INTERNET TOOLS IN THE DESIGN OF A TASK CYCLE FOR L2 TEACHING

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Abstract: The combination of English as a foreign language (L2) learning and technology in blended teaching methodologies represents a relevant effort towards learners' full development of communicative competence, digital literacy and citizenship in the globalized world we live in today. The present study aims at describing and analyzing the design of a task cycle based on internet tools. The task design followed the framework proposed by Skehan (1998) including pre-, during- and post- task phases. Results of the study suggest that the task cycle described here may be useful to develop reading and digital skills in L2 and as such, represents a relevant contribution to L2 teachers and course designers.

Key words: Technology. Task cycle. Internet. L2 teaching.

Resumo: A combinação do ensino de inglês como língua estrangeira (L2) e da tecnologia em metodologias híbridas de ensino representa um esforço relevante rumo ao desenvolvimento da competência comunicativa, do letramento digital e da cidadania do aprendiz de L2 no mundo globalizado em que vivemos. O presente estudo tem como objetivo a descrição e análise da elaboração de um ciclo de tarefas baseado em ferramentas da internet. A elaboração da tarefa seguiu o esquema proposto por Skehan (1998) incluindo os estágios pré-, durante- e pós- tarefa. Os resultados do estudo sugerem que o ciclo de tarefas descrito aqui pode ser útil para o desenvolvimento das habilidades digitais e de leitura em L2 e, portanto, representa uma contribuição relevante para professores e produtores de materiais de L2.

Palavras-chave: Tecnologia. Ciclo de tarefas. Internet. Ensino de L2.

Introduction

The XXI century is characterized by a greater integration of countries and forms of communication with the help of information and communication technologies (hereafter ICTs). This greater integration of countries and use of ICTs enables online

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access to languages and information in levels never dreamed of before. Yet, the access to this information with its transformation in knowledge (and power) is far from being democratic and represents an issue that emergent countries will have to deal with in the course of their development.

According to Teixeira de Almeida (2011), the access to discourse produced in the globalized world is essential to develop the discourse competence needed to both criticize and produce discourse. The development of this discourse competence may be achieved by the implementation of literacy practices (including digital literacy) in an integrated way in school. One way to do this is by implementing teaching projects and tasks that include ICTs tools.

Since most of the globalized discourse is rendered in English the development of linguistic and communicative competence in English is also a key factor to enable the access to information. The development of communicative competence in English is important because of the role this language plays in the access to information available in the internet. Moreover, the development of communicative competence coupled with the ability to understand information available in English in the internet may enable people to critically understand this discourse so as to resist power and affirm local identities in the global scenario (for example FINARDI, PREBIANCA, & MOMM, 2013).

Given the need to develop digital literacy, on the one hand, and linguistic competence in English on the other, this study assumes that the best approach for English as a foreign or second language (hereafter L2) teaching is to use blended methodologies (for example FINARDI, 2012) which incorporate the use of technology in traditional methodologies. More specifically, we claim that it is important to include not only technology but also, and perhaps more importantly, internet access and use in L2 approaches to enable a full development of communicative competence, digital literacy and citizenship. With that aim, the study describes the design of a task cycle (SKEHAN,1998) using the internet for the English class in an attempt to contribute to studies that sought to describe and analyze L2 blended approaches enabling teachers and course designers to make informed pedagogical decisions. The task cycle described has a strong focus on developing the reading ability and the reasons for that choice are described in what follows.

According to both the LDB[1] and PCN[2], the teaching of L2 in schools in Brazil should integrate the four skills (reading, listening, speaking and writing) but with a focus on reading. The reason for this focus on reading is both historical and political and dates back to the 1970's when the audiolingual method (based on behaviorist and structuralist approaches) was used for L2 teaching in Brazil. The focus on oral production and drills of the audiolingual method seemed to work in private language institutes where students were in general motivated, in small numbers and English classes were taught at least twice a week. In contrast, the scenario in regular (especially public) schools was very different: classes with an average of 35 students and less hours of English teaching per week. Given the failure of the audiolingual approach (and its focus on oral production) in regular schools, the next decade (1980's) welcomed the discussions of the scientific community about the best approaches and foci for L2 teaching. These discussions concluded that reading should be given prominence in the curriculum because of the following reasons: the context in regular schools described above with large classes and multi proficiency levels; the possibility of improving reading competence in L1 through the development of reading in L2 and the access to information and globalized discourse through the development of L2 reading. This conclusion was then incorporated in the PCNs in the 90's with its recommendation that foreign languages be taught especially through the communicative teaching of reading. Regardless of the criticism received by the proposal of teaching foreign languages mainly through the development of the reading skill (at the expense of other skills), it is clear that this scenario represents and advancement when compared to the "forced" attempt to adapt the audiolingual approach to the context of regular schools in the 70's, specially when we consider the role of the teacher today as that of an educator first and foremost, responsible for developing critical skills and multiliteracies (for example FINARDI, in press *a, b*; FINARDI & DALVI, 2012) as opposed to the role of the teacher in the audiolingual approach (that of instructor and trainer) then.

