that are related to the development of the study. It first examines language skills and how to develop them in an English as a foreign language context. After this step, the researchers offer an overview about Task-based Language Teaching and learning as a methodology proposed to enhance language skills. Then, the integrated language skills and integrated tasks are disclosed taking as a reference well-known authors, empirical studies and action research proposal that were conducted to facilitate language learning opportunities. Finally, E-Learning and EFL students are deeply revised.

Language skills and how to develop them integrate.

Historically, the language skills have been oriented through two ways. One way is dedicated to master a single ability and the second to teach writing, reading, listening and speaking integrated. Hinkel (2010) argues that "most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order" (p.). However, teaching skills in isolation is not the best option for the students, it is not a natural way to learn a foreign language. To this respect, Oxford (2001) states that when teaching and learning English is focused on one skill. "It consists merely of discrete, se-

gregated skills—parallel threads that do not touch, support, or interact with each other. This is sometimes known as the segregated-skill approach. Another title for this mode of instruction is the language-based approach, because the language itself is the focus of instruction (language for language's sake). In this approach, the emphasis is not on learning for authentic communication" (p.2). In her words, the advantages of integrating the abilities is that this way improves English language teaching-learning and provide students with opportunities to have significant language learning experiences. Based on this perspective, Aljiffri (2010) clarifies that "emergent research suggested that teaching the curriculum in a segregated manner does not help students with the transference of skills from one skill or discipline to the other. The underlying notion of this study presupposes that schools should implement the integrated curriculum as a replacement of the traditional fragmented discipline approach" (p.1). Taking this into account, it is impossible to fully develop one or two skills in the absence of all the others.

Additionally, Cordoba (2016) suggests that "the integration enhances EFL learning through constant practice and allows students to express their ideas through writing messages, understanding aural and written messages, and holding conversations" (p.14). Regardless, Lidawan (2019) says that skills integration offers the students the possibility to be exposed to real-world-learning environments, in which they can acquire the language through interactive communicative competence. He asserts that "the ability to use a language in a communicative way combines listening, reading, speaking and writing where listening and reading are the receptive skills; speaking and writing, the productive skills. To connect these skills in tasks designs, an integrative process is crucial" (p.2). In the same token, Bastías, Elena, Muñoz, Lorena, Sepulveda y Carolina (2011) propose that "the integration of the four skills is the key for creating a classroom environment as authentic as possible in order to teach English in a way close to a real communicative situation. They propose that the English language should be taught in a way that mixes reading and listening comprehension with oral and written expression. The language teacher should give the proper emphasis to the specific ability that is being studied, but combining it with the others in order to create a communicative classroom environment that engages students to improve their language abilities (p.4). Moreover, Oxford (2001) manifests that perspectives, integrating language skill let student be exposed to authentic

language learning and facilitates challenge activities, where they interact in a natural way. She stresses that teaching and learning English is not just passing an exam; instead, “English becomes a real means of interaction and sharing among people. This approach allows teachers to track students’ progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms” (p.5). To this respect, Matsumoto and O’Donnell (2008) the integration of language skills provides variety, language acquisition and let students find ways to increase their language competences. Stewart, Rodríguez Silva, and Torres González (2014) conclude that when the teacher adopts the integration of language skills. He / she facilitates the development of receptive and productive skills to promote a dynamic language learning possibility. In the contemporary world of second and foreign language teaching, the integration of language skills seems to be a necessity for the students to help students learn English from real-life communication assignments.

Furthermore, Oxford (2001) suggests two ways to enhance skill integration. Content –based teaching and learning and Task-based teaching/Learning. “The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom. In Task-Based instruction, students participate in communicative tasks in English. Oxford (2001) insists that Task-Based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency level. Oxford (as cited in Lidawan, 2019) advises that teachers who integrate language skills should consider taking some steps: First, learn some methods on how to integrate skills such as Content-Based and Task-Based, among other approaches to be reflected and evaluated based on how they are to be incorporated. Second, choose instructional materials that promote skills integration as well as some associated abilities such as syntax and vocabulary. Regardless of the lesson, it is still possible to integrate other skills depending on the tasks. Although these two ways are essential to integrate language skills, it is necessary to design realistic, creative and innovative assignments that encourage students to develop wider competences in both receptive and productive skill simultaneously. This process demands time, planning and organization, so that the

students are clear enough about what they will do in each capacity to complete a task. In other words, language integrations would depend on the type of approach that will be selected, the kind of assignments, the plan, time and goals of the tasks.

Task-Based Language Teaching and Learning

The field of Task-Based Language Teaching and Task-Based Language Learning (TBLT/ TBLL) has been used in language teaching and learning as a possibility to offer students the opportunity to be actively involved in the class development. This methodology shapes the English education and promotes authentic language learning by developing daily-lives assignments that are linked to the students' context, interests and daily-life situations. In this respect, previous studies offer a meaningful background to comprehend how this methodology have helped research, teachers and students overcome limitation in EFL teaching and learning. From a conceptual view, Ellis (2009) suggests that TBLT is a teaching and learning approach that emphasizes on purposeful and functional language used. The importance of this approach is that facilitates experiences, language uses and effective English teaching and learning. Ellis (2013) remarks that one of the principles of TBLT is that "Task-based Language Teaching (TBLT) aims to facilitate language learning by engaging learners in internationally authentic language use" (p.1). From this view, Long (1985, 1991) and Skehan (2003) both consider TBLT is an alternative to the use of traditional methodologies in ESL and EFL language teaching and learning processes. Based on these perspectives, it may be suggested that TBLT as EFL teaching methodology let students explore, discover and learn by conducting authentic and connected to their real-world tasks.

Additionally, Moore (2018) says that TBLT is "method to language teaching research and practice which uses task as a unit of analysis for research and practice in communicative language teaching" (p.2). He points out that this methodology is "an experiential 'learning by doing' philosophy, informed by analyses of real-world tasks, and the design, staging and implementation of related pedagogic tasks" (p.1). Hismanoglu and Hismanoglu (2011) state that Task-Based approach is a powerful and advancing learning method that enhances communication and social interaction rather than a product internalized by practicing language items. Learners master the target language more powerfully when

being exposed to meaningful task-based activities in a natural way and teachers are both instructors and guides. Similarly, learners are both receivers and main agents. Regardless, Cordoba (2016) says that TBLT provides opportunities to experience spoken, reading, listening, and written language through meaningful tasks that involve learners in practical and functional use of L2. As a consequence, TBLT promotes and stimulates the integration of skills through completing daily-life activities that improve students' communicative competence because it offers learners the possibility of practicing the target language constantly. The students see learning as a way to explore active class exercises that bring up genuine communication in which they solve problems and show creativity.

As it is seemed, a holistic, experiential, functional and real-task is a vehicle that helps English language teaching and learning become a meaningful and effective education opportunities within this approach. According to, Nunan (2006) refers to a task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form ... (p.5). In this particular, Oxford (2006) suggests that a task could be a duty, an everyday piece of work, general exercises or an outcome-oriented activity. In order to reach the goal of this study, the researchers took the definition and the position of an outcome-oriented activity or tasks.

