ENHANCING MEANINGFUL TEACHING AND LEARNING PROCESS THROUGH CONDUCTING RESEARCH

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1 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 fomentar 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 linguisticas, 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 t 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, paly, 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-takes 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 leaners 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 educations 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	- 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	- 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 mater 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 forum 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-takes 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. |

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 leaners 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 leaners' 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 leaners. 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 summit 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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2 DISPONIBILIDAD LÉXICA: UNA HERRAMIENTA PARA LA COMPRENSIÓN SOCIO-CULTURAL DE ESTUDIANTES DE LA CORPORACIÓN UNIVERSITARIA UNAC

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Resumen

El presente artículo discute la disponibilidad léxica de los estudiantes de primer semestre de la Corporación Universitaria Adventista UNAC como mecanismo para la comprensión de la comunicación socio-cultural de los alumnos. El objetivo principal es analizar las palabras, frases, regionalismo y expresiones que utilizan los estudiantes, de modo que, esto ayude a comprender socio-culturalmente a cada uno de los educandos. El estudio fue realizado bajo la metodología del enfoque cualitativo, la información fue recolectada a través de cuestionarios, charlas formales e informales con los estudiantes, clasificados en 20 centros de interés. La información recolectada sugiere que las frases, interacciones verbales y palabras que utilizan los estudiantes, hacen parte de su acervo cultural, corresponden a regionalismos, frases de uso coloquial y representan la vida socio-cultural diversa que se presenta en la universidad producto de la metodología a

distancia y al creciente número de estudiantes de todos los lugares del país y del exterior, que han decidido estudiar los programas presenciales. En conclusión, se advierte que, las palabras utilizadas por los educandos, corresponden a sus diferentes contextos socioculturales, sus niveles formativos, las frases, palabras, dichos y demás expresiones propias de sus comunidades, pueblos o regiones.

Palabras clave

Disponibilidad léxica, palabras, frases, expresiones y regionalismos.

Abstract

This article analyses verbal interactions among students of the Adventist University Corporation (UNAC) during their first semester in an effort to determine factors influencing their socio-cultural communication. More specifically, this paper aims to examine the words, phrases, linguistic regionalism and expressions used by the students, to better understand what motivates their choices during interaction. For this study, the qualitative approach methodology was utilized where information was collected through questionnaires, as well as formal and informal talks with students. The information collected suggest that the phrases, expressions and words used by the students all form an integral part of their cultural heritage which are closely linked to their respective regions. The forms of verbal interaction represent phrases of colloquial use and also represent the diverse socio-cultural spectrum that is present in UNAC, students studying by correspondence and the growing number of students studying on campus. In conclusion, the results confirm that the way in which students interact verbally are closely linked to their respective sociocultural contexts, level of education and reflect the regions where these students were raised.

Key Word

Lexical availability, words, phrases, expressions and regionalisms.

INTRODUCCIÓN

El presente artículo muestra los hallazgos del proyecto de investigación denominado análisis de la disponibilidad léxica de los estudiantes de primer ingreso en la Corporación Universitaria Adventista UNAC realizado como un mecanismo para la comprensión socio-cultural de los estudiantes de primer semestre de la Corporación Universitaria. La presente investigación, se llevó a cabo bajo un enfoque metodológico de corte mixto, la información fue recolectada, a través del uso de un cuestionario aplicado Online, que preguntaba acerca de las frases más utilizadas por los estudiantes en 20 centros de interés, 16 de estos centros, fueron tomados de la página de Dispolex y los otros cuatro, fueron añadidos por los investigadores. Dicho cuestionario, tuvo varias áreas de actuación. Primero se cuestionó acerca de información relevante, posteriormente se fue indagando sobre cada una de las expresiones, frases, palabras que los aprendices utilizan en cada una de sus regiones, lo cual forma parte de la disponibilidad léxica de los estudiantes. Esto permitió comprender que, las distintas formas de expresar un mismo objeto, corresponden a cada uno de los diferentes lugares de procedencia de los educandos, generando así una mayor comprensión cultural, niveles de tolerancia elevado y apertura a nuevas maneras de expresar distintos objetos. Esto llevó a que, los estudiantes quisieran aprender distintas formas de comunicar sus ideas, respetar la diversidad lingüística, cultural y social que cada uno de los estudiantes poseen.

El artículo representa para el lector una oportunidad manifiesta para ampliar su acervo teórico sobre la importancia de los análisis léxicos como instrumentos que no solo permiten comprender cómo se comunica un estudiante de primer semestre, sino que, hace nuevas apuestas desde el hecho de entender los estudios léxico como posibilidad de ponerse en el lugar del otro, aprender a vivir en medio de las diversas formas lingüísticas de expresar un mismo objeto y lleva a quien lee este artículo, a hacer una relación sincrónica entre la forma de comunicación y las manifestaciones socio-culturales que posee cada estudiante que, proviene de diferentes lugares de Colombia y el exterior.

Desde esa mirada, el artículo presenta un marco teórico que se relaciona directamente con la disponibilidad léxica, la importancia de este campo para la comprensión

comunicativa de algunos lugares de Colombia y el exterior, y permite hacer una relación directa entre la comprensión léxica y sus aportes para comprender socio-culturalmente a un estudiante o cualquier ser humano cuando habla. Desde esta orientación, se brinda un aspecto general sobre cómo se han abordado dichos temas y su relación con el estudio de la disponibilidad léxica. Por último, se presentan los hallazgos a los cuales se ha llegado en la investigación, se discuten los mismos y se hace una amplia conclusión acerca de la importancia del análisis realizado y se brindan unas recomendaciones para futuras investigaciones, docentes y estudiantes de todas las latitudes que, cuentan y contarán con compañeros que provienen de diferentes lugares del país y el extranjero.

MARCO TEÓRICO

Al abordar el tema de la disponibilidad léxica, aparecen en la escena académica muchos estudios y diferentes autores que abordan este eje desde visiones diferentes que han ayudado a una mayor comprensión del campo. En este sentido, vale la pena iniciar diciendo que se asume como disponibilidad léxica, sus características y cómo este eje ha ayudado a la comprensión de las palabras, frases y expresiones que usan los estudiantes con ciertas frecuencias. Sobre el particular, ECURED (2019), "el léxico disponible se define como el conjunto de palabras que los hablantes tienen en el lexicón mental y cuyo uso está condicionado por el tema concreto de la comunicación" (p.1). Igualmente, Lamus (2015) considera que la disponibilidad léxica, "se entiende como el caudal léxico utilizable en una situación comunicativa dada, enfoque que facilita el proceso de verificación del índice del vocabulario disponible específicamente de los estudiantes" (p.19). La autora insiste en que, "la disponibilidad léxica también puede ser entendida como competencia lingüística del individuo que se evidencia en el uso de palabras empleadas para expresar ideas, emociones, sentimientos, para entablar comunicación y establecer relaciones interpersonales desarrolladas e interactivas en forma oral, escrita, gráfica o por señas" (p.19). desde esta perspectiva, Acuña (2014) sostiene que "el léxico disponible está compuesto por las palabras que acuden en primer lugar a la memoria" (p.23). Desde esta mirada, se entiende por disponibilidad léxica la variedad de palabras o frases que cada persona usa para referirse a situaciones comunicativas o centros de

intereses diferentes. Dichas palabras, pueden variar con respecto a los diferentes lugares contextuales que provienen los individuos, como el caso en el presente estudio, en el cual convergen estudiantes de distintas latitudes geográficas de Colombia.

Por otra parte, Segura y López (2016) consideran que la disponibilidad léxica "es una herramienta de análisis social que favorece la investigación interdisciplinar desde el estudio del lenguaje como un proceso psicológico y social complejo" (p.68). Ante ello, Díaz y Caballero (2018) sostienen que la disponibilidad léxica está estrechamente relacionada con: "la lexicología, semántica cognitiva, psicolingüística, neurolingüística, lexicografía, análisis del discurso, didáctica de la lengua y la literatura, han hecho hincapié en la necesidad de profundizar en la concepción del componente lexical como eje central en los procesos productivos" (p.2). Para García y Molina (2016) "la disponibilidad léxica (DL) es un campo de investigación dentro de la lingüística que busca la recopilación y el posterior análisis del léxico disponible (LD) de una determinada comunidad de habla" (p.137). Al respecto, Ferreira, Salcedo y del Valle (2014) creen que "la disponibilidad léxica (DL) es el área de investigación lingüística que tiene como objetivo la recogida y el posterior análisis del léxico disponible en una determinada comunidad de hablantes. Se entiende por léxico disponible como aquellas palabras que un hablante puede activar inmediatamente en su memoria, según las necesidades derivadas de la producción lingüística" (p.69).

Otro elemento esencial desde la visión de Hernández (2015) es "la formación académica previa al acceso al mundo profesional es uno de los factores ligados a la experiencia que modifican el conocimiento léxico de los hablantes de una lengua" (p.1). Ello quiere decir que, la competencia léxica está ligada a factores socio-culturales, lingüísticos y contextuales de los estudiantes. La misma autora (2015) expresa que "la evolución de la competencia léxica de cada individuo estará condicionada por características personales de su trayectoria vital y, especialmente, de su escolarización" (p.78). Dentro de la disponibilidad léxica, sobresalen dos capacidades fundamentales desde la visión de Hernández (2015) "la capacidad del individuo para almacenar palabras y cómo estructura dicho conocimiento y por otro, las habilidades para producirlas" (p.79). A través de la experiencia se produce un reajuste cognitivo en cada una de las etapas de la vida que

afecta directamente a las redes de conceptos y sus asociaciones particulares.

Por su parte, Ávila y Sánchez (2011) "el léxico de disponibilidad encuentra su sentido en la evidencia de que ciertas palabras muy usadas en una lengua determinada están estrechamente relacionadas con la aparición o no de determinados temas a lo largo de las interacciones comunicativas: palabras como escenario, proscenio, actor o platea suelen aparecer solo en intercambios comunicativos donde se traten asuntos relacionados con el teatro" (p.2). Desde esta mirada, Acuña (2014) sostiene que, "las diversas comunidades humanas utilizan el lenguaje de acuerdo con sus contextos culturales y sus experiencias vivenciales. En la comunicación –sea oral, sea escrita-, participan más de un hablante y cada uno lo hace con sus bagajes socioculturales. En ese intercambio comunicacional se manifiestan las variaciones lingüísticas que existen entre los distintos interlocutores porque el lenguaje siempre está inscripto en un medio social que trasciende la subjetividad y condiciona el hecho mismo de comunicación" (p.21). Si bien, los planteamientos que se han expuesto anteriormente son importante para la elaboración del presente trabajo, se debe hacer claridad en la idea de que, la disponibilidad léxica constituye a la luz de los planteamientos que aquí se discuten, una herramienta que permite entender, indagar y conocer, no solo el número de palabras con respecto a una categoría comunicativa en particular, sino también a la posibilidad de comprender, entender y respetar las manifestaciones culturales, contextuales y sociales que representa cada región de Colombia de donde los participantes provienen.

Importancia de los estudios en disponibilidad léxica

La importancia de los estudios de disponibilidad léxica ha sido abordada en diferentes investigaciones. Díaz y Caballero (2018) "la importancia del componente léxical se puede aprovechar en la escuela, sobre todo para la elaboración de estrategias complejas que coadyuven al desarrollo de la competencia lexical, como parte de la competencia lingüística de los estudiantes. Para ello es necesario tener un diagnóstico que no solo describa el modo de hablar de los jóvenes encuestados sino detecte carencias, limitaciones y fortalezas, así como la orientación de los cambios en el uso de la lengua que se observan en la competencia lexical de los estudiantes" (p.2).Las pruebas de disponibilidad léxica se convierten en una herramienta necesaria para el diagnóstico de dicha

competencia, cuyos resultados pueden orientar la preparación teórico-metodológica de los docentes, con especial atención en las clases de lengua y de literatura. Ferreira, Salcedo y del Valle (2014) "Las investigaciones en disponibilidad léxica posibilitan conocer el vocabulario disponible de grupos de hablantes específicos y contrastar los léxicos disponibles con otros grupos de hablantes de una misma lengua. Esto permite planificar y desarrollar un programa de mejoramiento de las competencias léxicas de los hablantes en ámbitos específicos como las matemáticas" (p.70). Riffo et al… (2014) sostienen que los estudios de disponibilidad léxica son indispensables para comprender las competencias comunicativas de los individuos e igualmente es un factor que permite ahondar en sus contextos académicos.

En este sentido, Díaz y Caballero (2018) creen que "los estudios de disponibilidad léxica permiten establecer comparaciones de tipo lingüístico, etnográfico y cultural, información que resulta fundamental para investigar las estrategias léxicas que utilizan los hablantes de una lengua, en situaciones de contacto lingüístico" (p.138). Para Palapanidi (2012) el léxico es un factor fundamental en el aprendizaje de una lengua por ser el componente que da sentido al sistema lingüístico. Además, cabe reiterar que sin el aprendizaje del léxico de una lengua no puede haber comunicación, lo cual generalmente constituye el objetivo más importante para el aprendiente de LE. Siendo las palabras las portadoras del significado, es lógico que su aprendizaje se considere indispensable para el establecimiento de la comunicación (p.2). en ese orden de ideas, Lázaro, García, Ortega, Córdova y González (2015). permite conocer los usos y fluidez comunicativa representada en representaciones lingüísticas que se utilizan para nombrar o llamar cada cosa. Desde esa perspectiva, Jiménez (2013) insiste en la idea de que, la disponibilidad léxica es un instrumento esencial para entender socialmente a un individuo y sus grupos culturales. ECURED (2019) Con los estudios de disponibilidad léxica lo que se pretende es descubrir qué palabras sería capaz de usar un hablante en determinados temas de comunicación" (p.1). Lamus (2015) "la situación social de desarrollo, el desenvolvimiento de los hablantes en su contexto social y su cultura tiene una cuota considerable de responsabilidad en la formación del léxico de los estudiantes, conjuntamente con los diversos agentes socioeducativos del entorno" (p.18). Vega, Hernández y Estevill (2016) "contextos de interacción socio-comunicativa interpersonal" (p.1). Como se puede obser-

var, las contribuciones al campo de la comprensión léxica indican que, este eje ha sido fundamental desde el punto de vista lingüístico, ayuda a entender el acervo lingüístico que dispone una persona para referirse a determinadas categorías de palabras y se favorecen algunas razones que indican la capacidad léxica con la que cuenta cada persona en determinados contextos de conversación o habla. Si bien estos elementos son importantes, hace falta precisar desde un nivel socio-cultural como y porque, se utilizan ciertas expresiones propias de regiones diferentes. A continuación, se abordan estos y otros dilemas relacionados propiamente con una comprensión cultural más amplia.

Comprensión socio-cultural desde el análisis de la disponibilidad léxica

El desarrollo de un estudio investigativo sobre disponibilidad léxica en un país multiculturalmente diverso como Colombia, no solo debe analizar única y exclusivamente el número de palabras que en este caso disponen los estudiantes de primer semestre de los programas de pregrado de la Corporación Universitaria Adventista-UNAC, sino que debe abordar una comprensión más amplia, ello teniendo presente que los educandos en mención provienen de distintas regiones del país. con lo cual, su acervo lingüístico, no solo representa su vocabulario y su capacidad de usarlo, sino que lleva a cuesta diferentes significados culturales como: costumbres, formas de representación verbal, significados ancestrales, grupales e ilustraciones propias de sus zonas contextuales diversas. Desde esta mirada, conviene decir que, cada región de la nación se refiere a una categoría gramatical o lingüística o a un mismo objeto de forma diferente en distintos lugares de la nación. Ante ello, Vega (2017) sugiere que, la disponibilidad léxica representa no sólo las palabras, sino la cultura, la relación lengua-mundo y la configuración de la cosmovisión individual o grupal del mundo contextual de cada persona. Diferentes contextos de interacción cultural, que difícilmente comprenden otras personas que no hagan parte del mismo. De allí, se puede decir que, es necesaria la comprensión de dichas palabras y sus significados para evitar juzgar, mal interpretar o simplemente entender los cursos de las conversaciones entre estudiantes de diferentes lugares de la nación.

