



THE EFFECT OF TEACHING GRAMMAR THROUGH THE TASK-SUPPORTED STRUCTURAL MODEL ON EFL LEARNERS' GRAMMATICAL ACHIEVEMENT

(GÖREV-DESTEKLİ YAPISAL MODEL KULLANILARAK
GERÇEKLEŞTİRİLEN DİLBİLGİSİ ÖĞRETİMİNİN EFL ÖĞRENCİLERİNİN
DİLBİLGİSİ BAŞARILARI ÜZERİNDEKİ ETKİSİ)

Sasan BALEGHIZADEH¹
Sadegh GHOBADI²

ABSTRACT

The syllabus and its main organizational unit has always been a central concern in the field of English language teaching. The present study was an attempt to investigate the effectiveness of the task-supported structural syllabus (TSSS) on the learners' grammatical achievement. This syllabus type claims to have overcome the sociolinguistic and psycholinguistic drawbacks of the structural syllabus by incorporating tasks into its framework. To this end, two groups of elementary EFL students participated in this study. The participants in the first group received their instruction on four target grammatical forms through the presentation-practice-production (PPP) model and the participants in the other group were taught the same grammatical forms through the task-supported structural (TSS) model. The results obtained indicated that there was no statistically significant difference between the post-test scores of both groups.

Keywords: structural syllabus, task-based language teaching, task-supported structural syllabus, focused tasks, unfocused tasks

ÖZ

İngilizce'nin öğretimi alanında, müfredat ve müfredatın organizasyon şekli her zaman merkezi bir öneme sahip olmuştur. Bu çalışma, görev-destekli yapısal müfredat şeklinin öğrencilerin dilbilgisi başarıları üzerindeki etkisini araştırmak için yürütülmüştür. Bu müfredat türü, organizasyon şeması içine görevleri dahil ederek, yapısal müfredatın toplum dilbilim ve ruhdilbilim açısından gösterdiği eksikliklerin üstesinden geldiğini iddia etmektedir. Bu bağlamda, çalışma başlangıç düzeyindeki 2 grup EFL öğrencisi üzerinde yürütülmüştür. Seçilen dilbilgisi konuları birinci grupta yer alan katılımcılara PPP modeli kullanılarak öğretilirken, diğer gruptaki öğrencilere aynı konular görev-destekli yapısal model kullanılarak öğretilmiştir. Her iki grubun son test sonuçları temel alındığında gruplar arasında anlamlı bir fark ortaya çıkmamıştır.

Anahtar sözcükler: yapısal müfredat, görev-temelli dil öğretimi, görev-destekli yapısal müfredat, odaklı görevler, odaksız görevler

¹ Department of English Language & Literature, Shahid Beheshti University, G.C., Tehran, Iran.
E-mail: sasanbaleghizadeh@yahoo.com

² English Department, Khatam University, Tehran, Iran.
E-mail: rostam4ferdos@yahoo.com

INTRODUCTION

The syllabus and its main organizational unit has always been a central concern in the field of English language teaching. This concern is due to the fact that for most practicing teachers the decision on what to teach and in what order is largely determined by the syllabus. Traditionally, the structural syllabus has been used for teaching an L2 to learners (Nunan, 1988). However, due to recent methodological shifts in teaching foreign languages, this type of syllabus has been criticized on both sociolinguistic and psycholinguistic fronts (Baleghizadeh, 2010). On the sociolinguistic front, researchers argue that the structural syllabus failed to teach learners how to use their acquired knowledge for communication. In other words, as Wilkins (1979) states “The grammatical syllabus fails to provide the necessary conditions for the acquisition of communicative competence” (p.83). The psycholinguistic criticisms came on the grounds that learners do not learn a language in a linear fashion assumed by the advocates of the structural syllabus. This means that there is no need to postpone teaching item B until item A has been completely mastered because this simply does not reflect how people learn a foreign language. On the contrary, in reality learners learn a foreign language in a U shaped fashion (Kellerman, 1985), showing progress in one area one day and having weakness in the same area another day.