Equally important, Nunan (1989) uses the word 'task' instead of 'activity'. He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p.10). In the same way, Willis (1996) suggests that "a task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p.4). In addition, Oxford (2006) defines these types of tasks as class assignments that are intended to produce or achieve certain goals. The current research asked students to develop ten tasks that were oriented to reach certain objectives: Write academic reports related to some books that were recommended them to read about, second to develop reading activities that were oriented to empower reading comprehension abilities, third, the students were asked to do different

listening activates, in which they should demonstrate their capabilities to grasp for general and specific information to finally, produce oral reports based on all what they have previously written, read and understood from the listening sources. In this sense, the research share the definition of tasks stated by Oxford (2006), who considers that a task “involves multiple skills and sub-skills: reading a passage for comprehension and then doing something with the information read, such as answering questions, discussing the information, making a decision, solving a problem, and expressing how one feels about a given situation” (p.12). Based on this perspective, the current study assumed as integrated tasks, those assignments that are oriented to promote the development of reading, writing, listening and speaking in an integrated task stage. That is to say, tasks that are intended to have multiple exercises, activities and problem-solving activities in each of the language abilities mentioned before.

On the other hand, some authors have discussed the tasks procedure, Willis (1996) states that TBLT has three main parts. Pre-task, task cycle: task-planning and reporting. The first part is committed to the introduce the topic and the task. The second has three phases: The task, it refers to what the students should do. It could be a role, play, a presentation, a research assignment or any piece of work. The planning is concerned with the development of the task and the last is to report the task. Regardless, Van den Branden (2016) says that Pre-task teachers and students typically prepare the task performance cognitively, socio-emotionally and from an organizational point of view. From a cognitive perspective, the topic or non-linguistic resources, while one teacher would activate prior knowledge by asking questions, other could teach them vocabulary. From a socio-emotional point of view, the teacher will address interests, motivation and may also encourage learners. From an organization point of view, teachers should give clear instructions (p.224). Munira and Ferdousi (2012) states that a TBLT plan should be organized into three main phases. Pre-task, while-task and post-task. The pre-task was devoted to planning what to do, how to do it and what for to do it. The second phase was dedicated to develop the task, to report the final products of it and to perform presentations, dialogue and dramas. In the final phase, this author engaged the students in a feedback section. Pre-task is useful to let students know what they will do and how they will present their tasks. It is also a good opportunity to clarify doubts, provide students with

recommendations, advice or any important information they need to know before they start developing the assignments. In summary, it has to be said that a program based on TBLT needs a task cycle that organize the lessons step by step. In each phase (pre-while and post), the teacher needs to set the activities, possible outcomes and sub-tasks to be developed to complete the assignment.

Integrated language skills and integrated tasks

As was mentioned previously, language skills (reading, writing, listening and speaking) have been traditionally taught in isolation. According to Oxford (2001), this way of teaching is known as a segregated-skill approach, in which the main objective is the mastery of a specific ability in isolation, it could be reading, listening, speaking or reading only. Typically, the methodology used to teach under this instruction is to separate one capability from the others. This occurs because teachers and program administrators may consider it difficult for the learners to concentrate on more than one skill at the same time and focusing on one skill could be logical for them to plan a course. However, Oxford (2001) believes that “even if it were possible to fully develop one or two skills in the same absence of all the others, such an approach would not ensure adequate preparation for altering success in academic communication, career-related language use, or everyday-interaction in the target language” (p.2). The segregated-skill approach restricts language learning experiences to a narrow experience where the students are not well prepared to improve and expand their learning beyond a classroom.

Fortunately, language teaching and learning dynamics have changed from single skill segregation to involve multiple and integrated skills to reflect upon the need to implement an integrated language skill approach.

Oxford (2001) suggests that the integrated-skill approach contrasts with the segregated methodology because the learners are exposed to authentic language experiences. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. This approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people and allows teachers to

track students' progress in multiple skills at the same time. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds. Based on Oxford's perspective of integrated language approach, the authors seem that contemporary EFL education demands English teachers and program directors to plan, design and implement methodologies oriented to highlight the importance of integrating the four basic skills in English classes, English as foreign language programs and especially, online language programs such as the one, in which this project took place. The others underline this in part because this methodology helps language learners strengthen all their capabilities, experience daily-life real communications and interaction, encourage learners to empower their language skills, develop language learning and acquire great competences in their language education.

On the other hand, integrated tasks are the assignments that combine the development of reading, writing, listening and speaking in the same in/outside classwork, in which meaning is based on communication, interaction, and how the students use the target language to perform communicative tasks that integrate language exchange, negotiation, decision making, critical and creative-innovative ways to teach and learn English. In this sense, Kinoshita (2003) suggests that the integrated task is part of integrating language learning strategy instruction into ESL/EFL lessons. The author states that "language learning strategy instruction is a teaching approach that aims to raise learner awareness of learning strategies and provide learners with systematic practice, reinforcement and self-monitoring of their strategy use while attending to language learning activities" (p.1). Similarly, Cordoba (2016) insists that integrated tasks are meaningful for the students because they combine different reading, writing, listening, and speaking exercises that promote learners' communicative competences, interaction, better preparation to confront oral and written messages. Besides integrating the four basic language skills, integrated tasks offer opportunities to master the English language by having students to a variety of assignments that demand students to work cooperatively, negotiate to mean, draw conclusions and finding different solutions to daily-life decision-making experiences students face in their lives.

E-Learning and EFL students

Nowadays, E-learning has become a trend in EFL education that tries to integrate information technologies with traditional learning environments to develop EFL learners' language skills and enhance independency in the English teaching and learning process. In this respect, Soliman (2014) considers that "E-Learning is an interactive tool that could be used to activate and increase EFL students' language skills as they are exposed to the language outside the classroom and work independently on improving their language skills" (p.2). Similarly, Soong (2012) explains that "E-Learning programs have been hailed as an effective way for learning foreign languages nowadays. E-Learning offers students self-paced learning whereby learners can control their schedules" (p.87). Furthermore, Banditvilai (2016) asserts that "E-learning practice is directly beneficial to enhance the four language learning skills as well as autonomous learning and learner motivation" (p.220). Based on what the scholars have found about the importance of E-learning and taking into consideration that in this project, the 10 participants were taking an online program, the researchers agree that E-learning provides EFL students opportunities to expand their learning experiences, facilitates the development of their capabilities through constant rehearsal, self-study and time saving-control. Equally important, E-learning was used in the project as a vehicle for the students to do the integrated tasks, the authors used Moodle. Soliman (2014) defines it as an "E-Learning Moodle that is used by institutions to enhance teaching and learning and to motivate students' independent learning" (p.2). In the project, Moodle is not only used to enhance independence but also a way to provide students with feedback, post the Integrated task, check their development of each of the five tasks that were implemented to develop and integrate them.

METHODOLOGY

This section describes the design, the type of research, and the data collection techniques-instruments that were used to collect the information. Additionally, it reveals the data analysis, the population-participants, the description of the context and the procedure that was carried out during the implementation of the project.