Por otro lado, la variedad sociodemográfica de la nación hace que Colombia, aunque se hable el español, como idioma materno y vía de intercomunicación entre las personas, cada región posea un repertorio sociolingüístico diverso dado a la variedad socio

demográfica hace que se desarrollen socio-dialectos o variantes lingüísticas propias de cada contexto. Al referirse a los sociolectos, Lanche y Cevallos (2018) "los sociolectos en su lugar en la historia de la Lingüística son una evidencia más del sentido convencional y la función comunicativa que el hombre en cualquier comunidad del mundo necesita para   aproximar su escenario real a sus hábitos culturales y guardarlos en su registro lingüístico para asegurar su permanencia en la línea del tiempo" (p.2). Desde un marco sociolingüístico, la comprensión de los dialectos, variantes y variedades lingüísticas ofrecen una riqueza invaluable en cualquier idioma, pues con ello se vehiculiza la cultura y se presenta la riqueza oral de los pueblos. En tal sentido, un estudio que pretende asimilar la disponibilidad léxica como una herramienta para la comprensión socio-cultural de estudiantes de primer semestre que provienen de distintos lugares colombianos, lo que pretende es que por medio de su vocabulario, se comprendan los mundos culturales de los estudiantes, con miras a promover el respeto, la unión y la interacción comunicativa desde el respeto y aprendizaje de nuevas formas de interpretar, referir y entender la cultura desde el uso cotidiano del idioma.

METHODOLOGY

Este apartado discute la ruta metodológica que se siguió para la realización del trabajo. En él, sobresalen el diseño utilizado para la recolección, análisis e interpretación de los datos que se recolectaron. Así mismo, se hace referencia a los participantes, sus características y los contextos de donde son originarios.

Diseño

La investigación se realizó bajo un enfoque epistemológico de corte mixto, toda la información fue primeramente recolectada a través de un cuestionario electrónico y posteriormente analizada cualitativamente. Referente a ello, Dávila (2011) considera que "El elegir un enfoque mixto significa reconocer que el mundo es un hecho multideterminado y por lo cual es necesario no sólo dar cuenta de su organización sino también del sentido que los actos humanos encierran" (p.4). Desde esta visión, se utilizó este enfoque con el fin de proporcionar diferentes puntos de vista con respecto a la información recolectada,

ampliar el análisis y buscar nuevas interpretaciones que no eran evidente a la luz de la descripción cuantitativa. De allí, se pudo extraer que, el análisis cualitativo fue una fuente para enriquecer el acervo epistemológico de la investigación e indagar a profundidad como la comprensión de la competencia léxica se convierte en una herramienta indispensable para la comprensión cultural de los estudiantes.

La muestra

En el estudio, la muestra la conforman 68 estudiantes de primer semestre de diferentes programas de pregrado de la Corporación Unisertivaria Adventista. Los estudiantes provienen de distintas regiones del país y se encuentran cursando un semestre universitario por primera vez, sus edades oscilan entre los 18- 25 años de edad. En su gran mayoría han dejado sus lugares de origen para radicarse en la Ciudad de Medellín-Colombia donde se encuentra localizada la sede Central de la universidad. La selección de la muestra se realizó utilizando un muestreo al azar simple. Para Casal y Mateu (2003) "el muestreo aleatorio simple consiste en elegir cada uno de los individuos al azar mediante números aleatorios" (p.1). Se utilizaron números aleatorios para escoger los 68 estudiantes que luego, se les solicitó responder un cuestionario con varias categorías de palabras.

El Cuestionario

Los datos fueron recolectados a través de un cuestionario realizado en la plataforma Google Forms. El cuestionario tenía tres partes fundamentales, información demográfica, cuyo objetivo era constatar la procedencia de los estudiantes, sus edades, nivel socioeconómico, experiencias previas estudiantes a nivel universitario e información personal que ayudará a entender a cada uno de los participantes. En a la segunda parte del cuestionario, se escribieron algunos centros de interés, donde se le solicitaba a cada uno de los participantes, escribir el mayor número de palabras con respecto a cada uno de los centros de intereses correspondiente para cada caso. En el cuestionario, se determinaron por los investigadores 20 centros de interés, partiendo del cuerpo humano, la ropa, partes de la casa y culminando con las palabras o frases utilizadas en la región o pueblo de descendencia. El formulario fue resuelto en las salas de cómputo de la universidad, los estudiantes, se tomaron entre una hora y media y dos horas para responder y

la información fue guardada en la nueve y posteriormente descargada, analizada, organizada y distribuida de acuerdo a cada caso en particular. una vez organizado, analizado y contratada la información de forma cuantitativa, se procedió a un análisis cualitativo de análisis caso por caso, con respecto a las distintas formas de interpretar y entender las variantes lingüísticas y dialectales que los estudiantes usan para referirse a cada una de las categorías semánticas

RESULTADOS

En este apartado, se interpreta y se describe el resultado de las palabras destacadas en las pruebas realizadas a los estudiantes de primer ingreso de la UNAC. Para ello, se tienen en cuenta los valores cuantitativos en relación la variable nivel sociocultural. Estos valores incluyen la frecuencia absoluta, la frecuencia relativa y el porcentaje de cada palabra.

Por otro lado, es necesario aclarar que solamente se analizarán cuatro Centros de Interés puesto que el total de palabras escritas por los sujetos es bastante amplio, lo que permite   un trabajo más detallado del léxico disponible de los informantes. Las palabras que resultan llamativas o interesantes en algunos de los otros centros de interés son mencionadas en la valoración cualitativa.

Tabla N° 1. 20 centros de interés mayor frecuencia absoluta.

Tabal N° 1. Palabras de tu región

Centro de interés	Palabras con mayor Frecuencia Absoluta	Frecuencia Absoluta	Frecuencia Relativa	Porcentaje	Total de respuestas
Palabras de tu región	Parce	14	0,051	5,09	275
	Mano	10	0,036	3,64	
	Pariente	7	0,025	2,55	
	Aja	6	0,022	2,18	
	Primo	5	0,018	1,82	
	Carajo	5	0,018	1,82	
	Eche	4	0,015	1,45	
	Pija	4	0,015	1,45	
	hágale pues	4	0,015	1,45	
	Caramba	3	0,011	1,09	

Construcción Propia

Se escogió este centro por la diversidad de procedencia de los estudiantes que se encuentran estudiando en la universidad. Hay estudiantes de casi toda Colombia y además de otros países. En este centro de interés se muestran las primeras 5 palabras con un total de respuesta de 275. Parce con frecuencia absoluta 14, frecuencia relativa 0,051 y su porcentaje 5,09; Mano frecuencia absoluta 10, frecuencia relativa 0,036 y su porcentaje 3,64; pariente frecuencia absoluta 7, frecuencia relativa 0,025 y su porcentaje 2,55; aja frecuencia absoluta 6, frecuencia relativa 0,022 y su porcentaje 2,18; primo frecuencia absoluta 5, frecuencia relativa 0,018 y su porcentaje 1,82.

Tabla N° 2. Juegos y distracciones.

Centro de interés	Palabras con mayor Frecuencia Absoluta	Frecuencia Absoluta	Frecuenia Relativa	Porcentaje	Total de respuestas
Juegos y distracciones	Fútbol	16	0,069	6,90	232
	Futbol	11	0,047	4,74	
	Voleibol	8	0,034	3,45	
	Parques	6	0,026	2,59	
	Baloncesto	6	0,026	2,59	
	UNO	6	0,026	2,59	
	juegos de mesa	6	0,026	2,59	
	Ajedrez	5	0,022	2,16	
	Leer	5	0,022	2,16	
	video juegos	4	0,017	1,72	

Construcción Propia

Se tomó este centro de interés por la peculiaridad de que se escribieron pocas palabras al respecto, este hecho puede atribuirse a razones diversas como el lugar de procedencia de los estudiantes, el posible desconocimiento de un amplio número de juegos o la actividad presente de los estudiantes que no privilegia la recreación. En este centro de interés se muestran las primeras 5 palabras con un total de respuesta de 232. fútbol con frecuencia absoluta 16, frecuencia relativa 0,069 y su porcentaje 6,90; futbol frecuencia absoluta 11, frecuencia relativa 0,047 y su porcentaje 4,74; voleibol frecuencia absoluta 8, frecuencia relativa 0,034 y su porcentaje 3,45; parques frecuencia absoluta 6, frecuencia relativa 0,026 y su porcentaje 2,59; baloncesto frecuencia absoluta 6, frecuencia relativa 0,026 y su porcentaje 2,59. En este centro se destaca la palabra parques, su escritura correcta es parqués. Se destaca también, la palabra fútbol, se escribió de dos formas una con el acento ortográfico y la otra no, si se hubiese escrito de la misma forma, su frecuencia absoluta sería mayor.

Tabla N° 3. Cuerpo humano.

Centro de interés	Palabras con mayor Frecuencia Absoluta	Frecuencia Absoluta	Frecuencia Relativa	Porcentaje	Total de respuestas
Cuerpo humano	Manos	30	0,046	4,61	651
	Ojos	29	0,045	4,45	
	Cabeza	28	0,043	4,30	
	Pies	27	0,041	4,15	
	Nariz	18	0,028	2,76	
	Piernas	17	0,026	2,61	
	Dedos	15	0,023	2,30	
	Brazos	15	0,023	2,30	
	Boca	15	0,023	2,30	
	Rodillas	14	0,022	2,15	

Construcción Propia

En este centro de interés se muestran las primeras 5 palabras con un total de respuesta de 651. manos con frecuencia absoluta 30, frecuencia relativa 0,046 y su porcentaje 4,61; ojos frecuencia absoluta 29, frecuencia relativa 0,045 y su porcentaje 4,45; cabeza frecuencia absoluta 28, frecuencia relativa 0,043 y su porcentaje 4,30; pies frecuencia absoluta 27, frecuencia relativa 0,041 y su porcentaje 4,15; nariz frecuencia absoluta 18, frecuencia relativa 0,028 y su porcentaje 2,76.

Tabla N° 4. La ropa.

Centro de interés	Palabras con mayor Frecuencia Absoluta	Frecuencia Absoluta	Frecuencia Relativa	Porcentaje	Total, de respuestas
Ropa	Medias	34	0,070	7,00	486
	Zapatos	27	0,056	5,56	
	Zapatos	26	0,053	5,35	
	Camisa	22	0,045	4,53	
	Pantalón	18	0,037	3,70	
	Pantalones	16	0,033	3,29	
	Vestidos	11	0,023	2,26	
	Jeans	11	0,023	2,26	
	Camisas	11	0,023	2,26	
	Jean	9	0,019	1,85	

Construcción Propia

En este centro de interés se muestran las primeras 5 palabras con un total de respuesta de 486. Medias con frecuencia absoluta 34, frecuencia relativa 0,070 y su porcentaje 7,00; Zapatos, frecuencia absoluta 27, frecuencia relativa 0,056 y su porcentaje 5,56; zapatos, frecuencia absoluta 26, frecuencia relativa 0,053 y su porcentaje 5,35; camisa, frecuencia absoluta 22, frecuencia relativa 0,045 y su porcentaje 4,53; pantalón, frecuencia absoluta 18, frecuencia relativa 0,037 y su porcentaje 3,70. Los estudiantes escribieron la palabra zapatos de dos formas con mayúscula inicial en una y la otra con minúscula inicial, si se hubiesen escrito todas de la misma manera la frecuencia absoluta habría sido mayor. Del mismo modo, la palabra pantalón, se escribió sin el acento ortográfico.

A continuación, se relacionan palabras que por su forma de escritura aparecen dos veces en el mismo cuadro, los estudiantes las escribieron unos de forma singular y otros de forma plural; si se hubiesen escrito de la misma forma, su frecuencia absoluta sería mayor. Tableros con frecuencia absoluta de 19 y tablero con frecuencia absoluta 19; bombillos: 23 y bombillo: 4; cuchillos: 11 y cuchillos 13; buses: 14 y bus: 26; gatos 14 y

gato: 23; perros: 18 y perro: 26; vacas: 8 y vaca: 9; pantalón sin acento: 18 y pantalones:16; jugos:22, jugo:9 y jugos naturales:8; jean:9 y jeans:11.

En este estudio se encontraron algunas palabras que todavía no están registradas en el Diccionario de la Real Academia de la Lengua española. Como: parcero, ñero y bro y préstamos lingüísticos como: bóxer, leggins, jogger, croptop, jumpers.

Cabe añadir, que entre las palabras escritas por los 68 estudiantes universitarios de primer ingreso de la UNAC se resaltan las 15 primeras palabras destacadas dentro de los 20 centros de interés por sus coincidencias de frecuencias en la producción. Ellas son: cocina con la frecuencia absoluta de 55, ollas, frecuencia 45; sala, frecuencia 37; platos, frecuencia 36; medias, frecuencia 34; agua, frecuencia 33; aire acondicionado, 33; carro, frecuencia 30; moto frecuencia 30; manos, frecuencia 30; estufa frecuencia 29; ojos, frecuencia 29; lámparas sin acento ortográfico, frecuencia 28; cabeza, frecuencia 28; y Zapatos, frecuencia 27.

CONCLUSIONES

Hecho el análisis de los diferentes centros de interés, resulta evidente la amplia diversidad léxica de los estudiantes de primer ingreso de la UNAC, lo que corresponde también con la amplia diversidad de los sitios de procedencia de los estudiantes; En este sentido, se pueden encontrar de palabras cuyo uso tipifica ciertas regiones del país, y que podrían ser de significado variado o, no entendible para personas de diferentes regiones o países. Pueden citarse palabras como: aja, caramba, parce, mano, pariente, primo, carajo, entre otras.

En segundo lugar, es importante mencionar que no se tiene evidencia documental, ni anecdótica, en el sentido que la diversidad de procedencia de los estudiantes constituya un hecho de conflicto en la UNAC. Por el contrario, hay evidencias que indican que la constante exposición de los estudiantes a la diversidad léxica, entre otras, favorecen la tolerancia y la comunicación entre las regiones. En tercer lugar, cabe mencionar como conclusión que independientemente de los diversos lugares de procedencia de los estudiantes la influencia de la internacionalización resulta visible como elemento transversal,

tal cual puede observarse en el uso que algunos estudiantes hacen de palabras que no están registradas en el Diccionario de la Real Academia de la Lengua española, y son préstamos lingüísticos, por ejemplo: bóxer, leggins, jogger, croptop, jumpers.

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3 *PROMOTING CREATIVE WRITING IN EFL LEARNERS THROUGH THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING

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Resumen

Este artículo establece la efectividad de la implementación de la enseñanza de idiomas basada en tareas (TBLT, por sus siglas en inglés) como una forma de promover la escritura creativa en doce estudiantes de enseñanza-aprendizaje del inglés como lengua extranjera en una universidad pública colombiana. Se planificaron, diseñaron e implementaron diez tareas creativas, después de realizar un diagnóstico escrito que reveló que estos estudiantes presentaban dificultades para expresar los mensajes escritos. Los datos fueron recolectados mediante observación, entrevistas e informes escritos. Los resultados indican que las tareas facilitaron condiciones pedagógicas efectivas y sistematizadas para potenciar dicha habilidad en estos estudiantes. Los educandos aprendieron a organizar las ideas principales de manera creativa, a aclarar los objetivos de sus trabajos

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y a generar escritos innovadores-originales. En conclusión, TBLT ofreció a los docentes en formación oportunidades para inventar producciones escritas imaginativas, lo que les llevó a producir escritos creativos; y, como consecuencia, superaron los problemas de escritura y aprendieron a producir escritos creativos.