The above criticisms against the structural syllabus resulted in the dissatisfaction of researchers in choosing grammatical items as the main organizational unit for a syllabus. For a period of time, situations, notions, functions, and lexical items were experimented with as the central unit for syllabus design, yet they did not result in satisfactory gains, either because they were also subject to the same criticisms of the structural syllabus. Furthermore, the situational, functional, and notional syllabuses were found to be carriers of linguistic items and hence structural in nature. This dissatisfaction moved researchers toward more communicative approaches, one variant of which is task-based language teaching (TBLT). TBLT views “task” as its main unit of organization and since it is based on recent theories of language learning and teaching (Ellis, 2003), it gained widespread credibility among researchers.

Toady, different versions of the communicative approach and TBLT are practiced in classes all over the world and tasks are considered to be useful teaching tools that have the potential for creating meaningful communication in the classroom environment. However, this may not be the case in EFL (English as a foreign language) settings where mastery of grammatical forms is emphasized and hence the structural syllabus is still popular (Baleghizadeh, 2010). This popularity can be attributed to two main reasons. First, implementation of such a syllabus is possible in all types of educational

environments and second, training teachers on the basis of the audio-lingual method through which this syllabus type is normally implemented is relatively easy. As a result, there are still many classes in EFL contexts where grammar and grammatical items have a central role in the syllabus.

The Case for Teaching Grammar

As Nassaji and Fotos (2011) have rightly pointed out, “nothing in the field of language pedagogy has been as controversial as the role of grammar teaching” (p. 1). Historically, as far as grammar teaching is concerned, English language teaching researchers and professionals can be divided into three distinct groups: pro-grammarians, anti-grammarians, and moderate grammarians (Baleghizadeh, 2012). Pro-grammarians are the scholars who maintain that grammar is the most important language component to be taught and grammatical forms are like the building blocks that form a language (Lado, 1964). In the 1980’s, English language teachers witnessed a strong opposition to grammar teaching. This was partly due to language teaching professionals’ dissatisfaction with the audio-lingual method that overemphasized mastery of grammatical forms through mechanical drills and partly due to the growing interest in anti-grammarians’ proposal that it is possible to acquire a second language through meaning-focused communicative practice and no explicit grammar instruction (Krashen, 1982; Krashen & Terrell, 1983). Due to the importance attached to the role of successful communication and lack of emphasis on grammar teaching, anti-grammarians were in favor of promoting learner fluency rather than accuracy. Moderate grammarians are the third group of scholars who are advocates of communicative language teaching (CLT). However, they argue that grammar should neither be overemphasized nor totally rejected. They are in favor of focusing on grammatical form during the context of communicative interactions rather than focusing on forms in a predetermined syllabus (Long, 1991).

Today, most researchers are of the opinion that grammar instruction has an important, yet not central, role in language teaching and as Nassaji and Fotos (2004) have put it, “Current research clearly indicates that grammar feedback is necessary in order for language learners to attain high levels of proficiency in the target language” (p.137). Ellis (2006) also emphasizes the importance of grammar teaching by arguing that “The grammar taught should be one that emphasizes not just form but also the meanings and uses of different grammatical structures” (p.102).

The Task-Based Syllabus

In recent years, the task-based syllabus has become widely popular. This syllabus is considered to be effective for language pedagogy for three main

reasons. Firstly, the task-based approach enables more language processing, motivation, and interest. Secondly, “noticing” (Schmidt, 1990) is more likely to occur. Finally, this syllabus type is much closer to natural language acquisition processes, and by giving learners the opportunity to create meaning, it builds accuracy over fluency and not the other way round (Thornbury, 1999).

