

Thematic English Textbook on Tasks Designed for a Public Educational Brazilian Context: Issues and Contributions

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Abstract : Task-based language teaching has received attention among researchers as it has been pointed out with the potential to provide more significant opportunities for using the target language and therefore generate successful language acquisition. Nevertheless, in the Brazilian context, few studies have analyzed the potential of tasks in English language acquisition. There is also a need for textbooks to meet the needs of Brazilian students. This work is part of doctoral research in its initial phase. It aims to demonstrate and discuss thematic textbook samples on tasks designed to be applied among high school and undergraduate students in a public technological educational context in São Paulo State, Brazil. It is a qualitative study. The data collection process for course design and textbook development initially included a survey administered to 159 students. Questions related to students' English background knowledge, main learning interests, and needs. Most students reported difficulties communicating in English and showed a strong interest in a communicative English course. The theme "Cultural diversity" was chosen among other options provided. The textbook was then designed and comprised nine task cycles divided into four sequences. Cycles were composed of pre-tasks, tasks, and post-tasks. The main findings of this first phase of the research revealed that designing a task-based textbook is not easy and requires the necessary steps and lots of effort to meet students' language needs. Several revisions were needed before the conclusion of the final version of the textbook. The material will be further applied in a three-month English course. In this presentation, we hope to contribute to discussions in research on task-based teaching. Also, we intend to support teachers with their knowledge of tasks and thematic material development in this field.

Keywords : task-based language teaching, language acquisition, English language teaching, task cycles

Conference Title : ICLLL 2023 : International Conference on Languages, Literature and Linguistics

Conference Location : London, United Kingdom

Conference Dates : May 15-16, 2023