Research Design

To conduct the present study, the researchers followed a mix-method design. According to Riazi (2017), a mix-method design is “mixed method research (MMR), where quantitative and qualitative methods are combined in the collecting and analyzing of research data” (p.1). In the same way, Imran and Yusoff (2015) suggest that “mixed-method research designs that combine both the qualitative and quantitative nature of the data. This design provides liberty for collecting contextual information through analyzing qualitative data by using thematic networks” (p.389). In the same token, Creswell et al. (2004) say that a mix-method research design provides precision, enhances accuracy in the results and integrate different perspectives. Imran and Yusoff (2015) insist that MMR facilitates the collection of huge information that is gathered from diverse data collection instruments such as Structure interviews, observational checklists, exam reports, and others. Those techniques can work to collect quantitative data. However, qualitative data may be collected from semi-structured interviews and field observations, or any other techniques. MMR could be done by integrating different data collection techniques, analyzing the data or when the researchers disclose the results. In this study, the mix-method designed was used to give rigor to the study, in this sense, the researchers used mix-methods to collect the information (survey, structure and unstructured interviews and E-learning platform evaluation reports), and method triangulation to compare the data collected and analyzed the data by using both qualitative and quantitative interpretation.

Data collection techniques

In this study, three data collection techniques will be used to collect diverse information to provide more trustworthiness to the study. Surveys, interviews and exam reports.

Survey

According to The Pennsylvania State University (2006), “a survey is a research method for collecting information from a selected group of people using standardized questionnaires or interviews. Surveys also require selecting populations for inclusion, pre-testing instruments, determining delivery methods, ensuring validity, and analyzing results” (p.1). Mathers, Fox, and Hunn (2007) “surveys are a very traditional way of conducting research. They are particularly useful for no-experimental descriptive designs that seek to

describe reality” (p.5). For this study, Cross-sectional Surveys were used. Mathers, Fox, and Hunn (2007) “surveys that are carried out at just one point in time are known as a cross-sectional in design. They provide us with a descriptive or exploratory snapshot of what is happening in that group at that particular time” (p.5). Furthermore, Glasow (2005) states that “surveys are capable of obtaining information from large samples of the population” (p.1). Taking into consideration the purposes of surveys, the researchers used this technique to collect quantitative data. To do so, a process that integrated two steps were followed. Based on Levy and Lemeshow’s (1999) principles, the researchers firstly sampled the population before taking the survey. Secondly, input on how to answer the survey was given to the students.

Interview

A series of six semi-structured interviews were used to widen and contrast the information that students provided during the surveys. To this matter, Barriball and While (1994) say that semi-structured interviews are fundamental to insert validity and reliability to a research project. In the same fashion, Gordon (as cited in Barriball and While, 1994) semi-structured interview as a research method “provides the opportunity to evaluate the validity of the respondent’s answers by observing non-verbal indicators, which is particularly useful when discussing sensitive issues” (p.2). In the same token, Rabionet (2011) considers that Qualitative interviewing is a flexible and powerful tool to capture the voices and the ways people make meaning of their experience Learning to conduct semi-structured interviews requires the following six stages: (a) selecting the type of interview; (b) establishing ethical guidelines, (c) crafting the interview protocol; (d) conducting and recording the interview; (e) crafting the interview protocol; and (f) reporting the findings (p.563). Based on the principles above mentioned, the researchers decided to use this method to ensure that all the information that gave in the surveys was validated and expanded. Additionally, interviews were fundamental to know the point of view of the participants, respect to the implementation of the assignment designed to foster language skills through implementing integrated tasks in E-Learning an EFL context. The interviews were conducted in a secure place and videotaped to keep the information.

Documents and Records

To triangulate the information from the surveys and semi-structured interviews, the researchers utilized Documents and Records from the E-learning platform, where the students have the tasks posted to be developed. These reports were important to verify the number of times the students invested to develop each assignment, to keep a record of the advance on each task and to evaluate the competence the students were reaching while developing the implementation of the tasks. The Documents and Records were reviewed weekly and feedback was provided to the participants once the researcher evaluated them. For the particular case of the current research, the researchers examined the data uploaded by the students to the E-platform they used to submit their final product of the assignments.

Data analysis

For the data analysis, the researchers followed a framework that consisted of ten clear states. First, they collected information using different data collection methods techniques. Secondly, they transcribed all the information that was collected. Once the information was transcribed, the researcher read, re-read and organized the information on Word documents, with names, dates, and aims.

After those processes, the teacher-researchers wrote comments on the margins of the documents, labeled the information and segmented based on recurrent words, phrases, and sentences. Next, the researchers grouped all the information and discovered the main codes, with those codes they formed the categories and highlighted the information with several colors. At this time, they divided the information into numerous cards and reorganized based on phrases, words, and sentences. They identified and addressed important data, simplified, examined and made a descriptive evaluation before they interpreted and formulated the findings.

Population and participants

The sample of this study was ten English for a language teaching and learning program at a private university located in Medellin-Colombia. The subjects were indifferent semesters: first semester (2), the second (3), the third semester (3) and the remaining

were in the four semesters of a professional EFL program. The program demands students to study 8 semesters to graduate as a bachelor in EFL teaching. The range of ages was between 18 and 26 years old, and the learners were considered to be from Basic English level to intermediate level. Although, by the time of the study, they have not taken a standardized test or have taken any exam that measures their level of proficiency in English. They were expected to be placed on those levels because the study plan of their program organizes them in this way. Before they became the participants of the study, the researchers sent a consent letter to the learners asking for their consent to be part of the study, and they were selected to be part of the study by using convenient sampling. That is to say, they were selected because the students were willing to give consent, data collection process was easy, they were part of the university, and knew the teacher in advance. The participants live in different cities and towns in Colombia, they were called to log in Zoom to have online tutors to analyze the development in the assignments.

The procedure of the Implementation

The procedures of the implementation took three main phases: first, Pre-task the participants received the direction, suggestions, and recommendations on how to develop the assignments. Additionally, the purpose, the requirements for completing each class-work and how to submit them were also shared with the participants. Questions were asked to verify if the students have understood the purpose, the requirements and the deadlines for each particular homework were discussed with the participants. The second phase was devoted to checking how the students were doing the tasks. Recommendations, explanations, feedback, extra information, and material were given to the students to help them complete their duties properly. At the end of this phase, the students presented their final results for each ability. When they have done this, the researchers reviewed them, evaluated and examined their production using a particular rubric for writing and speaking. At this point, the participants received feedback on the opportunities to overcome possible mistakes and follow up activity was designed for them to enhance effective language learning.

Task Implementation

To develop the study, a series of five main tasks were designed, implemented and

them their impact to develop language skills and integrate tasks in E-Learning an EFL context. In each assignment, the students were involved in exercises and activities that combined specific exercises and activities that train them to study language integration through the support of Technology. In the Table below, the researches will describe the five assignments used in the implementation of the tasks.

Table 1: Description of the List of Tasks developed in the implementation

Length	One hundred hours. Ten for each task	
To complete this task	<ul style="list-style-type: none"> • Be spontaneous and clear • Give as much information as possible • Use the correct grammar, vocabulary and punctuation • Be coherent with the data you use • Be responsible • Read to understand literal messages • Listen to understand literal messages • Write two pages • Speak to express a story that took place in their lives • Cite properly 	
Language use	<ul style="list-style-type: none"> • Speaking: Communicate properly according to the tasks • Writing: Write General and academic papers • Listening: Understand General and specific aural information • Reading: Understand General and specific information from written materials • Grammar: Acquire different Grammar Topics according to the assignments. • Vocabulary: Learn several expressions according to the assignments • Pronunciation: Pronounce English properly. 	
Stages	Pre-task	Direction, suggestions, recommendations on how to develop the assignments and deadlines for submitting the task.