Finardi (in press, *a*) in a paper entitled "Refletindo sobre abordagens críticas de ensino de língua estrangeira" reviews three approaches to L2 teaching (Content Language Approach, Debate and Task Based Approach) concluding that the Task Based

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[1] Lei de Diretrizes e Bases da Educação – Law that regulates the basis for education in Brazil.

[2] Parâmetros Curriculares Nacionais- Document that serves as reference for primary and secondary school education in Brazil.

Approach (hereafter TBA) is a relevant method to teach L2 because it may help to develop communicative competence and critical thinking, depending on how it is used by the teacher. In another paper entitled "Ensino de leitura em inglês no Brasil e abordagem de ensino de língua estrangeira através de tarefas", Finardi, (in press, *b*) concludes that the TBA may be a good choice to teach reading in L2 because it fits the national scenario of regular schools (mainly public) and the aim of L2 teaching (developing critical thinking in L2). Given these recommendations to develop critical reading and multiliteracies in English, the present study aims at describing the design of a reading task cycle using internet tools.

Technology and Education

The digital era in which we live nowadays has brought several facilities and possibilities that rendered technologies a *cannot-do-without* in society. Accioly (2009) points out that the fast and incessant multiplication of information and communication technologies (hereafter ICTs) coupled with their larger access and the growing importance they have acquired in our social lives have made ICTs indispensable at work, domestic and educational environments. Almeida (2010) affirms that there is no going back in the advance of technologies and we can only adapt ourselves to this reality if we do not wish to become socially excluded (p.43).

Internet and ICTs have brought about new ways of being, behaving and also learning and teaching (ACCIOLY, 2009; BARRETO, 2010). The great influence and effect that internet and ICTs have in contemporary life is highlighted by the so called "digital natives" (PRENSKY, 2001), the younger generation who deals with technology more skillfully, using it for almost everything from having fun, to communicate and search for information and knowledge (BUSMAYER, 2007). Prensky (2001) argues that digital natives are the students of the present and because they strongly differ in many aspects from the students of the past, their needs are not met by the traditional educational systems, thus creating a gap between the school and it subjects (FERREIRA & SOUZA, 2010). This scenario forces us to urgently rethink education as a whole and the issues related to the current functions of the school, of the teacher and of technology in the learning and teaching processes.

Prensky (2004) says that it is plausible to consider the virtual environment as one of the places (besides home and other physical spaces) where digital natives live and learn. The same author claims that when motivated to learn, there are a myriad of tools and devices available that had never been thought of before and that go far beyond what is offered by teachers and books nowadays. In this sense, Rushkoff (2012) calls the attention to teachers' role since students can find almost everything on the web thus changing the role of the teacher from a provider of information to that of a filter of information. Teachers' role must be reconceptualized to include a role of guide and learning partner who helps to evaluate and digest the information found (RUSHKOFF, 2012, p.124).

Regarding the impact caused by technologies in daily life and especially in education, it is necessary to distinguish between access to ICTs and the use of ICTs to boost human development. Previous research has shown that the biggest challenge to include technologies in the Brazilian education scenario is not the access to it but instead the use made of it (TEIXEIRA & FINARDI, in press). Access to technology in and by itself does not guarantee the entry into the information society and the increase of social capital (WARSCHAUER, 2003). Warschauer (2003) differentiates two types of access to technology that can lead to the access to information with consequent social capital increase. The first type of access described by the author is a restricted access that guarantees simple access to machines and technologies. The second type described by the author is a broad access or a meaningful access that guarantees the use of devices and technologies to generate social capital through the critical use of ICTs to access, adapt and create knowledge (WARSCHAER, 2002). According to Warschauer (2003), ICTs are the link between the information society and social capital.