Ellis (2009) proposes a framework for the task-based syllabus consisting of both focused and unfocused tasks. The former are tasks that provide opportunities for communication while using a specific grammatical structure and the latter are tasks that promote the use of language solely for communicative purposes. Therefore, according to Ellis (2009), it is possible to conceive of three task-based syllabuses: pure (consisting entirely of unfocused tasks), grammar-oriented (consisting entirely of focused tasks), and hybrid (consisting of a mixture of focused and unfocused tasks). However, it should be noted that task-based language teaching, in essence, is based on the pure form of the task-based syllabus. The other two versions, particularly the second type, are more akin to what Ellis (2003) has referred to as task-supported language teaching

Although very popular, the task-based syllabus in its pure form has its own potential problems. The most problematic issue related to this syllabus type is concerned with grading and sequencing the tasks. In addition, some researchers (e.g., Thornbury, 1999; Van den Branden, 2006) argue that task-based materials are not appropriate for beginners since they do not possess the language proficiency needed for completing the tasks. Cultural problems have also been cited as a problematic issue in the implementation of this syllabus in EFL contexts (Amini, 2009, Anderson, 1993, Burnaby & Sun, 1989; Li, 1998). In addition, practical problems such as lack of appropriate materials, extensive teacher training courses, and assessment procedures have also been reported (Thornbury, 1999).

The Task-supported Structural Syllabus (TSSS)

If there were an element that could be incorporated into the structural syllabus and could overcome its sociolinguistic and psycholinguistic drawbacks, then we could hope that the result would be language learners who are capable of successfully communicating in the target language. Fortunately, the task can take this role and it can be easily incorporated into the structural syllabus. The result of this incorporation is the task-supported structural syllabus (TSSS) proposed by Baleghizadeh (2010), named after Ellis's (2003) coinage of task-supported language teaching. Obviously, the important distinction between the task-supported structural syllabus and the task-based syllabus is that in the former grammatical structures form the organizational units while in the latter tasks have this central role. Consciousness-raising (CR) tasks, language exercises, communicative activities, and focused and

unfocused tasks are the main components of the task-supported structural syllabus.

Each lesson in the task-supported structural syllabus starts by presenting a specific structure through a CR task. The CR task gives learners an opportunity to find the rules for themselves through the support and supervision of the teacher. After the presentation of the structure, the learners will practice it through language exercises and communicative activities. The production stage comes after practice and it is done through focused and unfocused tasks. In this part of the lesson, production starts with a focus on both form and meaning (focused tasks) and goes to a complete focus on meaning (unfocused tasks). This final phase of the TSSS model, as Baleghizadeh (2010) observes, has two main purposes:

The first is exposing students to previously taught structures, hence recycling them. The second is holding new, unrehearsed structures, before their eyes. Both of these purposes extricate the structural syllabus from the chronic criticism of being purely linear. Moreover, doing unfocused tasks allows students to learn numerous things simultaneously and imperfectly (Nunan, 2001), which is in line with recent models of second language acquisition. (p.26)

The figure below shows the different stages of a typical lesson in TSSS model discussed above (Baleghizadeh, 2010):

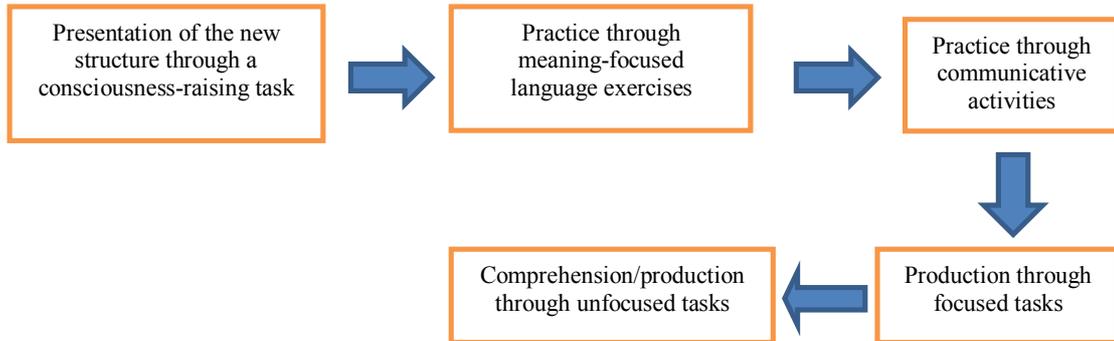


Figure 1. A Typical Lesson in the Task-Supported Structural Model

As Baleghizadeh (2010) states, TSSS has the advantage of being in line with three interrelated principles of effective grammar teaching proposed by Batstone and Ellis (2009). The first is the Given-to-New Principle which states that existing knowledge must be used in the process of teaching new knowledge. The second principle is the Awareness Principle which focuses on the role of consciousness in language learning. These two principles are