Palabras clave

Escritura creativa, habilidad de escritura, y mensajes escritos, proceso de escritura y TBLT.

Abstract

This article examines the effectiveness of the implementation of task-based language teaching (TBLT, for its acronym in English) as a way to promote creative writing in twelve students of English as a foreign language in a Colombian public university. Ten creative tasks were planned, designed and implemented, after conducting a written diagnosis that revealed that these students had difficulties expressing written messages. Data was collected through observation, interviews, and written reports. The results indicate that the tasks provided effective and systematized pedagogical conditions to enhance this ability in these group of learners. Participants learned to organize main ideas creatively, clarify the objectives of their work, and generate innovative-original writing. In conclusion, TBLT offered pre-service teachers opportunities to invent imaginative written productions, which led them to produce creative writing; As a consequence, they overcame writing problems and learned to produce creative writing.

Key Word

Creative-writing, writing-skill, Writing-Process, TBLT, and written-messages.

INTRODUCCIÓN

Nowadays, English as a foreign language (EFL) programs demand students to master all four language skills: reading, listening, speaking and writing in the same level of competence. Therefore, the undergraduates are required to produce successful papers, in which they communicate their thoughts in an effective written way. In this context, enhancing creative writing in EFL education seems to be a fundamental skill that helps students to develop their critical thinking, strengthen their creativity to represent real or unreal facts with words, letters, or any other written production. Although EFL programs are determined to promote this ability among their learners, a great number of learners still present some challenges with this competence either during the learning process or when they graduate. According to Kellogg (2008), creative writing difficulties exist in part because "learning how to write a coherent and effective text is a difficult development that contrasts sharply with the acquisition of speech" (p.2). Additionally, Al Seyabi and Tuzlukova (2014) indicate that "writing a correct English sentence; putting the ideas together in a coherent way; choosing the right vocabulary to express ideas and having ideas about the suggested topics and deciding how to start become real challenges for EFL students" (p.1). Promoting creative writing in EFL learners require students not only to master a high- level of competence in writing ability, but also to be creative, to know the content and necessary knowledge to communicate what he / she wants originally.

Previous studies on creative writing (Bayat, 2016; Morgan, 2006; and Ryan, 2014) have reported that this practice aims to promote the production of original text that integrate imagination, innovation and critical thinking. Morgan (2006) defines creative writing as the activity of reconstructing current knowledge, concepts, sounds, images and dreams in the memory and associating them with each other to compose a new piece of writing; it is the transfer of an individual's feelings and thoughts about something onto paper. In this respect, creative writing means creating imaginative texts more than reproducing what other individuals have already said, these papers seek to transforming the information into an original paper. However, Tarnopolsky (2005) affirms that creative writing in English as a foreign language is practically unknown and unused in EFL teaching. He explains this practice necessitates its introduction into EFL teaching as one of the best

ways of promoting and intensifying "students' linguistic and intellectual development by helping them to create L2 texts that come to reflect their expertise" (p, 9). In this regard, Moberg and Kobylarz (2016) consider that creative writing is set aside in EFL composition classes.

Thus, to ascertain the effectiveness or not of the implementation of TBLT as a pedagogical method to promote creative writing in twenty EFL learners who were in the fourth semester at a Public university in the southern region of Colombia. Based on this, the general purpose of this article is to promote creative writing through the implementation of TBLT in a group of twelve EFL learners at a public Colombian university; to plan and design tasks which allow students to practice different types of writing activities; to implement the assignments; and to verify if the implementation of the methodology has positive, negative or harmful impacts to enhance creative writing in these students and to overcome the trouble the learners had in general writing skill.

THEORETICAL FRAMEWORK

Writing skill in EFL education

Writing is a complex, demanding and productive skill that is acquired through time, habit, attitudes, constant practice, well-planned stages; and creative tasks whether in a first or foreign language. This ability is defined by Floyd, Keith, Taub and McGrew (2007) as an important aspect of language learning transfer the process of decoding words to producing ideas and generating written products. Yet, writing does not come automatically as a part of educating process, it is a response to a stimulus which is provided either by the teachers, undergraduates' needs or tasks that require students to come up with new ideas from inputs that have been given to them. In this regard, Gonca (2016) explains writing is a challenging process because it involves many elements such as drafting ideas, content, vocabulary, organization, mechanics, cohesion, revising and editing; which make some teachers and learners tend to focus on them, reducing the applicability of creativity in writing. For those reasons, Reis (2008) suggests that learning to write is a process learned through deep practice, confidence, and autonomy. In practice, writing is

one of the ways to show their creativity, express their ideas, thoughts, point of views and to come out with a significant output.

Based on the above mentioned, EFL education should integrate not only, the teaching of writing as an another macro-skill, but also incorporate the education of creative writing and recognize it as a meaningful practice that allows to learners make emphasis on what and how is produced based by the students to represent their ideas. According to Nunan (as cited in Grossman, 2009) writing is diverse, it includes a simple list, memoire, letters, formality and informality, to academic and general texts like: Emails, essay, reports among others compositions. However, each type of writing displays a variety of features which "can be observed within the sentence, grammatical level, and text structure." (p.275). Similarly, Derakhshan and Karimi (2015) explain that writing involves a creative process which is visible in the different ways to transfer information, knowledge or experiences into papers. In this sense, this article is based on the fact that writing is a creative, innovative and meaningful way to produce original papers. Then, EFL education necessitates to integrate different pedagogical strategies, methods and approaches to promote creative writing either in general or academic writing courses.

Creative Writing

Referring to creative writing, Taylor (1974) suggests that creative composition is a micro-skill in writing that opens up students' opportunities to transform their ideas into an original written product. In EFL education, this is a fundamental process that incentive learners to create, innovate and use their creativity to compose any kind of paper. To this respect, Naidoo (as cited in Anae, 2004), concludes creative writing facilitates not only social and language skills, but also it provides an essential medium to go through personal issues. Creative writing is "a powerful tool to open up communication" (p. 11). Likewise, Vecino (as cited in Avila, 2015) suggests creative writing as a research tool to improve students' feelings towards writing. In that sense, creative writing could be useful to improve the EFL learners writing skills and motivation. The autonomy to choose topics of interest and the creation of a comfortable environment to write are fundamental aspects to increase learners' motivation to write. Consequently, creative writing is an effective activity to encourage less motivated students to write and overcome their struggle to

express and connect their ideas.

Additionally, Akkaya (2014) says that creative writing is a practice that develops the creativity and personality of learners. He insists that this micro-skill generates spaces that relate the students' experiences with the need to learn how to communicate with texts. In the same way, Stillar (2013) states that creative writing is an expressive process that helps learners to refine their writing abilities because it works as an impulse that produces the desire for writing. Equally, Oral (as cited in Temizkan, 2011) explains that creative writing is the act of putting ideas and feelings about a particular topic on paper by using the imagination. In this regard, Bayat (2016) argues that creative writing increases the students' writing attitude because when students write about something that draws their attention, their motivation will increase and they will want to write. With this respect, Bishop (1994) indicates creative writing is the ability to help students to empower themselves through language one aspect that is strongly considered as relevant is the importance of learners' experience in the language which is discovered, explored and clarified as a result of the creative writing process development. In summary, creative writing is an expressiveness, imaginativeness and innovative writing that encourages learners to express what they think or believe comfortably.

On the other hand, Arshavskaya (2015) argues that creative writing reinforces the writing skill in EFL learners through inspiration, imagination, flexibility, and provides fluidity, innovation, originality and potential to write. Also, she declares that creative writing concedes that although students are not familiar with the topics they have to write about, they can consult peers and friends who might offer accounts of personal experiences related to the topics discussed in class. The extent to which this happens depends on a great deal on the abilities of both the instructor and the students to search, synthesize, and integrate material from a range of sources.

Arthur and Zell (as cited in Bayat, 2016) define creative writing as the activity of reconstructing current knowledge, concepts, sounds, images and dreams in the memory and associating them with each other, therefore creating a new piece of writing is the transfer of an individual's feelings and thoughts about something onto paper. That trans-

formation of information or knowledge into papers leads students to develop their creativity. Creativity is the capacity that human beings have to integrate their abilities in the creation and production of new ideas, giving original products based on previous knowledge.

Creativity is not only a matter of artistic skills or a capability that related to a specific field. It is an inside skill that is part of everybody's life and it can be showed in daily activities. According to Blagg (as cited in Khan, 2012) says that creativity is designed to bring new, different and unexpected responses to a situation and enhances fluency, flexibility and originality in students (p.57). In the same way, Lindquist (2003) expresses that creativity is for the humanity and society an essential part of the existence. He states that writing it is not only a question of artistic creativity, but something necessary to process consciousness, imagination and creativity. Although the theoretical construct discussed favors creative writing as the activity of reconstructing current knowledge, enhancing writing skills and promoting creativity when composing. The influence of TBLT to empower creative writing has not been demonstrated yet, Khan (2012) considers that "creativity could be demonstrated in music, fashion, science or problem solving, or in maintaining positive relationships. Others may be creative in the range and quality of ideas and words that they use in language." (p.57). In other words, all students are somewhat creative, that is why, this article is intended to analyze the advantages and disadvantages to implement TBLT as a method to promote creative writing in EFL undergraduate.

Task-Based Language Teaching (TBLT)

TBLT is a teaching and learning approach that has been long used in plenty of research studies which demonstrated the influent of this methodology to enhance EFL teaching and learning education. Cordoba (2018) states that TBLT is a real-life world method that offers the opportunity to learn the language by completing meaningful assignments. Tilfarlioglu y Basaran (2007) consider that TBLT has a positive effect upon writing skill. It offers emphasis on enhancing intensive target language use by creating productive results. In this sense, Tilfarlioglu y Basaran (2007) indicate that:

Task-based writing activities may prove to be a good means of integrating the four skills and foster effective language learning because such activities are done to

produce something, reaching a conclusion and/or creating a whole picture of something within a pre-set frame. Although such activities are done to improve the learners writing skill, they are expected to help improve the other skills, as well (p.135).

Those tasks are integrated to the students' context, background, and English level and are intended to expand the learners' competences in any of the four language skills: Reading, writing, speaking or listening. In this current research study, TBLT is seemed as a series of tasks, techniques and activities that may create the classroom scenario which may encourage the undergraduates to develop creative writing skill among the participants. Based on Kafipour, Mahmoudi y Khojasteh (2018), "TBLT shifted from a traditional approach of teaching writing to a more student-centered methodology. TBLT presents learners with a topic and asks them various questions to motivate them to discuss it" (p.1). In this view, TBLT is a communication-oriented method that encourage students to use their knowledge to make real tasks that help them become independent language users. In this sense, Ellis (as cited in Kafipour,2018) "the main objective of TBLT is to engage language learners in authentic language use through carrying out a series of tasks while interacting with other learners. It also assists students to learn new linguistic knowledge and organize their existing knowledge" (p.2). In this article, TBLT is seemed as a way to enhance decision making, the production of creative writing, perform real-world assignments that match students' interests and create motivating, stimulating and challenging activities that foster learners' knowledge.

TBLT has been the focus of many researchers (Ellis, 2006; Nunan, 1989; Kumaravadivelu,1993; Richards and Rodgers, 2001; Willis,1996; Seyedi and Farahani, 2014), they all agree that this methodology creates daily-life EFL practice that offers different alternative to acquire the language from a long-life learning process. However, in the last ten years, a new trend within TBLT has come out, which suggests that Task-based writing instruction within the framework of this approach makes learners involved in active mutual work on tasks that are reasonable for them and related to their real-life experience (Kawachi, 2003). In this position, Task-based writing (TBW) is analyzed as a branch of TBLT that emphases on promoting writing skill. To this respect, Rozati (2014) considers that TBW refers to the development of writing activities that try to empower writing profi-

ciency. Promoting writing skill through communicative competence that adjust students' knowledge.

Furthermore, TBW provides practice through the development of different exercises that allow students to plan, design, do and revise the target tasks. TBW helps learn all aspects of writing, on the part of learners and the impact of this strategy on the teaching of writing skills. In this view, it might be said that TBW as a branch of TBLT offers teacher trainees self-expression, writing exploration, originality and creativity in writing skill. In this respect, Marashi and Dadari (2012) point out that "learners benefited significantly from task-based writing in terms of both their writing and creativity" (p.1). Task-based writing instruction encourages learners to be involved in active mutual work on tasks that are reasonable and related to their real-life experience. In summary, TBW might be a useful way to promote creative writing duet to several reasons. First, the students have chances to complete tasks, in which they choose what they want to write about. This increases the possibility to have learners working with interest, passion and engagement in the writing tasks. Secondly, the tasks are opportunities to explore writing, expressing ideas freely and cover daily life situation that match students' interests. Finally, TBW enhances creative writing, originality and innovation when the students write. The more they practice creative text, more possibilities they have to refine their skills in the writing ability.

Implementing TBLT as a way to promote creative writing
To implement TBLT as a pedagogical method to enhance creative writing, Arshavskaya, (2015) believes that this methodology could be implemented in EFL classrooms by creating exercises related to students' lives. In this reference, Dörnyei (2008) presents four stages that could follow to promote creative writing in EFL classrooms: creating the basic conditions, generating-maintaining writing desires, protecting-helping students; and encouraging positive self-evaluation. From this position, it is evident that promoting creative writing requires authentic situations that help students to write about their experiences. Similarly, it is necessary to encourage and create creative writing culture that fosters the interests of students to write. Lastly, protecting-helping and encouraging a positive attitude that makes students feel comfortable when they write.

In this sense, Barzegar and Sadr (2013) declared that in each of these four phases, creative writing plays a meaningful role. In the first phase (creating the basic motivational conditions) creative writing offers autonomy to select the topic of interest what allow learners feel comfortable with writing about what they like; in the second phase (generating motivation) creative writing includes creative activities such as brainstorming, memorizing and reciting poems, listening poetry, reading pictures, among others which generates motivation to write; the third phase (maintaining and protecting motivation) creative writing is a set of writings such as poems, poetry, stories and narrations which requires different purposes and styles. That diversity maintains the writer motivated to write, and the last phase (encouraging positive self-evaluation) creative writing makes learners critics their work.

Creative writing activities include discussions about social problems and analyzing readings focused on social problems where learners have to check the style, positions and authors' purposes to have an idea of how to lead their writings and motivate them to write about their positions Temizkan (2011). To this respect, Demir (as cited in Santos, 2017) declares that through critical thinking people acquire instruments which help them to know how to live in a social environment that presents problems. This is connected to the concept of meaningful learning advocated by Ausubel who suggests that meaningful learning occurs when new experiences are related to what a learner already knows Grabe and Grabe, (2000). In addition, Jonassen (2000) expresses that a learning is meaningful when it engages students in an active, constructive, intentional, authentic, and cooperative process. Hakkarainen (2011) is consistent with the precious account as among the 17 features he established that a process must develop to produce a meaningful learning he mentioned active, constructive, self-directed, individual, collaborative, co-operational, conversational, contextual, emotionally involving, goal-oriented, reflective, abstract, multiple perspectives-oriented, critical, experimental, multi-representational and creative. For that reason, creative writing has been conceived as a practice that involved the above features which aid a meaningful learning.