	While-task	Recommendations, explanations, feedback, extra information and material were given to the students to help them complete their duties properly Complete and present the products proposed for each assignment.
	Post-task	Reviewed, evaluated and examined their production using particular rubric for writing and speaking. the participants received feedback on the opportunities to overcome possible mistakes and follow up activity was designed for them to enhance effective language learning.
Task I	Integrated Task I: Telling a story of students' lives	
Objective	Reading	To find general information on life stories
	Writing	To write summaries of life stories
	Listening	To find general information on life stories
	Speaking	To express a story in their lives
	Grammar	To review simple past
	Vocabulary	To use time expression properly
	Pronunciation	To pronounce time expressions and "ed" of regular verbs well.
Activities	Reading	Finding general information on life stories
	Writing	Writing summaries of life stories (two pages paper)
	Listening	Finding general information on life stories (Close questionnaire)
	Speaking	Expressing a story in their lives Videotaping the story Uploading the video on YouTube and sharing the link in the platform Sending the video to a forum for discussion
	Grammar	Reviewing simple past
	Vocabulary	Using time expression properly
	Pronunciation	Pronouncing time expressions and ed of regular verbs in context

Products	Reading	Reading questionnaire
	Writing	Two pages paper summarizing life stories
	Listening	Close-ended questionnaire
	Speaking	Five Minute-Video on students' lives-stories Link of the video from YouTube
	Grammar	Sentences using past simple into the Two pages paper summarizing life stories
	Vocabulary	Using time expression properly into the Two pages paper summarizing life stories
	Pronunciation	Correct Pronunciation expressions and ed of regular verbs in the video
Task II	My real and unreal life	
Objective	Reading	To make connection between the reading and students' real and unreal lives
	Writing	To write a contrast paper between real and unreal life (two-page paper)
	Listening	To find real and unreal information
	Speaking	To present real and unreal situation
	Grammar	To practice conditionals zero, first and second by contextualizing phrases, expressions and sentences
	Vocabulary	Searching, using and contextualizing vocabulary related to real and unreal life situation.
	Pronunciation	To promote the correct expressions, words and phrases to real and unreal life pronunciation

Activities	Reading	Making connection between the reading and students' real and unreal lives
	Writing	Writing a contrast paper between real and unreal life (two-page paper)
	Listening	Finding real and unreal information
	Speaking	Presenting real and unreal situation orally. Video-taping the story Uploading the video on YouTube and sharing the link in the platform Sending the video to a forum for discussion
	Grammar	Practicing conditionals zero, first and second conditionals zero, first and second by contextualizing phrases, expressions and sentences
	Vocabulary	Searching, using and contextualizing vocabulary related to real and unreal life situation.
	Pronunciation	Promoting the correct expressions, words and phrases to real and unreal life pronunciation
Products	Reading	Reading a story and making connections
	Writing	Two pages paper description on real and unreal life situations
	Listening	Multiple choice listening exercises
	Speaking	Five Minute-Video on students' lives-stories Link of the video from YouTube
	Grammar	Sentences using zero, first and second conditional properly.
	Vocabulary	Good use of and contextualization of vocabulary related to real and unreal life situation.
	Pronunciation	Correct expressions, words and phrases to real and unreal life pronunciation in the video
Task III	My neighborhood and its environment	

Objective	Reading	To interact with the text to ask questions related to the text to be posted on a forum.
	Writing	To write a description of the neighborhood and its environment (two-page paper)
	Listening	To predict information to describe neighborhood and its environment
	Speaking	To describe neighborhood and its environment
	Grammar	To use descriptive grammar topics and tenses
	Vocabulary	To revise and use vocabulary related to describing
	Pronunciation	To perfect pronunciation on neighborhood and its environment
Activities	Reading	Interacting with the text to ask questions related to the text to be posted on a forum.
	Writing	Writing a description of the neighborhood and its environment (two-page paper)
	Listening	Predicting information to describe neighborhood and its environment
	Speaking	Describing neighborhood and its environment
	Grammar	Using descriptive grammar topics and tenses
	Vocabulary	Revising and use vocabulary related to describing
	Pronunciation	Practicing pronunciation on neighborhood and its environment

Products	Reading	20 Questions on reading materials
	Writing	Description of the neighborhood and its environment (two-page paper)
	Listening	Completing specific information on neighborhood and its environment
	Speaking	Five Minute-Video on students' lives-stories Link of the video from YouTube
	Grammar	Correct use of grammar tenses and expressions the neighborhood and its environment
	Vocabulary	Correct use of vocabulary related to describing the neighborhood and its environment
	Pronunciation	Correct expressions, words and phrases to real and unreal life pronunciation in the video
Task IV	Sorting out the difficulties of life	
Objective	Reading	To make inferences on what the text says and what the meaning for them is.
	Writing	To write a letter telling how to sort out the difficulties of life (two-page paper)
	Listening	To guess information on difficulties of life
	Speaking	To express a story in their lives
	Grammar	To use expressions, tenses and grammar structures to refer to life difficulties
	Vocabulary	To associate words linked to difficulties of life
	Pronunciation	To accurate information difficulties of life

Activities	Reading	Making inferences on what the text says and what the meaning for them is.
	Writing	Writing a letter telling how to sort out the difficulties of life (two-page paper)
	Listening	Guessing information on difficulties of life
	Speaking	Five Minute-Video on the difficulties of life Link of the video from YouTube
	Grammar	Expressions, tenses and grammar structures to refer to life difficulties
	Vocabulary	Correct use of the vocabulary related to the topic
	Pronunciation	Correct Pronunciation of the information linked to difficulties of life
Products	Reading	List of inferences made about the reading
	Writing	A letter telling how to sort out the difficulties of life (two-page paper)
	Listening	List of guesses on the topic
	Speaking	Expressing a story in their lives
	Grammar	Using expressions, tenses and grammar structures to refer to life difficulties
	Vocabulary	Associating words linked to the difficulties of life
	Pronunciation	Pronouncing information difficulties of life
Task V	Dreams, goals and hopes	

Objective	Reading	To determine importance of the text from a writer and reader point of view.
	Writing	To write a short essay telling about dreams, goals and hopes and how to reach them (two-page paper).
	Listening	To tell about dreams, goals and hopes
	Speaking	To recognize people's dreams, goals and hopes
	Grammar	To learn future expressions and tenses
	Vocabulary	To collocate words, phrases and expressions related to dream, goals and hopes.
	Pronunciation	To pronounce to dream, goals and hopes.
Activities	Reading	Reviewing the importance of the text from a writer and reader point of view.
	Writing	Writing a short essay telling about dreams, goals and hopes and how to reach them (two-page paper).
	Listening	Telling about dreams, goals and hopes
	Speaking	Recognizing people's dreams, goals and hopes
	Grammar	Learning future expressions and tenses
	Vocabulary	Collocating words, phrases and expressions related to dream, goals and hopes.
	Pronunciation	Pronouncing to dream, goals and hopes.

