

## عنوان مقاله:

The Potential Role of Tasks in Iranian Pre-university Textbooks

## محل انتشار:

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## خلاصه مقاله:

The present study investigated the potential role of tasks in engaging Iranian EFL learners in task-supported language learning, affecting on learner-centered instruction and the correspondence between the objectives and contents in current pre-university English course book (Learning to Read English for Pre-University Students). To do this, 100 Iranian EFL teachers of pre-university grade were invited to participate in this study. They were asked to fill out a 5-point Likert scale checklist (adapted from Lawrence, ۲۰۱۱). The checklist was initially piloted on ۲۰ EFL teachers in order to see to what extent the items were clear and comprehensible to the subjects of the study and to find out the internal consistency or reliability of the items. The results of statistical analyses indicated that teachers tended to agree on the point that tasks have significant capability in engaging learners in communicative language use or task-based language learning. The vast majority of the teachers expressed that using tasks in textbook can improve learner-centered instruction. The evaluation of the textbook showed the contents are corresponded to their objectives

## کلمات کلیدی:

learner-centered instruction, EFL learners, pre-university textbook, tasks, task-supported language learning textbook evaluation

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