On the other hand, Ellis (2002) proposes three main phases to implement when the framework of TBLT is applied in a classroom. These phases reflect the chronology of a

task-based lesson. Thus, the first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centers around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance. Though the history of teaching writing skills, there has been created some approaches: Genre approach, product, the process and the process genre approach.

METHODOLOGY

To conduct this study, the author utilized a qualitative action research approach. Ferrance (2000) says that "action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement" (p.1). This research design is often used in the educational inquiry circle to empower students, reflect and act upon the weaknesses that learners may encounter in the classes. In this sense, Ferrance (2000) "action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change" (p.1). This author proposes three cycles: posing questions, gathering data, reflection, and deciding on a course of action. In this present research, the authors decided to follow these phases, which are also shared by Hong and Lawrence (2011); Tripp (2005), and Young, Rapp and Murphy (2010). They all agree that action research focuses on overcoming the difficulties that the teachers find in the classes. This research methodology served to plan, design, implement and reflect upon the implementation of TBLT as a way to enhance creative writing among the participants.

Context and participants
The study was developed at a Colombian Public University located in the southern region of the nation. This university offers English as a foreign language as a professional program to train new teachers in this process the researchers met and decided to work

together to promote creative writing among twelve undergraduates (6 males and 7 females) that were in the fifth semester of the EFL program. They aged 18 to 22, had a language proficiency of B1 based on the Common European Framework of Reference (British Council, 2001). They agreed to participate in the study by giving consent to be observed, interviewed and to review-analyze their written production. Although, they were framed into B1 level, these learners showed serious difficulties to create simple writing production related to familiar topics. Similarly, they failed to write about their experiences, interest and socio-cultural contexts. In sum, their writings were unclear, without simple writing structures and full of mistakes. Those difficulties were linked to other such as: the leaners wrote limited communicating content, disorganized, inaccurate word choice and little or no spelling strategies papers. Based on these difficulties, the teachers-researchers decided to plan. Design, implement and evaluate whether or not the implementation of ten classrooms creative written assignment that these students were asked to create would be a way to promote writing skills in these group of learners.

Data collection instruments

Data were collected using observation, interviews and written reports. The researcher firstly observed the students, after that they interview the participants and finally their written reports were analyzed following a rubric designed by the researchers. This was a dynamic process that help the teachers-researchers to gain necessary information to reach the project goals and objectives that were oriented to better understand the phenomenon under studied.

Observations

According to Driscoll (2011) in the educational research observation has been long used to have a general view of the teaching and learning process. He suggests that there are two main observations: participant observation and unobtrusive observation. "Participant observations allow the researcher to interact with participants and become part of their community. Conversely, in unobtrusive observation, you do not interact with participants but rather simply record their behavior" (p.160). In this research, the teachers-researchers utilized both kind of observations to have a wide perception about the way the students reacted to the implementation of the tasks, their responses to each one

of the assignments they were asked to complete and their reactions, interactions with friends. In total, ten classroom observations were conducted. However, three of the ten observations were unobtrusive observations, which were used not to interfere the normal behavior of the students in the development of the classes and the remaining were participant-observations that helped the researchers to interact, work cooperatively, ask questions and verify the information that was kept in the previous observations, interviews and the analysis of the written reports. In total, ten classroom observations were conducted in which the twelve participants were observed. They were 45 minutes long, they were carried out in the students' classroom, and to guarantee that the whole data were saved the observations were video-taken to be shortly analyzed.

Interviews

Interviews were used to gain a wide insight about opinions, perceptions and thoughts of the students about the implementation of the tasks. They served to supplement and triangulate the information to expand the data- to validate the data kept during the observations, and the analysis of the reports. Driscoll (2011) says that interviews is a way researcher can gather information about people's beliefs or behaviors. He insists that this method an excellent way to gather data for your primary research project (p.161). The researchers piloted ten in-depth interviews, Guion, Diehl, and McDonald (2001) point out that "in-depth interviews are most appropriate for situations in which the researcher want to ask open-ended questions that elicit depth of information from relatively few people" (p.1). Three of the ten interviews were conducted at the beginning of the study to deeply explore the general perspectives of the learners toward their over-all learning processes. After that, seven new interviews were piloted to verify, identify, and understand learners point of views about the implementation of the assignments. In general terms, the interviews were a good tool to triangulate the data obtained from the observations and written reports. All the interviews were 40 minutes long, audio-taped, planned and carried out in a quiet the office.

Written reports.

Written reports as a data collection technique helps the researchers to have a detail description of what the participants do during the implementation of the action plan. In this

respect, Patton (2003) considers that written reports and other documents or programs records, letters, personal diary and written responses are meaningful ways to collect data from fieldwork because they have a detailed description of what has been done. Based on this perspective, the teacher-researchers decided to use this instrument to capture and preserve meaningful information related to each task that was carried out in the application designed to enhance creative writing tasks. In this sense, the teacher-researchers collected ten written reports from each participant. These reports were collected once the students have completed the three phases proposed by Ellis (2002) and Willis (). They showed an account of the progress the students made during the implementation. In total, 102 written reports were analyzed following a rubric that was designed by the researchers. Before the students write the reports, they were given a rubric on how the final product of every week would be evaluated. The rubric took into account the title, content, development, organization, mechanic, scholarship and vocabulary. The written reports gave the researcher the possibility to deeply explore the progress or weaknesses, the students had during the application.

Pedagogical implementation

The pedagogical implementation was carried out following three main phases. The researchers firstly planned, designed and implemented ten tasks that were related to the students' lives. To plan the assignments, the researchers considered the learners' English level, their interests, the phases of each tasks and the requirements that each written report would demand. Other issues that were analyzed were: the development of the tasks, the types of writing for each one of the works and the length of time necessary for each. For the designing of the written productions (tasks), elements such as: how to cope with the demands of the participants, what to assess in students' written work, how to conserve the focus of the students on creative writing a part from just promoting writing skill itself, how to assess formatively and at the same time provide meaningful feedback so that students realized the most important was to foster creativity when they write. Once, those components were inserted to the plan, the implementation started. It included three stages pre-task, during task and post-task that will be explained in the development.

Development

To implement the action plan, a series of ten creative written work were done following the three phases aforementioned. The pre-task was carried out to guide the students about the necessary to develop the tasks with responsibility and the need to fulfill all the requirements. The participants were also informed that would cover their English competences, their likes-dislikes and the process to develop the written production. Additionally, the types of writing and the time allow for every activity, the feedback they would receive and all detailed information was provided previous to get into developing the implementation was given. Cordoba (2016) suggests that this phase is "to illustrate the students the chronogram-requirements of the task, show them the topics, set the goals and procedures of the task, and provided additional instructions to develop the activities" (p.19). He insists that discussing the outcomes and the what, how, when, and where learners will submit their product is also necessary. When the participants knew how the project would be conducted, the second stage started.

During-task

This phase was organized for the students to create their written assignments and submit them to the teachers-researchers. During this process, the participants showed the teachers their papers and they corrected, provided feedback and guided them to finally reach the goals of each task. To this respect, Cordoba and Rangel (2018) recommend that this segment of the tasks is to review their assignments, ask and answer questions and make changes if necessary, to present their production to the teachers. In this research study, this period was used to doing the same, however, taking in mind that the main goal was to foster creativity the type of recommendations from the researchers were flexible and oriented to promote a great environment for the students to exploit their creativity when they were writing the tasks. Although, the pupils knew in advance that their work would be evaluated taking into consideration a rubric (See appendix…) designed to verify how creative their production were, this stage let the pupils do their work freely, receive guidance from the teachers-researches, polish their papers, edit then to lastly present a final version to the researchers.

Post-task

Once the participants presented the final version of their written production, the tea-

chers-researchers reviewed all the papers and based on the rubric they provided students with recommendation on the formal way to write, how creative the written productions were, some particular details such as: structure of the papers, the title, organization, writing quality, style and level of content. At this point, the students were offered a time to talk about the limitation and how they overcame them throughout the process. At the end, the teacher redesigned two follow-up activities at the beginning of the study because there were a lot of structure of the papers, the title, organization, writing quality, style and level of content mistakes to be overcame. Nevertheless, these difficulties were overpowered tasks after tasks. To end, it was noticeable that the learners leant to integrate those elements properly.

Data analysis procedure

The data analysis procedure started by collecting the information. After the data gathered, the researchers transcribe-organized on Word documents to be shortly labeled with names, notes, dates and purpose. Afterwards, the information was segmented based on the identification of recurrent words, phrases and sentences. In this step, the researchers read and reread the repeating quotes, words, phrases and sentences to be reorganized into different sections on the documents. These documents were inserted commentaries, references and review to be reorganized. Next, the information from the observations, interviews and written reports was compared to be interpreted taking in mind the goals of the study. Once all the data were compared, examined and construed, the researchers reread individually, took notes and had a meeting to discussed about their insights and reached the findings and conclusion of the study. In this sense, the study used descriptive, in-vivo and pattern coding to ensure the validity and reliability of the study. Equally important, other verifying techniques were used in the study: member checking, triangulation into methods, time and participants.

FINDINGS

This section states the findings and discussion of three main elements: first, creative writing in EFL education, Creative writing, Task-Based Language Teaching (TBLT) and

Implementing TBLT as a way to promote creative writing

Creative Writing in EFL Education

The data collected during the research process demonstrated that creative writing in EFL Education is a valuable practice that sometimes is let aside by teachers who consider that the only way of writing possible is the academic or technical writing such as poetry, essays, structure reports, research reports or any other formal papers that learners are asked to write in the academic-science field. In this respect, participant 12 stated that: "Academic-scientific papers do not allow the learners to write by using their imagination, emotions, thoughts and previous experiences. He was required to write structure written production that sometimes is not the reflection of what he wanted to express, but they need to satisfy the need of the academy community. In his viewpoint, it cut my desire to express what he had in his mind or what his imaginary thoughts are willing to express" (Interview 2, participant 1). By the same token, Participant 5 expresses that:

"his creativity was affected by the structure of writing. He thinks that covering all the requirements of academic paper is difficult, paying attention to the content, the punctuations, the grammar, the style and check if the paper will fit into the need of the readers is a risk that interferes significantly in the wishes the learners have to explore new ways of communication" (Interview 4, participant 5). In an observation talk, participant 8 says that "formal writing is a way to reduce the Intermediate English users' initiative to communicate their thoughts, ideas and daily life situations or experiences into a paper" (Observation 5, participant 8). Likewise, Participant 10 points out that "he feels frustrated when he submits his papers and sees that it is full of corrections, suggestions, and things to be improved. He says that because he demonstrates in each paperwork that he refers to his life and all the experience that he has gained in life" (Interview 5, participant 10). Definitively, the participants' highlight that academic writing differs from the creative writing in the sense that, creative writing is a more a general practice or activity that consists on making the writing process enjoyable, in which much more than following a format, the importance is to empower students' creativity, imagination, innovation and activating different ways of interpreting all that the leaners have lived in their daily-lives conditions.

Based on the excerpt from the participants, it could be said that promoting Creative Writing in EFL learners should firstly enhances general writing, so that the learners may have the possibility to write about whatever they want to write about. General writing enriches students' creativity, due to it is less elaborated writing, so the students can communicate easily. Secondly, promoting creative writing depends on the types of tasks, they must be oriented to EFL learners' interests, daily-lives, needs and engaging enough to let them explore their imagination, innovation, and creativity through writing. In addition, creative writing production needs to foster critical thinking, reflection, innovation, and originality when the students are in the process to write. As a consequence, EFL teachers should lessen the over-correction, instead of correcting every single word, they may focus on how to help students use their capabilities to generate original, interesting and meaningful papers that communicate what they actually want to express. Although fostering creative writing seems to be a less technical or academic-scientific process, if the EFL trainees are educated from the beginning on how to organize creative-critical, innovative and original written production, they are able to become creative writers in any kind of written production.

Creative Writing

The information gathered during the research study established that creative writing is an EFL education process that is not usually included in the English language teaching-learning. Most of the writing formation is oriented to promote the ability to write and how the papers students produce fit into the teachers' rubrics, writing systems or the requirements of each task. Things like: spelling, grammar, content, organization, punctuation and technical issues such as word choice, syntax, and other rules make students be afraid of writing in EFL training development. Regardless, the participant 12 expresses in a written report that "he felt frightened to write first because he was not accustomed to doing that and secondly, he did not know how to cope with all written rules" (Written report 2, participant 12). As can be seen, written rules can refrain students to write for different reasons. In this case, experience, technical or sophisticated rules that demand students to produce accurate papers. In order to lessen this, it is necessary to promote the writing culture among the participants, it is not important how they write or what they write about, the focus is to let them know that they are able to come out with a writing production that

could or not fulfill the technical production.

Once, they have written something that could be connected to them, their families or their interests, they would start learning how to integrate the rules, pace the papers, check their own mistakes, in terms of grammar, vocabulary, punctuation, sentence structure, cohesion and others writing elements. Nevertheless, EFL educators should consider that when the students start writing, one of the most influential factors is to guide them properly. That is to say, fostering the interests, passion, and love to write about themselves or things they would be fascinated to talk about on their papers. In this sense, Creative Writing could be promoted by giving time to eliminates stress and anxiety, giving the opportunity to develop imagination, helping learners with creative strategies such as: asking questions, self-reviewing, team working, brain-storming and other that can lead the student to reflect upon their productions.

Based on the above, it seems that creative writing could be achieved throughout three main states: stimulating students to develop a creative writing culture, encouraging them to write creative, original and innovated papers that match their interest, experiences, and asking them to produce written productions as an entertainment way to confront their bad or express what they think or want in their lives. In summary, creative writing is taught and learned for several reasons and with different purposes such as grammar, vocabulary, cultural knowledge, or practicing writing skills and language comprehension. As a consequence, creative writing can be used to offer acting as to be part of the core curriculum of a school. the reaches of creative writing are wide, it depends on the students' and teachers' goal in the implementation of creative writing. It means that creative writing could be conceived as a method, strategy, technique or tool depends on the impact that teachers and learners want to achieve. creative writing as a valuable ingredient in English curriculum because it involves aspects of learners' cultural context

Task-Based Language Teaching (TBLT)
Based on the information collected during the study, the researchers praise the use of TBLT as one of the ways to develop creative writing skills among the students. This methodology allowed students to create diverse options to complete their tasks, they select

what they desired to write about, they made choice-decisions, transformed their thoughts, stimulated their creativity-critical thinking and consider alternatives to connect their ideas. Referring to this, three participants indicate that: Participant 8: "this way of developing the tasks was challenging. He made choices, what kind of information to collect, depict what he believes was the most important to add to the papers" (triangulation of data techniques, observations, interview, and written reports).

Participant 7: "TBLT persuaded her to reach each tasks' goals, she was focused on completing the assignments by means of trying to demonstrate that she was creative, innovative and has an extraordinary imagination. That is why, her tasks' results received her classmates and respect, admiration. She says it was because this method (TBLT) helps students to deeply express their ideas and thoughts creatively" (Interview 8, participant 8). Participant 6: "TBLT liberated him from his fear of making mistakes and perceived writing as a difficult area of language learning. He revealed one of the benefits of implementing creative writing in education for him is that creative writing assignments foster critical thinking, writing itself, open student's view, imagination and the willingness to express their opinions in a written way." (Written report 5, participant 6).