Products	Reading	Responding questions
	Writing	A short essay telling about dreams, goals and hopes and how to reach them (two-page paper).
	Listening	about dreams, goals and hopes
	Speaking	Five Minute-Video on people's dreams, goals and hopes Link of the video from YouTube
	Grammar	Sentences, expressions, tenses and words to express people's dreams, goals and hopes
	Vocabulary	Including words, phrases and expressions related to dream, goals and hopes into the video and document.
	Pronunciation	Correct pronunciation words, phrases and expressions related to dream, goals and hopes.
Task VI	The adventure of living	
Objective	Reading	To create a coherent and meaningful body of ideas.
	Writing	To write an adventure picture stories telling why life is an adventure (two-page paper)
	Listening	To organize information on adventure of living
	Speaking	To tell an adventure in students' lives.
	Grammar	To refer to adventure using the appropriate grammar tenses expressions and phrases
	Vocabulary	To spot vocabulary related to the adventures of life
	Pronunciation	To promote effective pronunciation on expressions, words, and phrases linked to the adventures of life

Activities	Reading	Creating a coherent and meaningful body of ideas based on a text.
	Writing	Writing an adventure picture stories telling why life is an adventure (two-page paper)
	Listening	Organize information on adventure of living (Matching, reorganizing, unscrambling sentences)
	Speaking	Talking about an adventure in students' lives.
	Grammar	Referring to adventure using the appropriate grammar tenses expressions and phrases
	Vocabulary	Spotting vocabulary related to the adventures of life
	Pronunciation	Promoting effective pronunciation on expressions, words, and phrases linked to the adventures of life
Products	Reading	List of main ideas based on a text.
	Writing	A picture stories telling why life is an adventure (two-page paper)
	Listening	Matching, reorganizing and unscrambling sentences exercises
	Speaking	Five Minute-Video on an adventure in students' lives. Link of the video from YouTube
	Grammar	Appropriate use of the appropriate grammar tenses expressions and phrases
	Vocabulary	List of vocabulary related to the adventures of life included in the text
	Pronunciation	Evidence of correct pronunciation on expressions, words, and phrases linked to the adventures of life
Task VII	My interests in life	

Objective	Reading	To find specific information on people's interests
	Writing	To write a short description of students' interests (two-page paper)
	Listening	To find general information on life stories
	Speaking	To give details about interest in life
	Grammar	To do contextualized grammar activities, exercises and activities on ways to express interests
	Vocabulary	To use expression, words and phrases to tell interests.
	Pronunciation	To acquire effective pronunciation on expression, words and phrases to tell interests.
Activities	Reading	Finding specific information on people's interests
	Writing	Writing a short description of students' interests (two-page paper)
	Listening	Finding general and specific information on life stories
	Speaking	Giving details about interest in life
	Grammar	Doing contextualized grammar activities, exercises and activities on ways to express interests
	Vocabulary	Using expression, words and phrases to tell interests.
	Pronunciation	Acquiring effective pronunciation on expression, words and phrases to tell interests.
Products	Reading	Open-ended reading comprehension exercises
	Writing	A short description of students' interests (two-page paper)
	Listening	Open-ended listening comprehension exercises
	Speaking	Video about interest in life
	Grammar	Contextualized grammar activities, exercises and activities on ways to express interests
	Vocabulary	Expression, words and phrases to tell interests.
	Pronunciation	Effective pronunciation on expression, words and phrases to tell interests.
Task VIII	Hidden talents and skills	

Objective	Reading	To make prediction on what the text is about.
	Writing	To write a description of hidden talents and skills. Reply to the text read (two-page paper)
	Listening	To find specific information to respond question on hidden talents and skills
	Speaking	To communicate hidden talent and skills in an acting out video
	Grammar	To review different ways to express talents and skills
	Vocabulary	To use vocabulary related to hidden talents and skills
	Pronunciation	To empower correct pronunciation on different ways to express talents and skills
Activities	Reading	Making prediction on what the text is about.
	Writing	Writing a description of hidden talents and skills. Reply to the text read (two-page paper)
	Listening	Finding specific information to respond question on hidden talents and skills
	Speaking	Communicating hidden talent and skills in an acting out video
	Grammar	Reviewing different ways to express talents and skills
	Vocabulary	Using vocabulary related to hidden talents and skills
	Pronunciation	Empowering correct pronunciation on different ways to express talents and skills

Products	Reading	List of ten predictions on what the text is about.
	Writing	A description of hidden talents and skills. Reply to the text read (two-page paper)
	Listening	Listening exercises (Discovering the hidden talents and skills)
	Speaking	A video on hidden talent and skills in an acting out video Link of the video on hidden talent and skills in an acting out video
	Grammar	Use of different ways to express talents and skills into the paper
	Vocabulary	Correct use of the vocabulary related to hidden talents and skills into the paper and video
	Pronunciation	Correct pronunciation on different ways to express talents and skills
Task IX	The challenge of the modern world and how to cope with them	
Objective	Reading	To monitor meaning
	Writing	To write a description of the reading material presented (two-page paper)
	Listening	To understand information on the
	Speaking	To talk about 20 challenges of the modern world and how to cope with them.
	Grammar	To review ways to refer to challenge of the modern world and how to cope with them
	Vocabulary	To recognize vocabulary to express the challenge of the modern world and how to cope with them.
	Pronunciation	To master pronunciation on expression, phrases and sentences to refer to challenge of the modern world and how to cope with them

Activities	Reading	Monitoring meaning (matching, defining, finding the synonyms and antonyms)
	Writing	Writing a description of the reading material presented (two-page paper)
	Listening	Monitoring meaning (matching, defining, finding the synonyms and antonyms)
	Speaking	Talking about 20 challenges of the modern world and how to cope with them.
	Grammar	Reviewing ways to refer to challenge of the modern world and how to cope with them
	Vocabulary	Recognizing correct vocabulary to express the challenge of the modern world and how to cope with them.
	Pronunciation	Mastering pronunciation on expression, phrases and sentences to refer to challenge of the modern world and how to cope with them
Products	Reading	Matching, defining, finding the synonyms and antonyms reading exercises
	Writing	A description of the reading material presented (two-page paper)
	Listening	Matching, defining, finding the synonyms and antonyms listening exercises
	Speaking	A video talking about 20 challenges of the modern world and how to cope with them. Link of the video
	Grammar	Correct ways to refer to challenge of the modern world and how to cope with them
	Vocabulary	Correct vocabulary to express the challenge of the modern world and how to cope with them.
	Pronunciation	Effective pronunciation on expression, phrases and sentences to refer to challenge of the modern world and how to cope with them
Task X	My lovely country and city	

Objective	Reading	To decode words, sentences and phrases (open-ended questions).
	Writing	To write a reading report (two-page paper).
	Listening	To make appropriate guessing on country and city
	Speaking	To provide an oral description of the country, department, city or town
	Grammar	To find grammar forms to refer to countries, cities and towns.
	Vocabulary	To expand vocabulary on word related to description of countries, towns and cities.
	Pronunciation	To pronounce words, sentences and phrases related to the country, department, city or town
Activities	Reading	Decoding words, sentences and phrases (open-ended questions).
	Writing	Writing a reading report (two-page paper).
	Listening	guessing and decoding words, sentences and phrases (open-ended questions).
	Speaking	Providing an oral description of the country, department, city or town
	Grammar	Finding grammar forms to refer to countries, cities and towns.
	Vocabulary	Expanding vocabulary on word related to description of countries, towns and cities.
	Pronunciation	Pronouncing words, sentences and phrases related to the country, department, city or town

Products	Reading	Open-ended reading exercises
	Writing	A reading report (two-page paper).
	Listening	Open-ended listening exercises
	Speaking	A video on an oral description of the country, department, city or town Link of the video
	Grammar	Examples of grammar forms to refer to countries, cities and towns.
	Vocabulary	Examples of vocabulary on word related to description of countries, towns and cities.