present in CR tasks. Through these tasks the learners use what they already know to form new form-function mappings. Moreover, CR tasks provide the conditions for noticing to happen and hence ensure the Awareness Principle. The real-Operating Conditions Principle is the third principle for effective grammar teaching and it states that new form-function mappings will not be shaped unless learners are provided with opportunities to practice language through meaning focused activities that do not ignore form. This principle is also ensured in the TSS model by focused tasks. These tasks provide a communicative environment which gives attention to both meaning and form.

A substantial amount of literature has been produced focusing on the theoretical aspects of TBLT but little empirical data exists on this issue (Ellis, 2003). This lack of empirical data has resulted in a lack of consensus on the advocacy of the task-based approach for language classrooms. Given the fact that the task-supported structural syllabus claims to have overcome the sociolinguistic and psycholinguistic drawbacks of the structural syllabus by incorporating tasks and in the light of the need for empirical data to verify this claim, the present study aimed at answering the following research question:

Does teaching grammar through the task-supported structural (TSS) model have a significant effect on the learners' grammatical achievement when compared with the traditional presentation-practice-production (PPP) model?

METHODOLOGY

This part of the paper will describe the context of the study, the participants, and the procedures of data collection.

Participants

Initially, 56 Iranian EFL learners (51 males and 5 females) participated in the study. However, at the end of the study only 40 participants were qualified to be included. The elimination of the other 16 participants (15 males and 1 female) was either related to their absence of more than three sessions from a total of 12 treatment sessions or their absence in the post-test. The participants, whose age ranged from 17 to 36, were either undergraduate students or held a B.S. degree in different fields. All the participants were at the beginner level and none of them had previously enrolled in English classes offered by private language institutes.

The study was conducted in two universities which will be referred as universities A and B. Both universities offered general English courses. The classes in University A were held in the afternoon and the classes in University B were held in the morning. The 56 participants were members of four intact classes. Two classes were taught the target grammatical structures

through PPP and two other classes were instructed through the TSS model. From this point on, the first two classes will be referred to as the comparison group (CG, n=20) and the second two classes will be referred to as the experimental group (EG, n=20).

Materials and Instruments

The Nelson 050C test (Fowler & Coe, 1976), including 50 multiple-choice items, was used to ensure the homogeneity of the participants with regard to their English language proficiency level. Table1 displays the related statistics.

Table 1. Descriptive statistics and t-test for the Nelson test

Groups	N	M	SD	t	df	sig
CG	20	24.65	7.1	0.24	38	.80
EG	20	25.15	5.76			

$p < .05$

As shown in the table above, there is no significant difference between the mean scores of both groups $t(38) = .024$, $p = .80$. This indicates that the participants in both groups were at the same level of English language proficiency at the beginning of the treatment period.

Consciousness-raising (CR) activities, language exercises, language activities, focused tasks, and unfocused tasks were either designed or adapted for teaching four target grammatical structures: *Present continuous*, *present continuous wh-questions*, *some versus any*, and *adverbs of frequency*. The reason for the selection of these structures was that they were present in most beginner level coursebooks and designing CR activities and focused as well as unfocused tasks for these structures was easier for the researchers.

All language exercises, activities, and tasks were either adopted or adapted from *Interchange Third Edition: Intro* (Richards, 2005), *Headway Elementary Level* (Liz & John Soars, 2000), and *American Cutting Edge Level 1* (Cunningham & Redstone, 2004). In addition, the tasks and CR activities were designed in accordance with the guidelines provided by Willis and Willis (2007). A complete chain for one of the structures (adverbs of frequency) is available in Appendix A.