As it can seem from the quotes, creative writing is not only a means to help students unleash their creative side and feel more comfortable when writing in and about everyday life, but has also been proven to improve language learning. It implies to use verbal tense correctly to make the message clear to the audience and make the reader understand the changes of time and place in the story to feel familiar with them. Writers also must have and extend knowledge of adjectives and their correct use to describe people, places, and objects in a way that makes the reader feels what the author is narrating. Thus, the role of creativity in this kind of writing is to help the writers to find their own style, to mix the genres of preferences and play with the real objects, people and places to transform into something fantastic. Creative writing is perceived as a way to change the class dynamic and look for spaces in which the students and teacher could take advantage of the writing process to teach something new, express their feelings, ideas, and knowledge, make people reflect; and in terms of language, enriches the language practice, knowledge acquisition, and enjoyment.

On the other hand, the results from the data collection instruments revealed that implementing TBLT as a way to promote creative writing benefited the participants to foster their critical thinking. Promoting such skill helped the students to overcome their limitations to write and see their writing problems as an opportunity to learn how to write general papers properly. TBLT facilitated reflection, genuine possibility to master creative writing by means of conducting tasks that involved them in meaningful language learning.

In addition, TBLT encouraged learners to develop tasks that demanded them to make choice, evaluate their position, review their point of view, analyze, check and submit written production that was based on three phases, pre, while and post. Those stages were oriented to promote not only a better-writing process but also to enhance real-world writing assignments, in which the undergraduate students gained experience to write in different styles (persuasive, descriptive, explanatory, exploratory and personal) writings. In those papers, they were able to integrate different writing elements, such as good content, acceptable vocabulary usage, organized the paper appropriately and took into account the organization, the grammar, and mechanics necessary to pace a piece of writing.

Equally important, creative writing tasks augmented learners' active, constructive and intentional engagement in the writing classes. So that, the authenticity, autonomy and cooperative-team work increased. It was due to the fact that the implementation of TBLT developed self-criticism and self-evaluation which led them to appreciate their work, praise their talents and increased their self-esteem towards writing. In the beginning, they express that "writing was a very difficult competence to be acquired because they were not able to deal with all the writing components" (point of view shared by all the participants at the opening of the study). However, this idea was rapidly modified as they started developing their coursework.

In this order of ideas, it can be said that creative writing promotes meaningful learning. The students took part in constructive, intentional, genuine, and collaborative projects that matched their daily-lives, co-operational, conversational, contextual, emotionally

involving, goal-oriented, reflective, multiple perspectives-oriented, critical, experimental and multi-representational assignments.

CONCLUSIONS

Based on the above mentioned, the researchers conclude that Task-Based Language Teaching was an effective way to promote creative writing in this group of EFL learners. This method helped the participants to overcome their limitations to write general papers, organize their papers, reflect upon what they wanted to express and to realize that writing demands them to pay attention to certain rules to finally write coherent and cohesive papers. This was achieved through the constant development of tasks that were designed taking into account the students' interests, daily-life situations, and the clear stages, in which they were able to discover their mistake to be shortly corrected. In this sense, it may be said that the implementation of creative writing tasks was crucial to 1) increase learners' time to organize their ideas on a paper, 2) foster FL learners' preferences and engagement in the writing process and 3) promote meaningful learning. Accordingly, the first major practical contribution in this respect was that the participants were realized that learning to write creatively demands time, practice, the development of clear purpose when producing texts. Regardless, the researchers determine that TBLT is an effective way to foster creative writing. However, the implementation of this methodology should consider carefully the learners' interests, their language levels, their daily-lives situations and plan the assignments well, so that overcorrecting should be limit to the less possible, otherwise, the leaners could find creative writing frustrating and difficult to reach. Another important point to consider during the implementation of creative writing is the fact that leaners were kind of afraid at the beginning because they were conscious that their writing level was limited to writing sentences, isolated words or short paragraphs. In this case, one recommendation is to start by motivating students, asking them to write simple papers or asking them to fallow writing prompts. After this time, it is necessary to provide them with valuable information that could help them overcome their mistakes, use their creativity and critical thinking to write.

Furthermore, the development of the study helped the researchers state that promoting Creative Writing in EFL learners through the implementation of Task-Based Language Teaching was a practice that stimulated the use of creativity, innovation, critical thinking and encouraged students to develop tasks, in which they performed spontaneous and original ways to write flexibly. This was fundamental in the process because it made the participants logical, unique, significant and pleasant text that represented their actual lives. In this respect, it may be pointed out that generating enjoyable learning environments, flexibility, personalizing and contextualizing writing promoted critical thinking, increased discussion, students' involvement and empowered students to show how creative they were. They became more active, participative and interactive by discussing, writing and justifying the reasons to write each piece of paper. Based on that, the researchers recommend teachers, school designers, and policymakers to develop writing plans that are appealing to student's daily-lives, interest and context. These proposals would benefit the teacher and students to make writing practice effective. Creative writing tasks should encourage learners to write, be flexible, have good relations with the learners, to be sensitive to what learners write and enlarge their creative skills. In doing so, teachers should recognize that all learners have something to say, it is not good to think that this practice will be useful only with learners that are successful writers because even learners who are not good in writing could offer something new and creative. Finally, though the current review was based on analyzing the role of creative writing to enhance creative EFL writing skill, the findings suggested the implementation of creative writing should be implemented not only in EFL writing courses and classrooms, but in teaching programs as a strategy of integration of culture and the language competences

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CHAPTER FOUR

4

*ANALYZING THE USE OF ICTS TO ENHANCE WRITING SKILLS IN EFL LEARNING

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Resumen

Este artículo analiza el uso de tecnologías de información y comunicación (TICs) como técnica alternativa para mejorar la habilidad de escritura en el aprendizaje de inglés como lengua extranjera. Los objetivos principales fueron examinar el rol de TICs en el aprendizaje de inglés como lengua extranjera, explorar el fácil manejo de estrategias, materiales o actividades y establecer en qué medida el uso de TICs está mejorando las habilidades de escritura. Durante el proceso de aprendizaje, los estudiantes se enfocan en mejorar habilidades de escucha y habla, sin embargo, la escritura es una de las habilidades menos desarrolladas. Se reúne información para una revisión narrativa usando data bases como ERIC, SCIELO y GOOGLE ACADÉMICO. Adicionalmente, se usaron formatos para recolectar información relevante y luego fue comparada utilizando me-

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ta-análisis para identificar la mejora del aprendizaje de habilidades de escritura utilizando TICs. Los resultados muestran que la implementación de TICs ha sido un pilar básico como base para consolidar una nueva educación, donde se apoyan necesidades de enfrentar propósitos académicos, proporcionando oportunidades para promover la escritura usando técnicas y estrategias innovadoras. El uso de dispositivos de computación brinda en educación oportunidades para innovar con nuevas estrategias para mejorar la enseñanza y aprendizaje. Igualmente, las TICs crea tendencias de enseñanza, ofrece aplicaciones innovadoras de comunicación entre hablantes nativos y estudiantes y permite ser capaces de participar en un mundo globalizado mientras mejoran sus habilidades, incluyendo escritura.

Palabras clave

Aprendices, innovación, habilidades de escritura, escritura y TICs en EFL.

Abstract

This review article analyzes the use of information and communication technologies (ICTs) as an alternative technique to enhance writing skills in English as a foreign language (EFL) learning-teaching. The main aims were to examine the role of ICTs in English as a foreign language (EFL) learning and to explore ICTs as a teaching and learning strategy, some materials, and activities to be implemented to improve writing skills. The information was gathered from databases such as ERIC, SCIELO and GOOGLE SCHOLAR. The data were classified using formats to collect the most important information and then the information was compared using a meta-analysis to identify the improvement of writing skill learning by using it. Results show that the integration of ICTs has been basic pillars to support education and to provide opportunities to promote writing skills by using innovative strategies and techniques. ICTs allow education to innovate and enhance teaching-learning. In conclusion, ICTs create new learning environments, in which students communicate with native speakers and allow learners to be able to participate in a globalized world while their skills are improving, including writing skills.

Key word

ICT in EFL, Aprendices, innovación, habilidades de escritura, escritura y TICs en EFL.

INTRODUCTION

During the last 20 years, English language teaching and learning have experienced an important integration of ICTs. it has brought new tools to construct strategies and techniques that can be used in both contexts' ESL and EFL. In this sense, this paper offers an extensive review of the integration of ICTs for enhancing writing skills among EFL students. In this fact, a number of researchers have reported writing problems and how the implementation of ICTs in EFL is transforming the way this skill is taught and learned. Firstly, Hinkel (2003) mentions difficulties when learning English for example in writing, which has been one of the weakest skills for EFL learners, even though writing supports learners to communicate feelings or to express ideas. Moreover, Lombana (2002) remarks that English teachers in Colombia felt challenged and threatened by writing when this skill is required to be taught. Likewise, Bruce (1998) expresses that learners were used to traditional writing, using papers and pencils but today, ICTs are transforming writing. Similarly, Purcell, Buchanan, and Friedrich (2013) find that digital technologies are shaping student writing in countless ways and have also become helpful tools for teaching writing to middle and high school learners turning writing interesting and fun. In this way, the implementation of ICTs allows learners to explore ICTs in an innovative, new and revolutionary way, changing the point of reference which is teaching writing with old techniques.

In fact, instead of replacing one kind of writing with another, ICTs are adding to the repertoire of process innovative tools. In this case, ICTs develop a significant part in the writing process because of the easy management and variety of tools used to improve learning. By the same token, Yunus, Nordin, Salehi, Embi, and Salehi (2013) remark that the notion of ICTs in educational fields refers to systems that enable gathering, manipulation, management, access, and communication of information in different forms. Somehow, the procedures during the EFL writing process are showing that those may not be completely effective or need to be complemented by applying other techniques in order to cover students' writing failures when learning English as a foreign language.

Under those circumstances, this paper examines the use of ICTs as a way to en-

hance writing skills in EFL learning and studies its role by comparing and contrasting the information to distinguish to what extent the implementation of ICTs helps to enhance the EFL writing process. What is more, this review article includes practical and theoretical implications. The practical implication is to contribute to the EFL learning and teaching process by proposing the integration of ICTs as a support tool to enhance learners' writing skills and the theoretical implications are to encourage the development of English writing by giving information about the role of ICTs in EFL classrooms and to suggest ICTs as an alternative approach to improve English as a foreign language. Besides, the information is gathered from databases such as ERIC, SCIELO and GOOGLE SCHOLAR and classified using formats to collect the most relevant information and then, comparing all data through a meta-analysis to identify the improvement of writing skill learning using ICTs.

Finally, the results conclude that the use of ICTs can be helpful for improving not only EFL writing but language teaching and learning as long as teachers are trained to manage them and to be able to deliver instructions correctly. Also, ICTs give new opportunities by creating innovative strategies, techniques, tendencies, communication tools and capacities to participate with high quality in globalization requirements. Thus, this review article proposes the following question to assist readers in creating their own perspective based on the information analyzed: what is the role of the use of ICTs to enhance writing skills in EFL learning?

THEORETICAL FRAMEWORK

Information and Communication Technologies in EFL Writing

Information and communication technologies have created opportunities to improve learning and teaching practices around the entire world. They complement the teaching and learning process by providing tools that help to develop education. According to Onozawa (as is cited in Marulanda and Martinez, 2017) ICTs have brought more focus on writing, which now transcends classrooms. As noted by Kellogg (2008) and Ferreiro (2001) ICTs facilitate the deep and accelerated production of writing and the learning of language skills. Additionally, Abdullah (2013) suggests that ICTs are great to improve wri-

ting and to innovate in the class. Ally (2008), Pennington (1993) and Warschauer (2010) support that digital technologies play important roles and emerge innovative tools for the teaching and learning writing, construct personal meaning and to experience learning in a different way. In that case, using ICTs to enhance writing skills is a good strategy because they catch students' attention with innovative tools, in which they use new technologies created to support their writing process. In fact, the integration of ICTs transforms writing lessons by making them more understandable, easy to log and assessable for the majority of the learners.

Regarding the use of ICTs in writing, Sweeny (2010) expresses that ICTs are changing the ways in which youth write and communicate. Moreover, Sweeny adds that teachers imagine a potential negative impact on their students' academic writing. Nevertheless, Prensky (2001) categorizes learners as digital natives and teachers as digital immigrants. Alike, Hennessy, Ruthven, and Brindley (2005) mention that the role of the teacher is to be a guide or facilitator for the students. In other words, teachers should take advantage of the students' knowledge about it. Instead of concerns about the use they give to ICT tools, teachers should lead learners in order to complement their writing process with those tools' help. Even though ICTs are sources to enhance writing skills, the teacher may concern about the way students use those tools. For that reason, it is important for teachers to moderate students' use of ICTs, taking advantage of the benefits to enhance writing and reducing the disadvantages of the integration of ICTs in EFL classrooms.

With the intention of enhancing writing through ICTs, learners and teachers have the opportunity to explore the wide repertoire of online platforms such as blogs, wikis, social networks, among others and to express their personalities through them. With this in mind, Ito et al. (as is cited in Sweeny, 2010) argue that "when teens become immersed in special-interest topics online, such as gaming or creative writing, they often appreciate the expertise that is shared by more proficient online friends, even if those friends are adults" (p. 124). In Addition, Lenhart, Smith, Macgill, and Arafeh (2008) and Sweeny (2010) affirms that writing is an integral part of students' lives due to their use of texting and social networking sites, but most of them do not recognize this type of communication

as writing. Otherwise, learners are used to practicing writing unconsciously while using attractive platforms in which they share ideas, thoughts, and feelings with other people. In that way, it is vital for teachers to moderate students' use of ICTs, taking advantage of the benefits to enhance writing and reducing the disadvantages of the integration of ICTs in EFL writing.

Advantages and disadvantages of ICTs in writing

Although, the implementation of ICTs has been important and meaningful for improving writing. It is necessary to mention that the implementation of ICTs to enhance writing skills brings positive and negative aspects of the teaching and learning process. For this, Tamo (2014) points out the benefits which are that ICTs provide new approaches to reinforce the EFL writing process, ICTs are useful tools to promote writing using interactive techniques, they bring the opportunity for learners to create real-world simulations and interact with people around the world and provide learners with a range of authentic material for improving writing. Additionally, Quintero (2008) notes that the use of ICTs permits us to observe how web blogs could benefit the composition class and, hence, provide opportunities for enjoying and improving writing skills. Furthermore, McDougald (2009) highlights that digital tools encourage personal expression in many forms, not just "writing." Contributing dramatically to develop formal and informal writing skills.

In the other hand, Tamo (2014) suggests some disadvantages of applying ICTs to promote writing process which is that teachers may experience obstacles like computers causing distractions to students to succeed the integration of ICTs to promote writing process, some EFL classrooms do not have the resources to apply ICTs, and that some teachers required knowledge to guide learners correctly. Similarly, Bullock (2001) states that there are some inevitable technical problems and when these have occurred the frustration that students feel having lost their work or in being unable to complete an assignment. Despite having some disadvantages, ICTs are useful to benefit language learning and develop students' skills. That is why, we consider that the problem is that ICTs, but how you use them to enhance your language learning. It is important to assume the risk to implement new techniques when teaching writing.

ICTs in EFL Classrooms

The integration of ICTs in EFL classrooms has opened a new path with many opportunities for English language learning. ICTs develop endless options to communicate with people in order to share ideas and learn different cultural aspects. To this respect, Hjalmarsson (2015) and Skolverket (as is cited in Kreutz and Rhodin, 2016) hold that ICT offers great opportunities for developing skills related to context and improving communicative language learning using computers and online software. In the same token, Gregori-Signes (2008) and Yunus et al. (as cited in Hjalmarsson, 2015) agree that the use of ICTs could be a distraction, learners can waste time and teachers can lose control of the classroom. Consequently, the use of ICTs during the English learning process could be helpful for both learners and teachers if there is good management and instructions are delivered correctly. On the contrary, ICTs can turn into a negative procedure due to learners can use it in the wrong way.