Cyneiros (1999) highlights that most pedagogical uses of technology made in the last decades represent a "conservative innovation" at best, or in Warschauer's (2003) view, a restricted access, for they reproduce the old traditional mechanics of unidirectional flow of information (p.17). This suggestion may be partly justified by the fact that internet became more interactive only in the 2000s, enabling an effective participation of the user with the advent of the web 2.0. The web 2.0 is contrasted with the previous model, the web 1.0 and differs from it because it allows users to produce and not only receive information and content through the internet (PAIVA, 2013, in press).

Almeida (2010) states that the possibilities afforded by the web 2.0 open "windows" and strengthen the idea of the world in the click of a button (p.46) because they promote significant experiences to the subject. The web 2.0 converts us in active subjects, substantiating the concept of collective knowledge construction (ALMEIDA, 2010). Paiva (2001) citing Levy (1998) uses the term "collective intelligence", conceptualized as "intelligence shared, always valued, coordinated in real time, that results in an impressive mobilization of capabilities" (p.270, our translation). Almeida (2001) explains that by using ICTs, the subject becomes more "participative, communicative and creative" (p.2, our translation) and in doing so builds his or her own knowledge network. We can conclude that the uses afforded by ICTs in general and by internet in particular enable both collective and individual gains, on the one hand building individual knowledge and on the other contributing to a collective intelligence.

The use of ICTs with educational purposes relates to multiliteracies. Warschauer (in press), aiming to offer a solution to what he calls *digital divide* (which he defines as the social inequalities caused by the unequal access to information and technology, p.1) advocates the development of critical electronic literacies (that in his opinion involve *computer literacy, information literacy, multimedia literacy and Computer Mediated Communication literacy*) in order to enable subjects active mastery of technology and information. In the same line, Lankshear and Knobel (2007 cited in BALADELLI & FERREIRA, 2012) explain that digital literacy is not limited to the ability to handle technology, it goes beyond, it comprises the individual's ability to understand and manipulate multimodal information from several sources (p.4).

Rosenberg (2010 cited in BALADELI & FERREIRA, 2012) argues in favour of the development of certain abilities to enable subjects to deal with ICTs critically so as to understand and evaluate discourses ensuring that meaning is produced and processed properly (p.1). Baladelli and Ferreira (2012), interpret Freire's concept of "empowerment", as that of giving minorities or oppressed groups the right of expression (p.3) and in their point of view it means ensuring these subjects significant access to information and technology (or broad access as proposed by WARSCHAUER, 2003). These authors stress that empowering students is helping them to be critical users that understand that technology and information are not neutral and are always ideologically bound (p.5). They believe that the process of empowerment makes the student less passive, more active, engaged, motivated and ultimately more in charge of his or her

own learning process and knowledge building, traits that are ultimately linked to the construction of citizenship.

Technology and L2 Teaching and Learning

In the technological area, English is the prevalent language. Most of the content available in the internet is in English and regardless of its relevance and quality, it makes the importance of English teaching stand out when considering an emancipatory education.

English teaching has always been associated with the use of technologies as shown by Paiva (in press) in a brief historical retrospective of the evolution of the technology use in English teaching, from books to computers. For this author, recently, the internet, or more specifically the web 2.0, and its affordances represent a great change in the English teaching scenario, providing the possibility of language use in manifold communication experiences allowing the interaction through multimodal medias where users also became authors, instead of just receivers of information (PAIVA, in press, p.10).

With the new horizons afforded by the use of ICTs and internet, L2 learning opportunities are multiplied and as reported by Finardi, Prebianca and Momm (2013) "when integrated to education, ICTs can create new educational realities, expanding knowledge, arousing interests, developing abilities and multiliteracies (p.2, our translation). Still regarding the affordances of the internet, Lopes (2012) highlights its "multicultural and multilinguistic nature" (p.11, our translation). Baladelli and Ferreira (2012) stress the integration of internet with the learning process, providing real situations of interaction and use of L2, assisting learner's linguistic and discursive improvement and contributing to citizenship building (p.11). Leal (2009) suggests that ICTs can be motivating once they engage students in a more active and conscious participation in the learning process.

Finardi, Prebianca and Momm (2013) suggest that both internet and English represent languages of social inclusion and access to the information society. In the same article, the authors reviewed four case studies (FINARDI, 2012) about the use of hybrid approaches to English teaching that used blended methodologies combined with

traditional teaching approaches and concluded that blended methodologies are a relevant choice when it comes to selecting L2 methodologies.