A test consisting of both production and recognition items was designed by the second researcher which served as the post-test of the study. This test consisted of 17 multiple-choice and 23 gap-fill items, which added up to a

total of 40. The reliability of the test, calculated through the split-half method, turned out to be 0.82, which is considered to be an acceptable value.

A Sony ICD-P620 recorder was used during all treatment sessions. The second researcher used the recordings for analyzing the events of each session and making subsequent adjustments in his teaching procedure, especially for the participants in EG, if necessary.

Procedure

In order to investigate the effect of the TSS model on the grammatical achievement of the participants, the four previously mentioned target structures were taught to both groups during a 12-session period. The sessions were held twice a week in each of which the participants received 15 minutes of instruction on one of the target structures. The participants in the comparison group (CG) were instructed through PPP and the participants in the experimental group (EG) received their instruction through the TSS model. Each target structure received three sessions of instruction. The present continuous was the first structure that the learners began with and the present continuous wh-questions, some versus any, and adverbs of frequency were dealt with in the rest of the instructional sessions, respectively. The post-test was administered in the 13th session.

The chain for each structure began with an introduction of a CR task for the participants in the experimental group. This same structure was presented to the participants in the comparison group through explicit explanation. After the CR task, the participants in EG did a language exercise. The same language exercise was also completed by the participants in CG. With the completion of this exercise the first treatment session would come to an end.

The second instructional session for each structure started with the introduction of a similar communicative activity for both groups. After this activity, the participants in EG were required to complete a focused task while the participants in CG received practice in the form of one additional language exercise or communicative activity. These activities and exercises were selected from the corresponding workbook units of *Interchange Third Edition: Intro*.

In the next two instructional sessions for each structure, an unfocused task was given to the participants in EG. While this group was working on the unfocused task, the participants in CG received further practice in the form of one language exercise or communicative activity. The instructional chain for each structure can be seen in the figure below:

Session	Comparison group	Experimental group
1	Explicit instruction Language exercise	CR task Language exercise
2	Communicative activity language exercise	Communicative activity Focused task
3 & 4	Communicative activity or language exercise	Unfocused task

Figure2. Instructional Chain for Each Structure for Both Groups

RESULTS AND DISCUSSION

At the end of the treatment period, a post-test was administered to both groups. An independent samples *t*-test was also carried out to assess the effectiveness of the treatment. The results indicated that there was no significant difference between the mean scores obtained by the participants in both groups $t(38)=2.05$, $p=.05$. This indicates that the treatment based on TSS model offered in the experimental group was not superior to the PPP treatment in the comparison group.

Table 2. Descriptive Statistics and *t*-test for the Post-test

Groups	N	M	SD	t	df	sig
CG	20	28.60	6.46	2.05	38	.05
EG	20	24.35	6.64			

$p<.05$

In order to investigate whether there was a significant difference in the performance of both groups on the production and recognition sections of the post-test, a *t*-test was carried out on the final scores of both groups for each section. Regarding the recognition section, namely the multiple-choice items, the results showed that there was no significant difference between the scores obtained by the participants in both groups $t(38)=.98$, $p=.33$ (see Table 3). This suggests that the participants in both groups benefited from both treatment types equally.

Table 3. Descriptive Statistics and *t*-test for the Recognition Items

Groups	N	M	SD	t	df	sig
CG	20	12.15	2.68	.98	38	.33
EG	20	11.45	1.69			

$p < .05$

As for the production section of the post-test, namely the gap-fill items, the result of the *t*-test again revealed no statistically significant difference between the two groups $t(38)=1.89, p=.06$ (see Table4).