Indeed, the use of ICTs in EFL classrooms changes the way teachers and learners perceive the English language as a consequence of the wide repertoire of tools (such as blogs, wikis, social networks, among others) that can be used to improve teaching and learning writing skills. Sarkar (2012) and White (as is cited in Khan, Bhatti and Ahmad, 2011) assert that the use of ICTs has changed the conventional ways of learning and proposes to rethink education in terms of a more current context. Additionally, Purcell (2013) points out that teachers consider that ICTs are shaping learners' writing in myriad ways and also that ICTs have become helpful for teaching writing facilitating personal expression and creativity. However, Tamo (2014) objects that the success of ICTs depends on teachers and learners. In that case, English learning needs to be immersed in a real context to make learners establish contact with current situations. Even more, ICTs give learners and teachers different options to enhance skills by using innovative instruments, in which is possible to express learners' creativity through writing and to be conscious of their own process.

Among the different tools that ICTs offer to EFL learning and teaching, the Internet can be one of the most popular between learners and teachers thanks to the extensive content that it offers to achieve learners' goals when writing or developing other language

skills. In the same vein, McDougald (2013) comments that the internet is at the forefront of language teaching offering teachers and learners alike the opportunity to explore and even exploit English in ways that were not possible before. What is more, Kern and Warschauer (2000) and Muehleisen (1997) agree that the use of the Internet in EFL can motivate students to practice English outside the classroom and to communicate with native people? Since the internet was applied in EFL classrooms as a technique to promote the language among learners and teachers. They can find the materials or activities according to different learning styles, encouraging learners to explore the Internet in order to improve skills during the learning process. It is important for teachers to give clear instructions on how learners have to use the Internet to guarantee good management of its content and good results in their language learning process.

Nowadays, the use of ICTs in language learning and teaching motivates teachers and learners to experiment with a change to a renewed education filled with many tools, programs, and applications that make learning an entertaining process that contributes to improving education techniques. Likewise, McDougald (2009) mentions that the use of Information and Communications and Technologies (ICTs) is becoming a common practice in Colombian educational institutions as a way to enhance the teaching and learning process in English while promoting autonomous learning. In the same way, Amiri (2000) assures that English teachers use innovative teaching tools in classes. Nonetheless, Paraskeva, Bouta, and Papagianni (2008) have attempted to analyze the importance of taking suitable actions in order to include courses of training teachers in modern technologies. Either way, it is quite important not only to integrate ICTs in the EFL classroom but to give teachers the opportunity to receive training courses about what ICTs are, how they work to enhance skills, especially writing and to be able to have a wide view about ICTs to guide learners.

Besides, the implementation of ICTs in EFL classrooms works as a supporting technique to improve teaching, increase learning and innovate classes. In Colombia, most schools are implementing ICTs, creating special classrooms where learners can take advantage of them. McDougald (2009) mentions that "the Colombian Ministry of Communications has invested a great deal of money on technology" (p.25), even though he affirms

that there are still regions throughout Colombia where ICTs access is still not available. In that case, the intentions with the integration of ICTs in schools are to reinforce English as a foreign language teaching and to give learners the opportunity to communicate, express and explore the world using ICTs as a way to connect them with real contexts. In any case, the Colombian Ministry of Communications needs to keep working on integrating ICTs in schools to empower meaningful language learning.

Furthermore, learners in Colombia are supposed to achieve an English level according to each grade. Considering the level that learners have to achieve, MEN (2006) establishes in the Basic Standards that learners in Colombia are supposed to finish school with a B2 level in a scale of the Common European Framework of References for language teaching-learning. But based on Education First (EF EPI) EF (2016) which measures the English level in 72 countries, including Colombia; Colombia is the number 10 in the ranking of 14 Latin America countries monitored, a very low level of English domain, taking the lowest places in the past 5 years. This ranking shows that, somehow, the way English has been taught in schools is not helping students to overcome those language failures, and it affects them in their professional careers due to the high demand the English language has in the country. We think one of the possible ways to overcome this is by using ITCs more often.

Writing skill in EFL Learning

Writing skill is one of the four language abilities that EFL/ESL learners need to master to learn the English language meaningfully. According to Hedge (2000), writing is a complex cognitive process that leads the writer finishes his or her product correctly. Besides, Rojas (2011) and Tolchinsky (1993) stress that writing is a process that involves practices of thoughts, design, and construction of new knowledge that extends beyond basic copying. Accordingly, writing is a complex skill that demands concentration, understanding, and interpreting in order to write adequate and coherent paragraphs. On the other hand, Cross (2007) argues that "writing is more difficult to justify than the other skills. However, the school is a micro-world of its own, in which writing holds a most important role" (p. 268). To this respect, Cross (2007) says that writing is an imperative skill due to the fact that it allows the writer to transmit ideas and thoughts. In addition, at schools, teachers

are constantly looking for new techniques or strategies to improve learner's knowledge and to try to enhance writing.

Recent attention has paid to find techniques and strategies to develop writing composition. Lombana (2012) says that teachers felt challenged when they have to teach writing. Henceforth, Raimes (1991) emphasizes that there are three principal writing approaches: the product, the process, and the genre approach. Similarly, Young (as cited in Matsuda, 2003, p.70) defines the product or traditional approach to writing as 'the emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, and punctuation) and with style (economy, clarity, and emphasis); and so on. The genre approach is seamed by the researchers as writing with social purposes in order to achieve particular things and the main focus in the genre approach is on writing about various social contexts.

Consequently, Badger and White (2000) declare that the process approach to writing also places more emphasis on writing skills (planning, revising and drafting) than on linguistic knowledge (spelling, grammar, punctuation, and vocabulary). Reinforcing ideas, Kroll (2003) maintains that some activities of the process approach to writing in L1 such as pre-writing, drafting, and revisions that could be made through feedback from the teacher or from peers are also imperative in L2. Henceforth, Gomez (2010) indicates that "Students need opportunities to write about what they like" (p.211). Equally, Tribble (1996) establishes some stages for writing, such as Pre-Writing, in which the task is specified, the data, ideas are planned and collected; Composing; Revising focused on recognizing information, styles, ideas and grammatical facts, and Editing for checking grammar, lexis and so forth. What is more, Garcia (2009) states that "students' writing performance in English can be affected by their literacy competencies in Spanish" (p.51). In fact, any of the approaches could be meaningful to promote writing skills through the use of it.

METHODOLOGY

The current paper is based on a documental systematic review of information related to ICTs in EFL learning and how these tools help the student to enhance writing skills. According to Gülpınar and Güçlü (2013) "a systematic review is based on struggles to search for, and find the best possible researchers which will respond to the questions predetermined at the start of the review" (p.45). Moreover, Mayerl (2009) describes a review article as "a critical, constructive analysis of the literature in a specific field through summary, classification, analysis, comparison" (p.1). In this order of ideas, the first step was to establish the literature and identify trends that were relevant to the topic. Then, the researchers analyzed all the data collected in order to present significant facts, findings, and definitions on the topic. After, the researchers organized the information into a narrative review approach, in which original studies were taking into account to be compared and contrasted.

Additionally, a meta-analysis approach was used, which allowed researchers to analyze the information gathered from articles published in academic journals, scientific magazines and thesis related to the use of ICTs to enhance writing and then pool all the results. It is important to highlight that Wolf (1986) defines as meta-analysis "the application of statistical procedures to a collection of empirical findings from individual studies for the purpose of integrating, synthesizing, and making sense of them" (p.5). For that reason, the information gathered was taken from authors from 1985 to 2017 that have been previously cited in databases such as ERIC, SCIELO and GOOGLE SCHOLAR. After that, the data from articles was reorganized, reanalyzed and reexamined using systematic formats that allowed not only to organize the most relevant information, to achieve the goals of this paper but also to sort the name of the article, the reference and the significance of the information provided. Consequently, the information was introduced into the writing according to the development of the writing. Lastly, five keywords were used to help readers to focus on the information, those words are Information and Communication Technologies, writing skills, ICTs in EFL, improving writing, innovation, learner.

FINDINGS

The present review was designed to determine the role of ICTs to enhance writing skills in EFL learning. Regarding the main objective, the results of this review article show:

Information and Communication Technologies in EFL Writing.
This current review found that information and communication technologies have created opportunities to improve learning and teaching practices around the entire world. Furthermore, it was proved that according to the reviewers' experience that ICTs complement teaching and learning process through different tools like computers and tablets that help to develop education giving classes a radical change, to this end Kellogg (2008) and Abdullah (2013) support this idea by arguing that ICTs facilitate the production of writing and the learning of language skills innovating and creating creative and interactive classes. Pennington (1993) and Warschauer (2010) think that digital technologies play important roles and emerge innovative tools for teaching and learning writing. In this order of ideas, the researchers' experience is important to use ICTs to enhance writing skills because they catch students' attention with innovative tools, in which they use new technologies created to support their writing process. In fact, the integration of ICTs transforms writing lessons by making them more understandable, easy to log and assessable for the majority of the learners.

Moreover, the researchers found that the implementation of ICTs carries some benefits and disadvantages. ICTs motivated students to learn, do extra exercises and practice writing. Sweeny (2010) expresses that ICTs are changing the ways in which youth write and communicate. On the contrary, a disadvantage could be that most of the students are not used to include ICTs to their classes and this fact could affect student's attention. Nevertheless, Prensky (2001) states that students are digital and educators are digital settlers. Alike, Hennessy, Ruthven, and Brindley (2005) support the researchers by arguing that the role of the teacher is to be a guide or facilitator for the students. In other words, teachers should take advantage of the students' knowledge about it. Instead of concerns about the use they give to ICT tools, teachers should have prepared with attractive academic activities in order to lead learners in order to complement their writing

process with those tools' help.

Based on the above mentioned, it could be stated that the use of ICTs is clearly in-novating dramatically the way the new generation communicate with each other through computers, cellphones, and informal electronic writing all the time. ICTs are sources to enhance writing skills, after reviewing different sources the researchers found that it is essential that teachers be trained to teach students the correct use of it. It is necessary to take into account that students already use informal electronic writing. With the intention of enhancing writing through ICTs, learners and teachers have the opportunity to explore the wide repertoire of online platforms such as blogs, wikis, social networks, among others and to express their personalities through them. Additionally, Sweeny (2010) affirms that "writing is an integral part of students" lives today due to their use of texting and social networking sites, but most students do not recognize this type of communication as wri-ting" (p.124). The researchers demonstrated that learners are used to practicing writing unconsciously while using attractive platforms in which they share ideas, thoughts, and feelings with people around the world. In that way, it is important for teachers to moderate students' use of ICTs including them in classes for teaching academic electronic writing.

Advantages and disadvantages of ICTs in writing

The findings indicate that the implementation of ICTs as a way to enhance writing skills brings some positive and negative aspects. Based on the ideas of McDougald (2009) and Tamo (2014) one positive effect of the implementation is that ICTs provide a new revolutionary way to reinforce the EFL writing process like changing the board for computers to write, using programs that help teachers to correct students' writing. In addition, ICTs offer students the opportunity to communicate and express their feelings and thoughts with English learners and natives around the entire world. This way, ICTs help the students to be ready to face real situations, learn ways to communicate and give students more time to reflect upon their education process. The reviewers considered that including ICTs in teaching and learning writing contribute to the improvement of other aspects of the student like interpersonal communication, freewriting, autonomy and in-crease the knowledge of how to use ICTs in academic duties.

Although ICTs have been an effective strategy to foster writing skills, some disadvantages could appear to promote this ability. According to Bullock (2001) and Tamo (2014), one of the biggest negative weaknesses is that students may not be aware of what ICTs offer them for academic purposes and they may get distracted on other things rather than fulfilling their homework. In this sense, the researchers consider that a big difficulty to apply ICTs is that there is a lack of enough technological supplies like English labs, Soft wards or any other technological divides in most of the language institutes, some universities and obviously schools. In addition, sometimes the computers or technological supplies available could have technical problems, do not run well or they are simply outdated. Under those circumstances, it may be stated that the problem is not on ICTs themselves, but how people use and inefficiency, in which those tools may be used. Generally speaking, ICTs offer a number of benefits for improving writing in an innovative way, there are also bad aspects of applying ICTs in English language teaching and learning. However, the advantages are much more compare to the disadvantages, so that the researchers recommend the reader to implement ICTs strategies, programs or any other way because ICTs enhance practice, autonomy, self-production, self-review and gain experience to develop their writing capability.

ICTs in EFL Classrooms

The current study found that the integration of ICTs into EFL classrooms has allowed teachers and learners to firstly improve writing by providing tools for EFL learners to communicate with native people around the world, self-practice writing, review what they have written and expand their capability in language learning in general. This finding corroborates the ideas of Hjalmarsson (2015) and Skolverket (as is cited in Kreutz and Rhodin, 2016), they agree that the integration of digital devices and online software help writing process to make progress. What is surprising is that, although the theory says that the use of ICTs leads to classrooms innovation, the researchers have experienced that in some schools is difficult to take advantage of ICT tools due to the lack of resources and teachers' point of view towards technology. It may be assumed that it is necessary to reflect upon the need to equip the schools, universities and language institutes with great resources so that they start training teachers on the benefits of using Information and Communication Technologies as a didactic strategy that help not only students but also

teachers to innovate and create spaces, in which learners acquire writing in a different way.

It is important to clarify that, although ICTs support the language learning process, if instructions are not provided correctly, those tools can distract students and teachers can have problems controlling the class. When exploring ICTs at the beginning, learners may get distracted or concentrated on other things. However, the teacher should deal with the situations carefully not to cut the implementation of any technological program of the software. Instead, she/ he must plan the classes intelligently with the aim of catching students' attention on academic purposes beyond other interests they might have. To this respect, Gregori-Signes (2008) and Yunus et al. (as cited in Hjalmarsson, 2015) and Paraskeva, Bouta, and Papagianni (2008) confirm that when students are exposed to any information that can catch their attention, it is vital for teachers to play the role of facilitator to guide students to guarantee the success of each lesson by making them conscious of how they should use the tools.

In order to overcome those negative implications that ICTs may have on EFL classrooms, institutions and teachers should reach agreements to promote the use of ICTs meaningfully. Also, teachers should be open mind to innovative and realize that ICTs may support them with their jobs. In order for teachers to reflect on the benefits of ICTs in language learning, especially writing, the institution must make an investment of updated resources that help teachers not only to receive training, but they get motivated to use ICTs in their classes more often. To this point, White (as is cited in Khan, Bhatti and Ahmad, 2011), Purcell (2013) and Tamo (2014) state that young learners have a wide idea of the use of innovative tools and it is easier for them to use. Based on this, the researchers recommend teachers to take advantage of the knowledge that learners have about ICTs to enhance their language learning process.

Similarly, authors McDougald (2013), Amiri (2000), Kern and Warschauer (2000) and Muehleisen (1997) agreed that this ICT tool can motivate to enhance language teaching and learning. In this way, the learners should be able to enhance their writing and other language skills and be autonomous of their own process. With the significant im-

pact that these tools have brought into the world, in which most people have access to them, educators should use ICTs as a way to encourage students to use them to improve autonomous language learning. Nowadays, in Colombia, most teachers do not apply these tools due to the lack of knowledge towards the correct use and benefits that ICTs offer. What is more, learners need to be guided through the use of ICTs even though most of them are familiarized with those innovative tools. For that reason, teachers need to be able to explain and give correct instructions in order to succeed and achieve all students' learning goals.