The pedagogic use of tools and resources available in the internet must be carefully thought by the teacher since the broad and varied L2 authentic material available on the internet is not "a magic bullet" (HAWKES, 2009, p.72). Hawkes (2009) suggests that besides the appropriate material selection, the use made of it is perhaps more important in other words, having the right and appropriate material is not enough, it is necessary to use this material in a significant way in order to guarantee positive L2 learning outcomes.

Technology and Task-Based Language Teaching

Among the many approaches to L2 teaching currently in use, the Communicative Approach to L2 teaching (hereafter CLT) seems to be aligned with the view of language afforded by the internet and spoused here. According to Brown (2007), the CLT equates language acquisition with the development of learners' L2 communicative competence which is achieved by a focus on meaning and not on form (FonF). The task-based language teaching (hereafter TBLT) approach emerged from the CA and is similar to it in that it assumes that language acquisition happens during a focus on meaning but, it differs from it in that, according to the rationale of the TBLT approach, this focus should happen during the execution of tasks (ELLIS, 2003).

According to Brown (2007), the TBLT put tasks at the core of L2 teaching and learning (p.50). The definition of "task", however, has been transformed and developed as shown by Izadpanah (2010) in the following table:

Table 1 – Task definitions according to Izadpanah (2010, p.49).

Authors	Key-concepts
Long (1985)	What people do in everyday life, at work, at play, and in between.
Breen (1987)	A range of work plans for exercise and activities in language instruction.
Littlejohn (1988)	Any proposal within the materials for action undertaken by the learners to bring up the foreign language learning.
Skehan (1996)	Focus on meaning, task completion, real-world and outcome are focused.

Willis (1996)	A classroom undertaking for a communicative purpose to achieve an outcome.
Ellis (2003)	A work plan that requires learners to process language pragmatically to achieve an outcome.
Nunan (2005)	A piece of classroom work to convey meaning rather than to manipulate form.

The present study adopts the task concept presented by Ellis (2003), who defines it as a work plan that primarily requires pragmatic use of the language with the aim of achieving a communicative outcome, which resembles, directly or indirectly the language use in real contexts (p.16). According to Ellis (2003) tasks should be meaning focused, not requiring from the learner any specific structure or form in such a way that the learner is free to use his or her own linguistic competence creatively (p16). Moreover, Ellis (2003) highlights the fact that a task can implicate several skills, both receptive (reading and listening) and productive (oral and writing), and also many cognitive processes (p.16).

The main reason for the choice of this concept relates to its pedagogical bias, since Ellis (2003) advocates a practice that involves the pragmatic use of language (prioritizing the meaning) aiming at the production of real resembling language and the development of skills and cognitive processes involved in the L2 learning.

Nunan (2008 cited in IZADPANAH, 2010) suggests eight principles to Task-Based Language Teaching:

(1) Scaffolding: Lessons and materials should provide support for the students;

(2) Task chains: Each exercise, activity and task should build upon the ones that have gone before;

(3) Recycling: Recycling language maximizes opportunities for learning;

(4) Organic learning: Language ability "grows" gradually;

(5) Active learning: Learners learn best by actively using the language they are learning. They learn by doing;

(6) Integration: The lesson should teach grammatical form and how the form is used for purposes of communication;

(7) Reflection: Learners should be given opportunities to think about what they have learned and how well they are doing;

(8) Copying to creation: Learners should not only drill and practice what has been written for them, but also be given the opportunity to use their creativity and imagination and what they have learned to solve real world tasks. (p.51)

When we analyze the concept of task and the TBLT guiding principles, contrasting with the possibilities of ICTs' use in L2 teaching, convergences and mutual contributions are evident. The internet fits all the requirements to become an important pedagogical instrument to the task-based teaching since it may make available, through its resources all that is expected from a task: communication focus, interaction, authentic contents and contexts, multimodality, just to cite some. It is with this point of view that the present study proposes the design of pedagogical communicative tasks using internet tools.