Source: Own production

FINDINGS

This chapter shows the findings, discusses the results obtained from the collected data collection instruments. Five main themes are analyzed: First, language skills and how to develop them integrated, Task-based Language Learning and Teaching and its role to enhance language skills, and Integrated language skills and Integrated tasks. Additionally, the Integration of language skills in an E-learning context and E-Learning and EFL students are also revealed.

Language skills and how to develop them integrated.

As was aforementioned, language skills have been taught mainly by using two ways. One dedicated to a single skill teaching and the other way integrated all the four basic language skills (listening, reading, speaking and writing). Regardless, Hinkel (2010); Oxford (2001); Cordoba (2016); and Aljiffri (2010) favor the integration of language abilities, rather than teaching them in isolation. Accordingly, this study showed that language skills should be developed integrally for various reasons. The students suggest that they learned to develop assignments where natural language use is a guarantee because they may communicate their ideas in different ways (written, orally, and may grasp general or specific information from a text or oral messages) similar to what they do in their daily-life realities. In this respect, participant 10 while being interviewed expresses that

“sometimes, she prefers to talk and expressed their ideas orally. However, after the implementation of integrated tasks, she learned to write their messages, listen to different oral materials or read to complete the tasks and empower her English learning” (interview 4, 2019). In the same way, participant 8 manifests that “he Integrated tasks as a tool that wider his knowledge in language learning, he composed written productions and use written communication as a way to reflect upon his future career or simply demonstrated that speaking, listening, reading and writing could be learned integrated” (interview 3,2019). On the contrary, participant 7 expresses that “although she realized that the matter of integration is a need in the classroom, she considered that skills would be also possible to work segregated” (interview 4, 2019). Regardless, participant 9 was not in agreement with his classmate position, he states that “language abilities are leaned naturally when they are integrated with a single assignment better than when they are in isolation” (interview 5, 2019). The point of view of this participant is shared by the remaining (1,2,3,4 and five) sample of the study.

As can be summed, nine out of ten participants of the study which represent 90 % of the population of the study show an optimistic view regarding the integration of language skills and the importance to develop thee competencies (reading, writing, listening and speaking) integrated. They expressed that among other things because they were exposed to natural language use, practice and with a clear context, meaningful exercises that integrated daily-life talks, to describe their common life problems in different ways. In this respect, Lidawan (2019) says that skills integration expands possibilities to analyze real-world-learning situations which based is on interactive communicative competence. Additionally, Bastías, Elena, Muñoz, Lorena, Sepulveda y Carolina (2011) and Oxford (2001) agree that the focus on language skills and development integration enhances authentic possibilities to learn a language. Nevertheless, one of the participants was not totally in favor of integrating language skills. She considers that she could learn a language without the need to mix all the abilities in single classwork. From my stand, this participant expressed that duet to the fact that she was one of the oldest of the class and she was reluctant to change the way she has been taught. Yet, as soon as, time passed she changed her mind and tended to accept the need to integrate the skills.

In summary, Language skills and how to develop them integrate is a debate topic among academic and students while the vast majority prefer the integration of them could be starting from reading, writing, listening or speaking, a minority believe that they would be taught isolated. For the research group, a great way to develop language competences is through integrating abilities in a single class, so that students would be prepared to cope with real communicative challenges that they encounter in their life.

Task-Based Language Teaching and Learning

The general analysis showed that Task-Based Language Teaching and Learning engaged students in the classroom, facilitated learning, enhanced functional English practice, meaningful and authentic language rehearsal and let students assume responsibilities, take decisions, tried to look for solutions that the tasks demand and the education became a student's centered classroom better than a teacher fronted lesson. To this respect, Previous research Ellis (2009, 2013); Long (1985,1991); Skehan (2003); Hismanoglu and Hismanoglu (2011), and Cordoba (2016) have shown that TBLT/L offer scenarios to emphasize language teaching and learning of function, learners' engagement, meaningful learning possibilities, and language improvements that lead students to have successful language learning probabilities. In the current study, the research team highlights those findings because in the current project Task-Based Language Teaching and Learning involved students into a journey that included five tasks, in which the students understood oral and written messages, manipulated and produced videos and texts that increased their competences in each skill. The following Table 1 shows students' development in the implementation of the project of the five tasks. The expected performance of each one of the tasks was 5.0 after summing the performance of reading, writing, listening and speaking. However, none of the ten participants scored five.

Table 1: students' development in the implementation of the project of the five tasks.

Participants	Task I	Task II	Task III	Task IV	Task V	Grade	Expected Grade	Overage
1	2,5	3,0	3,0	3,87	3,725	3,219	5.0	64,38 %
2	3,0	3,27	3,27	3,95	4,05	3,508	5.0	70,16 %
3	2,0	2,62	2,62	3,75	3,725	2,943	5.0	58,86 %

4	2,5	3,15	3,15	4,025	4,0	3,365	5.0	67,3 %
5	3,0	3,47	3,47	4,025	4,05	3,603	5.0	72,06 %
6	2,6	3,47	3,47	4,025	3,9	3,493	5.0	69,86 %
7	1,8	3,1	3,1	3,875	4,225	3,22	5.0	64,4 %
8	1,7	3	3	3,725	4,225	3,13	5.0	62,6 %
9	1,0	2,92	2,92	3,7	4,0,	2,908	5.0	58,16 %
10	1,0	3,0	3,0	3,87	3,725	2,919	5.0	58,38 %

Source: Own production

Table I shows the general performance that each participant obtained during the implementation of the five tasks. The numbers from 1 up to ten refers to the participants and the number under each task corresponds to the performance achieved after summing their grades of reading, writing, listening and speaking. The expected grade refers to the system the university used to mark the students from zero to five. And finally, the overage is the sum of each development (reading, writing, listening and speaking), multiply by 100 and dived into the expected result. Although none of the ten participants scored the expected grade of five, there were significant differences between the performance students had at the beginning of the first two tasks and their scores they acquired in the rest of the implementation of the tasks. In the case of the participant 1 for example, her score in the first Task (2,5) varied five points with respect to the second (3,0) and third (3,0), and her grades of the assignment IV (3,87) changed 1.37 points with respect to the first task she did and 0.87 decimals taking into consideration the second and third tasks. In the last task, her performance was 3,725 which had a difference of 1.225 between the first and the final task. However, it is important to highlight that her performance was below with reference to the four-class work while the score of exercise IV was 3, 87 the number V was 3,725. Yet, it was not a meaningful change.

From the previous data, the research team considers that though students did not reach the expected outcome of five in any of the assignments implemented, Task-Based Language Teaching and Learning seem to be a great methodological way to make progress and integrate language abilities. The great majority of the participants experienced differences from the first task compared with the second, third, four and five locating

themselves from 58,38 to 72,06 percentages. In this order of ideas, the research group agrees with Nunan (2006); Oxford (2006), and Willis (1996), who suggest that Task-Based Language Teaching and Learning is a language teaching and learning methodology oriented to increase student's competences through a dynamic process that include communicative purposes. In short, the research group state that this methodology helped students develop their performance due to the fact that all assignments were integrated, covered daily-life situations, decision –making and problem- solving.