Writing skill in EFL Learning

During the language learning process, writing tends to be one of the most important skills, nonetheless, it is also one of the most complexes to develop due to its complexity. This skill allows learners to express their ideas, to share experiences, and to communicate with other people by producing peace of papers that convey messages. Hedge (2000), Tolchinsky (1993), Rojas (2011) and Cross (2007) state that writing is a demanding skill that requires concentration, understanding, and interpreting in order to transmit their thoughts. It may be assumed that the writing skill is mandatory to be developed for EFL students. However, writing is less developed skill. One of the issues that emerge from this finding is that new innovative techniques need to be implemented in the classes in order to improve the teaching and learning of writing skills and raise students' interest in this ability. Lombana (2012) and Raimes (1991) support that there are difficulties when teaching writing skills, teachers feel challenged when they have to teach writing due to the fact, they are not trained properly to teach writing, or they have old techniques that are unattractive for students. With this in mind, the reviewers recommend the implementation of ICTs to try new and innovative materials and activities to expand writing practices and teaching strategies.

In short, ICTs should be integrated into language teaching and learning processes, especially for writing skills. Badger and White (2000) remark that it is more important to focus more attention on writing skills (planning, revising and drafting) than on linguistic knowledge (spelling, grammar, punctuation, and vocabulary). In other words, at the moment of writing it is important to review first writing skills and after that the linguistic

part. Therefore, the reviewers affirm it is very helpful pre-writing and revisions are made through feedback from the teacher or from peers by e-mail. Additionally, according to reviewer's experience it was found that learners' writing performance in English can be affected by their literacy competencies in Spanish and Garcia (2009) supports that it is relevant to have a good writing level in L1 in order to be good writers in the English Language. Finally, it would be interesting to compare experiences of including ICTs in the process of teaching and learning English writing.

CONCLUSIONS

The present review article was designed to determine the role of ICTs as an innovative way to enhance writing skills during the EFL learning process. ICTs have an innovative role because their tools have allowed teachers and students to improve language learning by exploring different technological resources designed to facilitate teaching and learning. Nowadays, teachers and students can take advantage of material, activities, web pages and other means to express- share ideas, and creative writings at the same time that they are communicating with other learners or native people, participating in real situations, interacting with new tendencies and training themselves to be able to supply professional necessities. It was also shown that ICTs help learners to increase motivation due to the impact that ICTs may have on students' minds. Even though ICTs have been used for English language teachers owing to the wide repertoire of tools, the results suggest that teachers should receive deep training about the use, the benefits and how ICTs work to encourage learners not only writing but other languages skills. Moreover, the writers in their experience expressed that although most EFL classrooms have the implements necessary to integrate ICTs to innovate lessons, some schools in Colombia are still in need of resources to integrate ICTs in the classes.

As a result, the researchers found four areas that are being implemented by using ICTs to enhance writing: First, ICTs are creating new generations of new tendencies of learning. It means that teaching needs to be renewed and adapted to this new scenario. Second, ICTs have made the world smaller, people are now interconnected among them,

so students from any part of the globe could communicate, not only with their classmates, fellow county men but with foreign learners and native speakers through social media, Apps, and Websites. Then the students need to write properly to be understood by others. Third, ICTs offer students and teachers opportunities to express their ideas and thought using different online platforms. Fourth, ICTs do not seem merely as a way to enhance any subject area, they have become a powerful strategy to solve academic difficulties and to be able to supply professional demands. Additionally, ICTs have the capacity to afford opportunities to power teaching and learning environments and impact students' learning, motivation, and critical thinking. Furthermore, the implementation of ICT gives an opportunity to innovate education, to enhance writing, to improve learning and teaching strategies. Finally, the researchers suggest future studies to take into account the tools that ICTs offer.

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5 *REVIEWING THE ROLE OF MUSIC TO PROMOTE MEANINGFUL LEARNING IN EFL CHILDREN

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Resumen

Este documento examina el papel de la música para promover Aprendizaje Significativo (AS) en el Lenguaje Extranjero Inglés (LEI) para Niños. Los objetivos son examinar, analizar y especificar el impacto de la música en el proceso de aprendizaje y enseñanza de LEI. Además, este artículo identifica cómo los niños desarrollan AS a través de la música y revisa las actividades significativas de aprendizaje que se pueden ser usadas con la música. El problema es la falta de información condensada sobre el uso de la música en las clases de inglés para promover un aprendizaje significativo. La metodología se basó en una revisión analítica, descriptiva y cualitativa considerando la teoría del AS y artículos relacionados con música en el proceso de aprendizaje y enseñanza de niños de

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LEI. Para reunir los documentos, se utilizaron navegadores académicos y la información se evaluó teniendo en cuenta los siguientes criterios; relevancia, alcance, credibilidad, objetividad y precisión. Después, fue creado un cuadro para seleccionar la información más esencial de cada estudio. Los hallazgos indicaron que la música en el campo de la enseñanza abarca tres tendencias. El papel de la música en la enseñanza de LEI, la música como herramienta de motivación y la música para aumentar las competencias interculturales. Para concluir, la música mejora las competencias lingüísticas en los niños, la música aumenta la autoestima e introduce a los aprendices en un entorno intercultural.

Palabras clave

Aprendizaje-significativo (AS), música, enseñanza del inglés, motivación, competencia intercultural.

Abstract

This paper examines the role of music to promote Meaningful Learning (ML) in Children's English Foreign Language (EFL). The aims are to examine, analyze and specify the impact of music in the EFL learning and teaching process. In addition, this article identifies how children develop ML through music and review significant learning activities that can be used using music. The problem is the lack of condensed information about the use of music in English classes to promote meaningful learning. The methodology was based on an analytic, descriptive and qualitative review regarding the Meaningful learning theory and, articles related to music in EFL children learning and teaching process. To gather the documents, academic browsers were used and, the information was evaluated considering the followings criteria; relevance, scope, credibility, objectivity, and, accuracy. After, a chart was created to select the essential information from each study. The findings indicated that the use of music in the teaching and learning field encompasses three tendencies. Music's role in EFL teaching, music as a motivator tool and music to increase the intercultural competences. To conclude, music enhances linguistic competences in children, music increases self-esteem and introduces learners in an intercultural environment.

Key Word

Meaningful-learning (ML), music, EFL teaching, motivation, and intercultural competences.

INTRODUCCIÓN

This paper examines the role of music to promote meaningful learning in EFL children. Music is one of the most symbolic creations of humanity. According to Rosova (2007) states that music is used to influence human beings' body and brain. Also, Davies (as cited in Perez, 2010) says that "in most cases, music can be used in the language learning field. Young children seem to be naturally "wired" for sound and rhythm" (p.152). Kuśnierek (2016) considers that "music is a valuable means to introduce to foreign language practice. Such sort of entertainment as music may be appropriated for students learning process" (p.31). In addition, Mora (2000) argues "the musicality of speech has an effect not only on the pronunciation skills of EFL students but also on their entire language acquisition process" (p.1). To close, music is a successful tool to be used in different ways in the EFL teaching and learning process but teachers need to design proper music activities.

Consequently, this review article is done because there is a lack of condensed information about the use of music in English classes to promote meaningful learning. Accordingly, there is not enough designed material for teachers to implement in their classrooms. According to Pérez and Leganes (2012) find that the use of music in EFL classes has been minimal due to the English language teachers did not have musical knowledge or experiences to develop music activities in their EFL teaching process. Therefore, this paper offers some practical strategies to English language educators who could find a variety of strategies to implement music activities in classrooms, and a theoretical framework related to the meaningful learning theory to show the academic community the positive and the possible negative effects that music has in the EFL teaching and learning process.

Likewise, this article gathers and reviews academic information related to the role of music to facilitate the EFL teaching process. Secondly, to motivate learners toward the leaning and thirdly, to increase the multicultural competence since this paper demonstrates how appropriate use of music helps learners to achieve a higher cognitive level. For the above, the idea of examining the role of music to promote ML in EFL children came

from the necessity to increase the use of different music activities in classes. In this order of ideas, the paper examines, analyzes and specifies the impact of music in the EFL learning and teaching process. In addition, this article identifies how children develop ML through music and review significant learning activities that can be used using music.

The methodology for collecting and reviewing the academic information was carried out on the internet, the browsers used to look for the information related to the treated topic were Scholar Google, Redalyc, Dialnet, Scielo and others. Then, the information was evaluated considering the followings criteria; relevance, scope, credibility, objectivity, and, accuracy. After, a chart was created to select the most essential information. From this research technique, the results showed that the use of music in EFL classes supported teachers and learners in this field because music facilitates the EFL teaching process, music has the power to motivate learners toward new learning and music introduces learners in a multicultural environment. Finally, this Literature review attempts to respond to the following question; What relevant roles has music had in the EFL teaching and learning process to promote meaningful learning?

THEORETICAL FRAMEWORK

In the current world, being a language teacher is a hard challenge which requires professional efforts to find some useful pedagogical tools to promote higher meaningful learning levels in learners. Hence, this article evidences a theory and relevant information related to the role of music to promote meaningful learning in EFL children.

Meaningful Learning
Meaningful learning refers to the knowledge learned or acquired over some time and that knowledge remains in the learner's brain for a long-time offering learner the ability to solve problems. According to Mayer (2002) "meaningful learning occurs when students build the knowledge and cognitive processes are needed for successful problem-solving" (p.2). To this respect, Ausubel (1968) states that meaningful learning happened when students connected the new information in a non-arbitrary and non-verbatim way with the

previous knowledge. Likewise, Dewey, Bruner, and Ausubel (as cited in Getha, Beery, and O'Brien, 2014) find that "learner's underlying knowledge and previous experiences influence in learner's interpretation of new experiences and subsequent learning" (p.495). From those positions, learners should follow some processes to achieve a permanent knowledge such as analyze the new information, then build a new knowledge and finally integrate the new knowledge with the previous one.

Meaningful learning has been involved in the educational environment to become teachers in mediators between knowledge and learners. Mayer and Wittrock (1996) argue that the two important educational goals to achieve meaningful learning are to promote retention and transfer in learners. These two authors define retention as the capacity to remember material in the same way it was presented during instruction, and transfer is defined as the ability to use the knowledge in real situations such as solving new problems, questions, or facilitating the learning of new topics. However, Bransford, Brown, and Cocking, Lambert and McCombs (as cited in Mayer, 2002) add that "the instruction goes beyond the simple presentation of factual knowledge and that assessment tasks require more of students than simply recalling or recognizing factual knowledge" (p.2). Factual knowledge is when a person justifiably affirms something. For those appreciations, Meaningful learning in educational context should be explored from different areas to produce significant retention and transfer in EFL children learning process.

In terms of learners' ability to achieve ML, Novak (2002) says that young children's brain was accommodated to achieve a meaningful learning but the overwhelming emphasis on rote memorization and verbatim recall of answers predominate in public schools. This contribution means that, the age of learners has influence in the meaningful learning process and teachers' methods have an influence as well. When teachers want to base their activities to promote meaningful learning classes is required that those teachers plan their tasks activities in three stages. According to Gürlen (2012) the first stage is to exam the goals of the classes. The second is to determine the topics, which will be work in classes and the last stage is to select meaningful examples and activities. Besides, Mayer (2002) states that "when meaningful learning is the goal, remembering becomes a means to an end, rather than the end itself" (p.228). As a conclusion, meaningful lear-

ning has a positive impact in English teaching and learning process if ML is implemented through significant resources such as authentic materials.

Music

Music is one of the most symbolic creations of humanity which has had transcendence worldwide. According to Rosova (2007) the word music came from the Greek mousikê and that word was used to refer any of the arts or sciences governed by Muses in ancient Greece. Later, in Rome, art musica-embraced poetry as well as instrument oriented. Currently, the Cambridge dictionary (2017) defines music as a pattern of sounds made by musical instruments and voices, intended to give pleasure to people listening to it. Similarly, the Oxford dictionary (2017) defines music as a vocal or instrumental sound. Because of those definitions and the Rosova appreciation, the word music has been used from many years ago and music is divided in instrumental music and vocal music, which both can be considered as a combination of sounds and words organized coherently through the elements of rhythm, melody, and harmony to catch the listener's attention.

On the other hand, music has been studied from the sociology field understanding the word sociology as the science that studies the social behavior of people in a society. To this respect, music is considered as an object of study from sociology field. According to Hormigos (2012) music was understood as a social activity. Moreover, Supicic (1988) categorizes music in three different ways in the society. Firstly, music is conditioned by society. Secondly, the music reflects the social conditions and thirdly, music is the expression of society. From those points, music is a representation of a society. However, music can become a barrier for a society in terms of dialogue. Etzkorn (1982) considers that music creates social barriers between people who have a special interest in just one music style due to they leave to interact with others who have a different music style. To conclude, music has shown the society background since many years ago.

The Role of Music in EFL Teaching Process

In the EFL teaching field, the word music is divided into two parts. The first part is instrumental music which refers to the sounds, melodies, and rhythms made by instruments and the second part is vocal music which refers to songs. Instrumental and vocal

music are considered two authentic materials in EFL children teaching process to achieve a successful class. For the above, Zogota (2011) finds that the use of instrumental music during a test in the classroom was useful because learners were relaxed and more comfortable to answer the questions. Moreover, Reina (2010) concludes that vocal music was the most suitable type of authentic material to develop listening comprehension. Also, he found that songs motivate learners because vocal music presents learners the new vocabulary and expressions in context facilitating the learning interestingly and effectively. From those perceptions, instrumental and vocal music are two resources which facilitate the EFL teaching process.

However, music in the teaching process has beneficial and detrimental effects on certain learners. Huckabee (2013) says that learners who visually used music could acquire advantages from it, but others could distract. Likewise, music as background noise can be a distracter to certain learning styles, but it can be very beneficial to others. Also, the same study speculates positive impact when it comes to improving learners reading fluency through music. Additionally, Lee and Lin (2015) recommend music as an effective tool in a foreign language classroom (FLC) because most of the children enjoyed music and that condition increased their interest in learning a new language in a very engaging way. Thus, if children feel comfortable and their motivation is on the top, the EFL teaching-learning process is meaningful to them. Finally, Yusuf, Asyik, Qismullah, and Rusdi (as cited in Parlakian and Lerner, 2010; Yuliana, 2004) say that "music experiences support and promote growth in the various developmental domains of children's early learning, including literacy and language learning" (p.117). To conclude, the most of previous authors evidence that the use of music in English classes entails more benefits than detrimental effects on learners.

In addition to the above, music has brought other excellent benefits for learners, for instance, Levitin (as cited in Juste, 2014) says that music made that children's brain learn more quickly and in a significant way. Horn (2009) states that a good music activity made that children were concentrated and used the visual, auditory, and spontaneously touch senses to follow what they were listening because one of the greatest challenges that teachers have to face in EFL teaching is to maintain the children's interest through

activities involving all children in classes. Additionally, Castro and Navarro (2014) argue that the use of music games in classes provides that "children take more seriously and devote more time to, which makes them the best strategy to use in the learning process with elementary school children" (p.13). Added to that, Sevik (2012) says that music is an essential teaching tool to create a safe and natural classroom atmosphere and therefore may prove to help overcome feelings of shyness and hesitation on the part of the learners. As a conclusion, music promotes and facilitate tools for a good class but teachers should design meaningful music activities to achieve a higher quality of learning.

On the other hand, music is an important mediator to improve the language skills. According to Pérez and Leganés (2012) through Music, learners could enhance vocabulary, pronunciation, intonation, accent, and grammar and at the same time, they stimulated meaningful and constructive learning. Also, Batluk (2015) states that the vocabulary acquisition was the main skill achieve through music and the second one is the listening skill. But also, there are other perceptions about music as learning and teaching material that helps children to improve their cognitive skills. According to Wolff (2004) states that the use of music generates a rise in academic reading levels, improves perceptual-motor capacity, helps creative thought and encourages increased participation in the classroom. With all of this in mind, music is a popular material to encourage the linguistic competences.