Task design as a Task Cycle

Considering the task-based teaching methodological procedures, the task design represents a key issue. In the frameworks proposed by many researchers (such as ESTAIRE & ZANON, 1994; LEE, 2000; PRABHU, 1987; SKEHAN, 1996 and WILLIS, 1996 cited in ELLIS, 2006, p.19) there seems to be a consensus that the task design should be thought and developed in three main stages: pre-, during- and post-task, each of them with specific and chained objectives. For the sake of this study, we considered the framework proposed by Skehan (1996, 1998), who understands the task as a cycle and states that the organization in phases can impact on learners' performance and thus should be taken into consideration.

For Skehan (1998), the pre-task phase comprises activities that have the purposes of introducing new language, enhancing the possibilities of reconstruction, pre-activating previous knowledge, recycling language, lessening the processing load and pushing learners to interpret tasks in more demanding ways. Skehan (1998)

suggests three types of pre-task activities, namely: *teaching, consciousness raising activities and planning*.

The during-task phase is when the main task is actually implemented and according to Skehan (1998), it is a favorable moment to the teacher to manipulate the task in order to influence the availability of learners' attentional resources during task completion. Time pressure, modality, support, surprise control and stakes are aspects that can be used by the teacher to achieve pedagogic goals.

Concerning the post-task phase, Skehan (1998) proposes activities that aim at altering the attentional balance and engaging learners in reflection that will enhance learning consolidation. For him, reflection and consolidation may encourage or give learners the opportunity to reconstruct knowledge

Methodology

The aim of this study is to describe the design of a communicative pedagogic task cycle using internet tools to develop reading and digital skills in English as an L2. The study is qualitative (DORNYEI, 2007) and follows suggestions of Skehan (1998) and Fortkamp; Xhafaj and Finardi (2006) for the design of a task cycle. In what follows the task cycle will be described.

Pre-task phase

The aim of the pre-task activities was to familiarize students with basic search engines in the internet and also raise their awareness concerning the amount of information they have available in the internet depending on the language of the search: English or Portuguese. The first activity in this phase is shown below:

1) Access the internet and find three sites with news in English and three sites with news in Portuguese. Copy and paste the URLs you find in the spaces below.

Sites with news in English	Sites with news in Portuguese

2) How did you run these searches in the internet?

3) Now select a word that appears in both news (English and Portuguese) and google it. Next, copy the number of hit pages you find for each language:

Word in English _____ pages found _____

Word in Portuguese _____ pages found _____

4) What can this difference in amount of pages tell you?

5) If you are looking for information in the internet, would you have more chances to find more information searching in English or in Portuguese?

During-task phase

The objective of the during-task phase was to develop reading and digital skills in English. In what follows the activities of the during-task phase are shown:

Step 1: Go to the website "www.newsmap.jp";

Step 2: Select on the bottom of the page the topic "World";

Step 3: Select a country that has English as native language;

Step 4: In this page, select and read a piece of news that you consider interesting;

copy the title of the news here: _____

Step 5: Go to the section on Brazilian news and try to find a piece of news that is similar to the one you have just read. If you find it, read it and copy the title of the news here _____

Step 6: Go back to the piece of news you have read in English and read it again. Copy and paste here three words that are similar to Portuguese (cognates) _____, _____, _____.

Step 7: After you read the news in English again, answer the following questions in Portuguese:

1) What's the piece of news about? _____

_____

2) Did you find a similar piece of news in the Brazilian page? Did it help you to understand the piece of news you have selected in English? _____

3) Did you use an online dictionary to help you read the news in English? If so, which one?_____

Post-task phase

The aim of the post-task is to consolidate knowledge built over the two previous phases, further developing reading and digital skills in L2 integrating this knowledge with translation skills. In what follows the activities of the post-task are shown:

Go back to the articles you read in English and Portuguese and copy here 5 words from the piece of news in English you already knew and other 5 words you didn't know:

words I already knew	*words I didn't know*

1) Select one sentence from the piece of news you read in English and submit it to Google Translator tool.
2) Write down the sentence in English with the translation provided in the spaces below.

Sentence:
Translation:

3) Does this translation make sense in Portuguese? _____

4) How would you translate this sentence? _____

Analysis

As mentioned in the description of the task cycle in the Methodology section, the aim of the pre-task phase was to familiarize students with basic search engines in the internet and also to raise their awareness concerning the amount of information they have available in the internet depending on the language of the search: English or Portuguese. Knowing how to use search engines seems to represent a relevant skill to enhance digital literacies, since they are easy to use and make available a considerable number of sources and information instantly. Relating this activity to Nunan's (2008) principles for using the TBLT we can say that the first activity in the cycle provides scaffolding for the other activities in the cycle. The activity requires students to use internet search engines and so the first aim of the activity is met. According to Skehan (1998) the pre-task phase could be done in the form of teaching, consciousness raising or planning and the analysis of the pre-task activity described here seems to fit all these functions.