Munira and Ferdousi (2012) state that a TBLT plan should be organized into three main phases. Pre-task, while-task, and post-task. The pre-task was devoted to planning what to do, how to do it and what to do it. The second phase was dedicated to develop the task, to report the final products of it and to perform presentations, dialogue and dramas. In the final phase, this author engaged the students in a feedback section. Pre-task is useful to let students know what they will do and how they will present their tasks. It is also a good opportunity to clarify doubts, provide students with recommendations, advice or any important information they need to know before they start developing the assignments. In summary, it has to be said that a program based on TBLT needs a task cycle that organizes the lessons step by step. In each phase (pre-while and post), the teacher needs to set the activities, possible outcomes and sub-tasks to be developed to complete the assignment.

Integrated language skills and integrated tasks

The data collected from interviews, surveys and document records show that students had a positive perception of integrated language skills and integrated tasks. The participants reflected on the progressive way in which the integrated tasks were introduced in the implementation and the mix of the abilities. In fact, these ten learners who belong to different online English courses found the implementation demanding, but involving enough to carry out all the assignments without any reword more than learning, developing their language capabilities and achieve high English level with respect to their performance they had previous to the application of the methodology. Similar to Kinoshita (2003), who establishes that integrated language skills and integrated tasks raised learner awareness, provided learners with systematic practice, reinforced and self-monitored

language learning. The current study found that the use of integrated language skills and integrated tasks helped students to be more aware of the need to integrated language skills as a way to explore a different way of learning and expand learners' experiences in the English language learning education process. The following table 2 illustrates the students' perception towards the implementation of Integrated language skills and integrated tasks.

Table 2. Students' perception towards the implementation of integrated language skills and integrated tasks.

Participants	Perception towards Integrated language skills and integrated tasks
1	Integrated tasks helped me to overcome my fears to learn English integrate.
2	Language skills are better learned if I do exercises in all abilities because it is similar to how I use my native language. Sometimes, I read messages, answer the phone at the same time and have to reply to my friends while I listen to music.
3	Highlighted that she felt secure that integrating competences guided her to practice all basic language skills, instead of waiting for developing one and then the others.
4	Integrated language skills methodology made great differences to learn a language because he could expand his understanding of certain areas such as grammar, pronunciation and vocabulary.
5	I love the way I was working because I felt I was learning English naturally.
6	English learning fostered more practice when the tasks are focused on real life-situation that reflects what we are as students and human beings.
7	I learned more about English through developing different activities that matched with my reality.
8	I became more aware of my capabilities, my weaknesses and what I need to keep learning.
9	I interacted more with the language and expand my knowledge

10	I think that the method selected for the project bettered the way I write, read, speak and comprehend papers.
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Source: Own production

The table two shows that 10 subjects have a positive perception about the implementation of the project, they suggest among other things that Integrated language skills and integrated tasks helped to overcome anxiety to be part of English lessons where language capabilities are taught interactively. In this sense, the research team indicates that this methodology aims not only at mastering great English competences, but also helps students to lessen their anxiety because Integrated language skills and integrated tasks offer students the possibility to become autonomous learners by making the decision, doing different assignments and problem-solving that lead them to be self-confident. Additionally, the subject of study 10 mentions that Integrated language skills and integrated tasks supported them to expand their knowledge, learn more about the language, increase rehearsal, be more aware of the learning process and acquire more competences in the language. This can be observable in the following tables (3-7) that show the students' performance in each one of the assignments that were implemented in the project. Table 3: Students performance in the Integrated Task I: Telling a story of students' lives, Table 4: reveals Students performance in the Integrated Task II: Describing student's neighborhoods and their environments, Table 5: reports students' performance in the Integrated Task III: Expressing dreams, goals, and hopes; Table 6: highlights students' performance in the Integrated Task IV: Sorting the Sorting out the difficulties of student's lives, and Table 7: Students performance in the Integrated Task V: Real and unreal life experience.

Table 3. Students performance in the Integrated Task I: Telling a story of students' lives.

Participants	Listening	Reading	Speaking	Writing	Score	Percentage
1	2,5	2,8	2,2	2,5	2,5	50
2	3	3	3	3	3	60
3	2	2	2	2	2	40
4	2,5	2,5	2,5	2,5	2,5	50

5	3	3	3	3	3	60
6	2,6	2,6	2,7	2,5	2,6	52
8	1,7	2	1,4	1,7	1,7	34
9	1	1	1	1	1	20
10	1	1	1	1	1	20
General score					1.93	38.6

Source: Own production

As table 3 indicates, most participants eight had a similar score in each one of the four skills, their range of grades was between one-point-seven, and three. The remaining two participants scored one in all the abilities, which showed a significant difference in terms of English level compared to the score their classmates achieved in the same integrated task. In general, most performances were under the minimum passing grade that was three (3.0). This information showed a clear difference from the maximum score that was five (5.0) concerning the performances obtained in the task. The results demonstrated that their percentage was around 20% and 60 % percent out of the possible mark of 100. In short, two participants passed the first integrated task with a minimum rate of 60%.

Table 4. Students performance in the Integrated Task II: Describing student's neighborhoods and their environments

Participants	Listening	Reading	Speaking	Writing	Score	Percentage
1	3,6	3,7	3,3	3	3.4	68
2	3,5	3,9	4	2,5	3,47	68
3	3,5	2,8	2,7	2,9	2.97	59
4	4,3	3,1	3	3,5	3.47	68
5	4,4	3,4	3,5	3,3	3,65	72
6	4,8	3,4	3,4	3	3,65	72
8	3,8	3,3	3,6	3,2	3,47	68
9	3,5	3,4	3,7	3,3	3.47	68
10	3,4	3	2,9	3,4	3.17	62
General score					3.07	60.5

Source: Own production

Table 4 illustrates that all participants (10) made many advantages in their performances concerning the first integrated class, while in the first assignment the range of grade was under four (4.0), in the second activity the learners upgraded their scores, and was noticeable that all students obtained the passing grade (3.0). Equally important, in the second class-work, only a participant failed the task with a score under three (3.0) compared with the first activity, there was an importance advancement because in that assignment the majority of the participants were unable to pass that activity. Another important point was that the general scores of the first assignment (1.93) was lower than the result obtained in the second task (3.07). The percentage of both tasks also demonstrated that learners' performances were better in the second assignments (60.5) than in the first (38.6).

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Table 5. Students performance in the Integrated Task III: Expressing dreams, goals and hopes

Participants	Listening	Reading	Speaking	Writing	Score	Percentage
1	4	4,2	3,8	3,5	3,875	77,5
2	3,8	4,5	4,3	3,2	3,95	79
3	3,9	3,4	4,2	3,5	3,75	75
4	4,4	3,6	4,5	3,6	4,025	80,5
5	4,4	3,8	4,2	3,7	4,025	80,5
6	4,9	3,6	3,8	3,8	4,025	80,5

8	4,2	3,5	3,9	3,9	3,875	77,5
9	3,8	3,6	3,9	3,6	3,725	74,5
10	3,7	3,5	3,8	3,8	3,7	74
General score					3,495	69,9

Source: Own production

Table 5 demonstrates that all learners (10) continued increasing their performance tasks after tasks. Students' performance in the integrated task three showed that the participants passed this assignment with good scores 3.72 was the minimum and 4.025 was the maximum. Additionally, the percentage augmented from (38.6) in the first, (60.5) in the second to (69.9) in the third assignment. Participants had almost the same range of grades which revealed that learners were getting acquainted with the methodology, how to work with TBLT, and grammar, vocabulary, and English knowledge, in general, was been acquired well.