Table 4. Descriptive Statistics and *t*-test for the Production Items

Groups	N	M	SD	t	df	sig
CG	20	16.45	5.81	1.89	38	.06
EG	20	12.90	6.02			

$p < .05$

The above results indicate that teaching grammar through the TSS model was not superior to the traditional PPP model. Conversely, while there was no statistically significant difference between the mean scores of both groups, the 4.25 points difference between them suggests that the PPP treatment had worked slightly better than the TSS model. This is due to a number of reasons such as superiority of explicit teaching to implicit teaching, unsuitability of TBLT for beginner learners, and difficulties in implementation of the communicative approach in EFL contexts.

Norris and Ortega (2000) conducted a meta-analysis on 49 experimental and quasi-experimental studies published between 1980 and 1998 to investigate the effectiveness of L2 instruction. Among the results obtained from their study it was noted “that explicit types of instruction are more effective than implicit types” (p. 417). Likewise, Von Elek and Oscarsson (1973, cited in Sheen, 1994, pp. 129-130) conducted a method comparison research on 22 studies and one of their interesting findings was that 12 studies had revealed that some variant of an explicit method had produced better results than an inductive method either overall or in particular skills like reading and writing. In the present study, the EG learners began learning a structure with an inductive CR task while the CG learners received explicit instruction of the grammatical points. Given the results of the above studies, it

could be argued that the explicit teaching of rules to the EG learners is one of the probable reasons for their slightly better performance on the post-test.

Van den Branden (2006) states that the language inherent in tasks is too complex for beginners since they lack the basic speaking skills to exchange information, negotiate meaning, or scaffold each others' language production, all of which play an important role in learning an L2 according to TBLT principles. Moreover, Thornbury (1999) suggests that a task-based approach may be more suitable for intermediate learners who have a basic knowledge of grammar and vocabulary, but need opportunities to put it into use. The participants of this study were all at the beginner level and the probable ineffectiveness of using tasks may have been a reason for the weaker performance of the participants in EG.

The last probable reason which could explain the slightly better performance of EG is the educational context in which the study took place. Familiarity with the structural syllabus and its activity types are the factors which could have influenced the results. This is in line with the findings of Li's study. Li (1998) conducted a study on South Korean teachers' perceived difficulties in introducing the communicative approach. Li's study included handing out questionnaires to 18 secondary school teachers who were all studying in the Korean Teacher Education Program (KTEP) and conducting semi-structured interviews with 10 of them to further understand their views toward CLT. The results indicated that resistance to participate in the educational process on the part of the learners, and grammar-based examinations were among the many sources of difficulty for implementing a communicative approach in EFL contexts. Similarly, Amini (2009) investigated the perceptions of 122 English teachers in Iran toward TBLT, using questionnaires and semi-structured interviews. Amini found that unfamiliarity of the learners with the task-based approach, lack of task-based materials, large class size, difficulties in assessing task-based performance, and teachers' limited language proficiency were obstacles in implementing TBLT in Iranian classrooms. In addition, studies conducted by Burnaby and Sun (1989) and Anderson (1993), which investigated the difficulties in the implementation of a CLT approach, report similar problems as those mentioned by Amini (2009) and Li (1998).

The dominance of grammar based examinations in the Iranian language education system has resulted in the widespread use of the structural syllabus in the majority of EFL classes. As a result of this, the participants in CG experienced less difficulty in the presentation, practice, and production phases while the participants in EG faced difficulty in the presentation and production stages. This was due to the introduction of unfamiliar task-based activities in these two stages. Moreover, it was observed that the EG learners preferred tasks that were required to be done individually over those that were required to be done in groups or pairs. This observation becomes significant in the light

of the fact that most tasks were designed to be completed in groups or pairs and these task types were generally not welcomed by the participants. In addition, the female learners in EG did not participate in tasks which required them to take a card and then perform the given action for their classmates and wait for their guesses. These two observations are certainly linked with the culture of the Iranian society and many teachers working in the Asian EFL context can recall numerous similar incidents from their CLT or TBLT classes. We argue that familiarity with the structural syllabus and certain cultural features of the Iranian society were two important factors that had an effect on the obtained results.