The second aim of the activity, namely, to raise the awareness concerning the amount of information available in English and in Portuguese in the internet depends on results of the word selected for the search. Yet, it is safe to conclude that regardless of the word searched there will be more tokens and pages in English than in Portuguese confirming the hypothesis that there is more information available in English in general in the internet. Of course this scenario would be different if the word searched was used specifically in the Brazilian context, such as, for example, the word "tapioca". Nevertheless, since the activity required students to compare the amount of information they found searching with words from the articles they read in English and Portuguese, there is no chance this would have happened in this activity, that is, they would not have run a search for a word they can only find in Portuguese. As it is, we can say that the aim of the pre-task activity regarding consciousness raising was met and this activity also helped students to reflect about the importance of running a search in English thus meeting Nunan's (2008) seventh principle to use the TBLT.

The aim of the during-task activities was to develop reading and digital skills in English. So as to develop reading skills it is important to provide both top-down and

bottom-up activities[3]. Regarding digital skills, learners must be able to navigate, evaluate and create information using a range of digital choices often manipulating information and adapting it to new contexts and forms. In sum, we can say that digital literacy involves finding, using, summarizing, creating and communicating information while using digital technologies. The activities included in the during-task phase described in this study provided both top-down (finding a country that has English as L1) and bottom-up activities (go to the section on Brazilian news and try to find a piece of news that is similar to the one you have just read). Moreover, they required learners to find and communicate information while using digital technologies. The activities in the during-task phase also helped to build a task chain, organic learning, integration and copying to creating, thus meeting Nunan's (2008) second, fourth, sixth and eighth principles for using the TBLT. As it is, the aim of the during-task activities was also met according to our analysis.

Finally, the aim of the post-task phase was to consolidate knowledge built over the two previous phases, further developing reading and digital skills in L2 integrating this knowledge with translation skills. Recall that the activities included in this phase required learners to go back to the news they had read (consolidation) and find words they knew and words they did not know in the L2 (noticing gaps in their interlanguage vocabulary). The next activity required learners to translate a sentence in the Google Translator and compare results with what the learner would have translated. These activities not only consolidated knowledge built over the previous phases but also expanded this knowledge providing practice in another skill which is important for reading, namely, translation, and in the digital mode, thus developing both reading and digital skills and meeting Nunan's (2008) fifth and sixth principles for using the TBLT, namely, active learning and integration.

Concerning the TBLT principles presented in the review, we believe that this task cycle contributes to the emergence of most of them. The principles of "Scaffolding", "Task chain" and "Active Learning" constituted the core of this task cycle, since all the activities provided support to the students, were linked to each other

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[3] Top-down activities are used when students are guided to understand the meaning of the text using their prior knowledge and bottom-up activities are used when the teacher guides students to understand the meaning of the text by understanding elements of the text such as words, phrases and sentences.

and required active participation from the learner. "Reflection" was required in all the phases, since learners are required to answer questions (for example in the during-task the Step 7 questions 2 and 3) that lead them to reflect about the actions they were asked to perform. In a less evident level, "Copying to creation" was a principle contemplated which happened specifically in the post-task phase in the last question in which the learner had to use his/her creativity to solve possible problems of translation. All in all, we believe that a task cycle as the one described here meets most of the principles for using the TBLT described by Nunan (2008) and represents a relevant tool for L2 teaching.

Conclusion

The aim of this study was to describe and analyze the design of a task cycle for reading in L2 using the internet. The aim of the task cycle was to develop both reading and digital skills in L2. The analysis of the data suggests that the task cycle described in this study may be useful to develop reading and digital skills in L2 and as such, represents a contribution to teachers and course designers. Finardi (2011) on a small scale research endeavor with future English teachers using the TBLT approach identified two difficulties for the implementation of this approach, namely, the time needed to design tasks and the lack of a data base with tasks that enables the construction of a syllabus based on tasks. One way to circumvent the difficulties of using this approach is to add to the data base of studies on the design, implementation and analysis of tasks thus providing teachers and course designers with enough resources to make informed decisions. The present study fills in this gap and as such represents a relevant contribution to the L2 area.

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