Table 6. Students performance in the Integrated Task IV: Sorting the Sorting out the difficulties of student's lives

Participants	Listening	Reading	Speaking	Writing	Score	Percentage
1	3,8	3,8	3,8	3,5	3,725	74,5
2	3,9	4,2	4,5	3,6	4,05	81
3	3,7	3,6	3,8	3,8	3,725	74,5
4	4,5	3,8	3,9	3,8	4	80
5	4,6	3,9	4	3,7	4,05	81
6	4	3,8	4,2	3,6	3,9	78
8	5	3,8	4,3	3,8	4,225	84,5
9	4,5	3,9	4,5	4	4,225	84,5
10	4,2	3,8	3,8	4,2	4	80
General score					3,58	69,9

Source: Own production

Table 6 lists the results the participants scored in the assignment four and as it was stated in Table 5, the learners continued increasing their grades, general scores, and the

percentage. This information was evidence to suggest that the implementation of TBLT was an effective methodological way to enhance English as a foreign language in this group of learners. Their scores were improving and from one activity to another.

Table 7. Students performance in the Integrated Task V: Real and unreal life experiences

Participants	Listening	Reading	Speaking	Writing	Score	Percentage
1	4,2	4,5	4,2	4,2	3,4875	69,75
2	4	4,5	4,5	4,3	3,51875	70,375
3	4,5	4,6	3,8	3,8	3,4625	69,25
4	4,5	4,4	3,8	3,8	3,4125	68,25
5	4,6	4,5	3,9	3,5	3,46875	69,375
6	4,9	4,7	3,8	3,7	3,58125	71,625
8	4,5	4,2	4,2	3,9	3,46875	69,375
9	4,2	4,5	4,4	3,8	3,5125	70,25
10	4,5	4,5	4,2	3,8	3,5375	70,75
General score					3,495	69,9

Source: Own production

Table 7 summarizes the performance the students achieved in the task five. The results were similar to the scores the students obtained in the activity four. The overage was similar and all showed the students gained experience, expand their knowledge and were familiar with the methodology that was used to expand their knowledge in English as a foreign language learning.

In summary, the information showed that the total number of participants had a significant changed during the implementation of the assignments, while in the first task the great majority of them either participant that represents the 80% of the study had a low performance minus 3,0 according to the university grading system that suggests three point zero is the minimum grade to pass a course, these participants scored from one point zero up to 2.6. The remaining 20% of the contestant scored three points zero, to points under the expected level of five. According to this data, most of the samples of the

study were not accustomed to developing tasks that integrated the four language skills. Some of them believe after this integrated task that it was not going to be possible to work under this method. When the participants were asked to do the rest of the Integrated Tasks, the majority commented that their performance changed from low to minimum and from minimum to intermediate. It is visible on the tables 4, 5, 6 and 7, it is evident that the score of the majority of the students increased. Participant ten whose score in most of the language skills was one point zero at first changed to 2,92 in the second, 3,7 in the third, 4,0 in the fourth and 3,5375 at the end of the implementation. Based on this evidence, the research team remarks that Implementing Integrated Tasks in English as a foreign language teaching Context develops Language Skills. The participants highlight the use of this methodology as a way to boost classroom autonomy, participation and providing them with rich practice to empower their capabilities in the English education process. Integrated Tasks served to shape the routine of the e-classroom and open discussion, decision-making and refer to the real-unreal daily life situations.

E-Learning and EFL students

Based on the data that was collected during the Implementation of Integrated Tasks in an English as a foreign language teaching Context mediated by technology. The teacher-researchers the use of information and communication technologies eased the possibilities of integrated language skills. Technology helped to plan the assignments, enable the use of different platforms that augment students' exposures to the language, facilitate independent work and foster free practice. To this respect, Soliman (2014) reflects that "E-Learning activates and increases EFL students' language skills as they are exposed to the language outside the classroom and work independently on improving their language skills" (p.2). Similarly, The European Commission (as cited in Soliman, 2014) says "the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration" (p.2). Moreover, Soong (2012) illuminates that "E-Learning offers students self-paced learning whereby learners can control their schedules" (p.87). In this sense, the current study agrees that creating and implementing integrated skills and English tasks, the technologies played a significant role. The students counted with more possibilities to share their view-points written and orally and were offered reading sources and

listening materials that were welcome by them because they were all integrated among skills and had the specific goals that provided the participants' experiences, vocabulary, grammar structures, intonation patterns and provoked students to be prepared to present their final assignments correctly.

Nowadays, there seems to be a connection between E-Learning and EFL students which was useful in this study to get prepared, to search for information, to be pro-active, to develop extra-class assignments, to integrate skills and to engage in the class. Regardless, Banditvilai (2016) asserts that "E-learning practice is directly beneficial to enhance the four language learning skills as well as autonomous learning and learner motivation" (p.220). Likewise, Soliman (2014) defines it as an "E-Learning Moodle that is used by institutions to enhance teaching and learning and to motivate students' independent learning" (p.2). In the case of integrating language skills, e-learning embraces the integration of the abilities and shape the classroom to understand and contextualize learning and use technologies as an encouraging tool that develops multiple possibilities to use integrated tasks as we did in the present research.

CONCLUSIONS

This research study was conducted as a way to develop and integrate students Language Skills through the implementation of Integrated Tasks in an English in a foreign language teaching Context. In this sense, one of the contributions of the study is that Language skills are developed through the implementation of integrated tasks that demand students to how to develop them interestedly, meaningful, natural and it is also a complex way to learn and teach a language, in which undergraduates EFL learners link their education with decision making, problem solving and goal oriented assignments. Indeed, the researchers believe that integrating language skills is not only a way to expand knowledge about certain area of the language, instead it is a method to enable autonomy, self-efficacy and builds students' self-esteems, they felt secure in the developing of the activities because they were related to their daily-lives situations, situational English training process and allow them to make good use of their time by using different platform and resources to study the language.

In addition, the study showed that Task-based Language Learning and Teaching are language approaches that help to cope with the student's interests, allow the transformation of the classroom into scenarios that place the responsibility of learning on the students. They became the centered of their learning by letting them to decide what, how, why, when and reasons to decide their own ways to submit their assignments. Assignments, exercises and activities offered the sample a lot of possibilities and spaces to develop their assignments in the best way possible. Base on that, the research team would state that in an E-learning context the integration of language skills through integrated task, those that focused on reading, writing, listening and speaking integrated is a must and teacher would need to design this work because the students are expose to different sources and materials that best support the integration of these language skill. Based on the results the students had in the tasks, the research team argues that Task-based Language Learning and Teaching is, in fact, good methods that vary and support the integration and development of language skills. Although this study showed to be an effective way to integrate language skills, there are still question that would be necessary to be analyzed. For example, the research team considers that more studies should be conducted to analyze different resources and materials that best integrated language skills. It would be also necessary to research the platforms that suit the integration of language skills, and finally, it would be necessary if next studies or projects focus on other ways to integrate skills apart from content-based teaching and Task-Based language teaching.

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