Finally, the main purpose of using music in a classroom is to improve the listening skills. However, music promotes pronunciation, reading, and vocabulary skills as well. For instance, Sevik (2012) says that for young learners at the beginning level. Action songs have a positive impact on a foreign language teaching and learning, because children physically respond by performing movements about, they heard enhancing their listening, vocabulary and pronunciation skills. But develop action songs in a classroom Davies and Pearse (2000) argue that is recommendable to prepare children for what they will hear. Hence, the implication of music in a classroom is to promote the listening skills through the use of songs.

Music as a Motivational tool in EFL Learning

Nowadays, the use of music is considered as a motivational tool for students and at the same time it facilitates the acquisition of new knowledge because music has the power to overcome negative thoughts and improve the Cognitive ability. Rafiee, Kassaian and Dastjerdi state that "music eradicates possible negative affective factors such as lack of self-confidence, of motivation, the existence of anxiety and stressful environment" (p.103). Besides, Castro (2014) says that music increased learners' cognitive level and learners increase self-confidence at the same time which is important in the EFL learning. Kuśnierek (2016) declares that "listening to music in English is highly motivating for students and songs are easily accessible for all learners" (p.1). Besides, Gobbi (2001) considers that music was necessary for classes to make the learning easier, faster and well pleasing. The ideas discussed before, evidenced that music can abolish the lack of learners' motivation toward the EFL learning and music becomes a means for a faster, easier and effective learning.

Also, music has been used in different ways not only to be reproduced in the classroom and create a fun class but also to help children to be more creative and at the same time to improve their concentration to acquire the information easier. Castellano and Garzon (2015) say that all vocal music is written with a purpose and their content is planned to attract the public's attention, this helps children to motivate, relax, and improve their creativity and concentration. Moreover, with the use of music, the teacher can create a very productive moment and at the same time fun for all, because the child feels a useful part of his class, participating and communicating with the others in the foreign language.

Music to Increase the Intercultural Competences

Taking into account the sociology field, music increases the intercultural competences because music offers the opportunity to identify ideologies, the behaviors, thinking and the possible economic status of a society. To this respect, Paquette and Rieg (2008) assume that music could enhance learners' cultural awareness. Through culturally diverse music, children learn about other people's lives. Even though, to achieve a multicultural classroom with the use of music, teachers must be careful with the music material designed for this purpose. Following this idea, teachers should consider the most popular

music listened to by learners to familiarize and contextualize all learners in the cultural background. According to Woodside (as cited in Perez, 2014) music is the identity of a society. Consequently, a multicultural classroom requires to understand and respect the cultural differences that exist in different places of the world.

According to Cross (2001) "music within the humanities appears to be cultural rather than natural; music is viewed as constituted of practices, concepts, and perceptions that are grounded in particular social interactions and constructions" (p.29). However, the use of music within a society or in a classroom does not mean that music increases the social interaction due to positive and negative results are evidenced when music is focused to promote a multicultural environment. Petrus (2012) says that "music has a social function because it can foster bonds between people and can convey values. Still, sometimes it is challenging to use music and other popular culture elements because they can convey false identities and reinforce stereotypes" (p.127). Hence, to avoid false identities or bad stereotypes, the use of other materials such as pictures, videos, and texts are needed to clarify learners' doubts.

METHODOLOGY

This article was based on meaningful learning theory by David Ausubel and more than thirty articles about using music in children's EFL learning and teaching process were reviewed as well. An analytical, descriptive and qualitative review was selected to develop this paper. Also, the following browsers were taken into account to write this paper. Scholar Google, Redalyc, Scielo, Dialnet, ProQuest, and Eric. According to Navarro, Gonzalez, Bolaños, and Benavent (2011) to gather academic results was necessary to resort to some academic browsers such as Google Scholar, Scielo, Dialnet, Eric, worldwide science, Ebsco Journals, Scopus and, others. Also, the researchers took into consideration some official web pages, articles published in journals which were very useful for the research of information. So, to organize the most relevant information, a char was elaborated which contains, the author's name, the title of the article, year, and quote, type of writing, references.

The article helps to identify and select the essential information from each study. Maeda (2008) says that the organization of information allows a complex theme to appear simple and the simplest way to achieve simplicity is through reasoned reduction regarding the title. To evaluate the information, it was considered some question such as: who was the Author? Additionally, has the author written something else? Also, it was important to know what the source purpose was. Where was it published? When was it written? Has it been updated? And finally, it was necessary to check if the article's author had cited other authors and who had cited the article too, to give more credibility to the information. We selected articles which were cited by about 250 people which were used to elaborate this article. Figueroa (2007) says that to evaluate the information is necessary to consider the followings criteria. Relevance, scope, authority - credibility, actuality, objectivity, and accuracy. But also, Abad, Monistrol, Altarribas, and Paredes (as cited in Guirao et al, 2008) say that it is important to take into account some approaches such as the granting of scores through items previously established on the methodology developed in the article. Carry out an analysis of errors or defects that the article may contain, analyzing what extent it affects the validity of the article. These criteria were used to select the best information related to the topic.

FINDINGS

The findings of this review article are divided into four parts. The first is the meaningful learning theory, the second is the role of music in the EFL teaching process, the third is music as a motivational tool and the last one is music to increase the intercultural competences.

Meaningful Learning
The analysis of the theoretical framework suggests that meaningful learning is a teaching method in which learners learn by experience. That experience connects the previous knowledge with the new information. In this regard, Ausubel (1968-1983) explains that ML occurred when learners connected the new information in a non-arbitrary

and non-verbatim way with the previous cognitive structure. The cognitive structure was understood as the integration of ideas or concepts that a student has in a certain field of knowledge. From these appreciations, Moreira (1997) adds that meaningful learning was impossible without learners' predisposition to learn and without significant material. The meaningful learning method helps learners to become more independent because they achieve the ability to interpret, build and integrate the new knowledge from their own daily experiences.

The educational context creates scenarios to encourage meaningful learning instead of rote learning since ML increases the learners' ability to put into practice the knowledge acquired in the real problem. Also, the ML method facilitates that learners increase their knowledge gradually through exploration and assimilation of new experiences offered by the environment. Additionally, the ML method becomes the experience in durable knowledge. This last idea is supported by Gürlen (2012) who declares that meaningful learning provided a permanent knowledge in learners. Hence, rote learning can be considered as a minimal part of the meaningful learning teaching method. In this sense, the use of meaningful learning methods in classes can satisfy the educational challenges in the current world.

In order to be deeper, the meaningful learning method in classes can satisfy the education challenges because the brain of children has the capacity to stimulate significant experiences for a long time. Accordingly, the use of specific questions with specific answers in classrooms has to be avoided because those kinds of experiences just increase the rote learning. To reinforce the benefits offered by the ML method in the education environment, Novak (1998) asserts that knowledge acquired meaningfully is retained longer. Secondly, increases the learning capacity of new content, and finally, the information learned meaningfully can be applied in a wide variety of new problems. In view of those three advantages and the previous ones, the implementation of the meaningful learning method promotes critical thinking because learners acquire the ability to solve problems by themselves which is one of the most important roles of education nowadays.

The role of music in EFL teaching Field

The findings suggest that teachers should use some tools that break the monotony of the English classes. Music is one technique which takes an absolute prominence in the teaching process due to music provides benefits in the listening, reading, speaking and writing skills. Similarly, Pérez and Leganés (2012); Villalobos (2012) and Asrifan (2009) say that vocal music offers a change from the routine procedures in the classroom. They are invaluable tools to develop students' language skills in listening, speaking, reading and writing and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs and so on. Additionally, the use of music in the classroom, apart from changing the monotony of the classes also improves the linguistic skills of children which is an advantage for the teacher, since it facilitates the effort to introduce a foreign language.

Teachers should be careful with the chosen songs to work in classes because there are many songs with sexual, violent and rude vocabulary which are inadequate for children. In this respect, Keskin (2011) declares that the content of the songs chosen must be checked by teachers before playing them in the classroom in order to avoid embarrassing elements for learners. Vocal music is a free teaching tool that requires adaptation at the time of being implemented as teaching material. For instance, action songs such as: "head shoulder knees and toes" or "move and freeze" are very useful songs to introduce the new language to children, since it demands discipline and attention to follow the commands that the song requires.

In this order of ideas, the findings establish that the use of music in the English class creates an environment of security and confidence for shy children. This idea is shared with Horn (2009); Sevik (2012); Castro and Navarro (2014) agree that music can be helpful in overcoming feelings of shyness and hesitation on the part of the learners. Music is necessary to achieve children to become active participants because this involves them in a space of concerns.to achieve this, it is required some strategies established by Budden (2008) which are; firstly, to play the music while students are entering the class, it was a nice way for children made silence or to indicate that they were in the classroom and the class begins at end of the song. Secondly, music was used as a time indicator to change

the activity or to engage all learners in the class. Thirdly, this strategy is called feelings that were based on playing different types of songs for a minute and the last strategy is called Musical drawings. Learners had to draw what came to their mind while they were listening to the song. From those types of music activities, teachers can modify, adapt and design more successful music activities.

Taking to account the previous paragraph, the most difficult thing to teach English through vocal music is to know how to choose the correct song in order to become it in a productive and fruitful class. To do this, Simpson (2015) suggests some items that an English language teacher needs to think about to ensure his/her gets the right song and the proper activities. The first one is to examine carefully what he or she wants learners to learn. So, teachers have to identify the language level of the class, and learners' age. The second is to consider the audience and their feelings; furthermore, let them choose the songs that they want to listen to if learners are at an advanced level and finally the accessibility of the song for children. Having these items in mind, teachers have to follow a process which is to create a diagnosis to know the student's level. Then, select the song depending on the level of the classroom, after that, to reproduce songs with more difficult vocabulary to increase the effort of the child. The results will be significant because the child will improve listening comprehension skills and at the same time practice the pronunciation.

On the other hand, there are many music styles that can be used in an English classroom. For instance, Geyer (2001) suggests some of them. The first is called finger play songs: the content of these types of songs can be illustrated by the children's finger movement or through the use of nonverbal expressions. The second is called counting songs: these songs support the learning of numbers and are often connected with using fingers. The third is called spelling songs: they are used to train the sounds of the English alphabet. Fourthly is called role-play songs: these types of songs contextualize the vocabulary and made children love the stories. Fifthly is called songs for special occasions: these songs are about celebrations and the last one is called topic songs: many songs are used to learn a specific vocabulary related to a specific topic. one instance could be, to start the class with a song that involves the movement of children's bodies in order to

enhance their mood and activate their brain to focus on the topic that the teacher wants to develop.

Music as a Motivational tool in EFL Learning

In this part, the findings demonstrate that using music in English classrooms is a useful tool to create an enjoyable class because music motivates children to participate in a comfortable and accurate way. This idea is shared with Castro (2014); Rafiee, Kassaian, and Dastjerdi, (2010) who say that music not only eliminated the lack of confidence but also increased the cognitive level of children. The role of music in this position is to be a motivator tool in English classes since music creates an enjoyable atmosphere in the classroom. Additionally, the use of instrumental music allows participants to interact with others in using the foreign language. Apart from this, the accessibility to music is very easy nowadays. Thanks to technology, it is possible to access different websites such as youtube, Vimeo, and SoundCloud which offer a variety of English music.

To be deeper, the results evidence that instrumental music not only creates a good classroom atmosphere. When instrumental music is played in classrooms promote self-confidence to overcome academic difficulties. This idea is shared with Zogota (2011) who finds that the use of instrumental music during a test in the classroom was useful because learners were relaxed and more comfortable answering the questions. In other words, instrumental music does not help to enhance linguistic skills, but it is a mediator to facilitate the acquisition and memorization of new information. One of the successful ways to reduce the shyness in leaners is using music in pair work or group work because learning a foreign language requires close collaboration and interaction among learners, this type of collaboration results in useful for all or both learners.

On the other hand, the findings show that inappropriate use of instrumental or vocal music in English classes can bring negative impacts on children's motivation because there are some types of music that contain rude words or negative feelings which can affect children's sensitivity. In this order of ideas, Castellano and Garzon (2015) affirm that is important to pay attention to the vocabulary of the songs since it must always focus on the educational development of the learners. Hence, teachers have to be very

careful when they choose a music style. To do this, teachers should take into account the children's level, age, interest, and finally, establish the emotional states which pretend to achieve in children's brain for that lesson.

Music to Increases the Intercultural Competences

In this part, the analysis indicates that the use of different music styles in classrooms helps learners to identify how other people live, what other people eat or drink or how other people feel. In this regard, Tomlinson and Masuhara (as cited in Ho, 2009) argue that a culture can be analyzed directly through visiting the culture or indirectly through films, music or literature. Consequently, teachers can establish discussions in classrooms about values, foods, norms or other habits that the studied culture has. However, the first step to develop discussions is to involve all learners in the process of exploring their own culture and then ask them to choose a different culture and finally ask learners to find some similarities and differences between their own cultures with the new one. This process can overcome cultural barriers in the future due to participants have already acquired the knowledge to share ideas with a person from another culture.

However, having a broad knowledge of the own culture and other cultures does not become students in experts because being an intercultural expert requires motivation and excellent use of the English language skills to establish successful interactions with people from different cultures. This idea is connected with Deardorff and Jones, (2009) who says that "intercultural competence also involves the development of personals' skills and attitudes in successfully interacting with persons of diverse backgrounds" (p15). On the other hand, the findings also show that music can allow learners to create false identities or false stereotypes about other cultures because the technological development has facilitated to publish different types of music which conveys false traditions. With this idea, Boothe and West (2015) say that "during the digital age, an extraordinary collection of music can be downloaded without any restriction" (p.4). Thus, false identities and false stereotypes can impede that a learner tries to interact with an unknown person. To summarize, the use of different music styles does not become learners in intercultural experts, but introduce them in an intercultural environment.

CONCLUSIONS

The findings of this review show that the use of music is a meaningful tool in an EFL classroom to enhance the English language skills, to promote motivation and to introduce learners in an intercultural environment.

Music has been used by teachers and autonomous learners as a means to enhance listening skills. However, the evidence shows that proper use of music in a classroom proves the integration of speaking, reading and writing skills as well. To integrate those skills in a classroom, it is necessary to explore different relaxation music activities, movement music, music repetition, karaoke and discussions about the content of vocal music. In this order of ideas, children will be able to establish short dialogues inside and outside the classroom because they become more independent and more confident in themselves.

The results suggest that the use of music motivates learners toward the learning of a foreign language, in this case, English because music creates an enjoyable classroom atmosphere on which learners' brain stimulates a positive attitude to acquire new knowledge. To this respect, it is possible to say that music becomes learners' inactive participants in a classroom due to music decreases the shyness of learners.

Taking into consideration the last area of this review, it is found that music does not become children in intercultural experts because being an intercultural expert requires the use of many resources such as videos, texts, movies, and social interactions. However, the use of different music styles introduces children in intercultural environments because the music allows them to identify some general aspects of other cultures such as habits, feelings, and particular expressions from each culture. Hence, appropriate music can make a fun and very productive class.

Finally, the analysis shows that music also can generate negative effects in the EFL learning and teaching process because there are many music styles that are not appropriate for a pedagogical environment. Therefore, this research suggests to future

researchers to design meaningful music activities due to teachers do not have enough knowledge to create different and enjoyable activities through the use of music in English classes.

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