CONCLUSION

The results of this study indicate that teaching grammar through the TSS model was not superior to the traditional PPP model. However, it cannot be claimed that the results of this study are conclusive since it involved only 40 participants and it was the first operationalization of the TSS model in an EFL setting. Further experiments with this model are needed in order to conclusively accept or reject it in EFL classes. However, from our point of view, two suggestions can give rise to the improvement of this model at least for the Iranian EFL context.

First, we assume that the use of a deductive CR task at the presentation stage would be more effective than the use of an inductive CR task. Hosseinpour (2006) conducted a study on the Iranian learners' preference for a deductive or inductive CR task. He gave 158 male and female students a deductive and an inductive grammar CR task and asked them to complete an evaluation questionnaire which determined their attitudes towards the two tasks. His findings indicated that the learners had preferred the deductive task to the inductive one.

In addition, it may be more productive to use tasks which can be completed individually. This is due to the fact that most Iranian learners, particularly those at the elementary level, do not prefer tasks which require pair or group work for their completion. Prabhu (1987) also explains that most of the tasks he used in the Bangalore project were required to be done individually. An important reason for his decision were large classes, but one can also be certain to a high degree that he had also made this decision on the basis of the Indian learners' task preferences.

Li (1998) states that in the long run EFL countries must set to develop English teaching theories that are more suitable for their EFL contexts. One way for reaching this goal could be the incorporation of a "cultural" dimension for task definition. A source of difficulty in the implementation of CLT and TBLT approaches is the cultural norms of EFL societies. By incorporating a cultural dimension in task definitions, we could reduce the risk of the

inclusion of culturally inappropriate tasks in the syllabus. This inclusion will make task definitions lengthier, but it will also make them more concrete and more finite, hence reducing the problem of task finiteness mentioned by Long and Crookes (1992).

The results of the present research indicate that fine-tuning tasks with the structural syllabus still needs some work. So for the time being, it is safer for the language teacher and syllabus designer to stick to the pure structural or communicative syllabuses which are available for language teaching and materials development. In addition, teachers may benefit more from using explicit teaching techniques over implicit ones in their language classes. Being aware of the cultural aspects associated with tasks is also recommended to those language teachers willing to experience the task-based approach in their classes. It has been widely experienced by Iranian language teachers that their learners were not comfortable in participating in a certain task or communicative activity just because they found the information required for doing it too personal. The very interesting fact here is that some information regarded as personal in one society may be regarded as quite general in another. Hence, while the name of a person's wife in one society (e.g., in most Middle East countries) is considered as personal by most men within that society, the same information may be considered as something quite common in other societies. It would also seem beneficial if materials writers took the culture and task preferences of learners into account while designing task-based or communicative materials.

REFERENCES

- Amini, S. (2009). *Perceptions and implications of task-based language teaching*. Unpublished master's thesis, University of Tehran, Tehran, Iran.
- Anderson, J. (1993). Is a communicative approach practical for teaching English in China? Pros and cons. *System*, 21, 471-480.
- Baleghizadeh, S. (2010). The structural syllabus: The golden-egg-laying goose that should not be killed, *TESL Reporter*, 43(1), 15-30.
- Baleghizadeh, S. (2012). A grammar grid. *Modern English Teacher*, 21(1), 62-65.
- Batstone, R., & Ellis, R. (2009). Principled grammar teaching. *System*, 37, 194-204.
- Burnaby, B., Sun, Y. (1989). Chinese teachers' views of Western language teaching: Context informs paradigm. *TESOL Quarterly*, 23, 219-238.
- Cunningham S., Redstone C., & Moor P. (2002). *Cutting Edge*. Harlow: Longman.

- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40, 83-107.
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19, 221-245.
- Fowler, W., & Coe, N. (1976). *Nelson English language tests*. London: Thomas Nelson & Sons.
- Hosseinpour, R. (2006). *On the role of Consciousness-raising tasks in learning grammar: A learner perspective*. Unpublished master's thesis, University of Tehran, Tehran, Iran.
- Kellerman, E. (1985). If at first you do succeed. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 345-353). Rowley, MA: Newbury House.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Krashen, S. D. and Terrell, T. D. *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon.
- Lado, R. (1964). *Language teaching: A scientific approach*. New York: McGraw-Hill.
- Li, D., (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32, 677-705.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg, and C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamins.
- Long, M., & Crookes, G. (1992). Three approaches to task-based syllabus design, *TESOL Quarterly*, 26, 27-56.
- Nassaji, H., & Fotos, S. (2004). Current developments in research on the teaching of grammar. *Annual Review of Applied Linguistics*, 24, 126-145.
- Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York: Routledge.
- Norris, J., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528.
- Nunan, D. (1988). *Syllabus design*. Oxford: Oxford University Press.
- Nunan, D. (2001). Teaching grammar in context. In C. Candlin & M. Mercer (Eds.), *English language teaching in its social context* (pp. 191-199). London: Routledge.

- Prabhu, N.S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Richards, J. (2005). *Interchange: Intro* (3rd Ed.). Cambridge: Cambridge University Press.
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 129-158.
- Sheen, R. (1994). A critical analysis of the advocacy of the task-based syllabus. *TESOL Quarterly*, 28, 127-153.
- Soars, L., & Soars, J. (2001). *New headway*. Oxford: Oxford University Press.
- Thornbury, S. (1999). *How to teach grammar*. Harlow: Longman.
- Van den Branden, K. (Ed.). (2006). *Task-based language education: From theory to practice*. Cambridge: Cambridge University Press.
- Wilkins, D. (1979). Grammatical, situational, and notional syllabuses. In C. Brumfit & K. Johnson (Eds.), *The communicative approach to language teaching* (pp. 82-98). Oxford: Oxford University Press.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.

APPENDIX A

Sample Activities in the TSS Model

A. Read the sentences below.

1-John¹
always²
gets up³ at
six
o'clock.



2-Ted¹
usually²
has³
breakfast at
6:45 am.



3- Joseph¹
often²
leaves³
home at
7:15 am.



4-
Christine¹
sometimes²
calls³ her
friend
Jasmine
from work.



5-Mike¹
**hardly
ever**²
smokes³.



6-Brian¹
never²
brushes³
his teeth.



Does the adverb go before the verb or after the verb?

B. Unscramble the sentences.

1. I have breakfast on never weekends.
2. work I snacks eat at hardly ever.
3. eat for pasta dinner sometimes I.
4. have I dinner with often family my.
5. coffee Peter evening drinks never the in

C. Put the adverbs in the correct places. Then practice with a partner.

- A:** What do you have for breakfast? (usually)
B: Well, I have coffee, cereal, and juice. (often)
A: Do you eat breakfast at work? (ever)
B: I have breakfast at my desk. (sometimes)
A: Do you eat rice for breakfast? (usually)
B: No, I have rice. (hardly ever).

D. Read about Jake's daily routine. Fill in the blanks with the appropriate adverbs of frequency.

Hello, my name is Jake and I am a bus driver. Your teacher has asked me to talk about my daily routine for you. Well, I (100%) wake up at 5:30 in the morning. I (90%) take a shower after I get out of bed and I (75%) eat my breakfast at 6:15 am. I (100%) leave home at 6:45 for work. I (50%) take the taxi to work but I (87%) walk to my workplace. I..... (78%) work from 7:15 am to 15:30 pm and I(10%) work more than that. I (0%) smoke during work, but I (40) drink coffee or tea. I (62%) watch TV when I get home and..... (30%) I go out with my friends. I (94%) stay home at night because I have to wake up early tomorrow and I (100%) brush my teeth before sleep.



E. Work with a partner and make questions and answers about the things you eat using adverbs of frequency.

Things I eat	Always/Usually	Often	Sometimes	Hardly ever	Never
Meat/fish					
Dairy					
Fruit					
Vegetables					
Snacks					

Adapted from Interchange Third Edition: Intro (Unit 9)