Research Paper
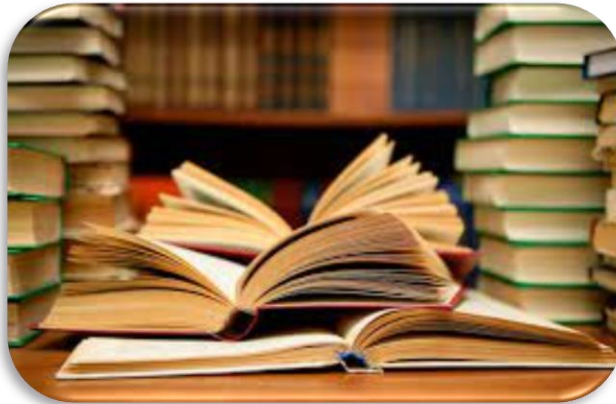
Impact of Task Repetition on Comprehension, Recall, and Retention of Tense Accuracy of Different Levels of Proficiency: Adults and Children

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ABSTRACT

The present study investigated the effect of task repetition as a type of task planning on the comprehension, recall, and retention of the target English tenses among EFL learners. In addition, this study aimed at exploring the defining roles of learners' age and proficiency level with regard to the results of task repetition. To do this, two age groups of female participants (37 adult learners and 38 young learners) which were selected according to a purposive sampling procedure took part in this study. The instruments which were employed included proficiency tests and grammar tests. A researcher-made test of grammar which was piloted and whose reliability was confirmed via KR-21 (.81), was used as the pretest and posttest of the study. Finally, the data were analyzed using SPSS software and interpreted by the researcher. The obtained results revealed that the treatment adopted in this study could significantly help the learners in the young group to raise their mastery over using the English tenses. This was statistically demonstrated to be true regarding the scores obtained by the learners on the posttest. In the same line, learners' proficiency level was also found to be a determining factor regarding the effectiveness of the method. The results of the study mostly demonstrate that language learning is better achieved when new interesting topics are brought into students' classes to be taught with their class materials.

Keywords: Comprehension, Recall, Retention Task Repetition, Tense Accuracy

تأثیر تکرار تکلیف بر درک، یادآوری و حفظ دقت زمان در سطوح مختلف مهارت زبانی: مقایسه بین بزرگسالان و کودکان

پژوهش حاضر به بررسی تأثیر تکرار تکلیف به‌عنوان یک نوع برنامه‌ریزی کار بر درک، یادآوری و حفظ زمان‌های زبان انگلیسی در میان زبان‌آموزان می‌پردازد. علاوه بر این، این پژوهش با هدف بررسی نقش تعیین کننده سن و سطح مهارت فراگیران با توجه به نتایج تکرار تکلیف انجام شد. بدین منظور دو گروه سنی از شرکت کنندگان زن (37 دانش آموز بزرگسال و 38 دانش آموز نوجوان) که بر اساس روش نمونه گیری هدفمند انتخاب شدند، در این پژوهش شرکت کردند. ابزارهای مورد استفاده شامل آزمون مهارت و گرامر بود. یک آزمون گرامر، محقق ساخته که به صورت آزمایشی انجام شد و پایایی آن از طریق KR-21 (0.81) تأیید شد، به عنوان پیش آزمون و پس آزمون مطالعه مورد استفاده قرار گرفت. در نهایت داده ها با استفاده از نرم افزار اس پی اس اس مورد تجزیه و تحلیل قرار گرفت و توسط محقق تفسیر شد. نتایج به‌دست‌آمده نشان داد که درمان اتخاذ شده در این پژوهش می‌تواند به طور قابل توجهی به فراگیران گروه جوان کمک کند تا تسلط خود را بر استفاده از زمان‌های زبان انگلیسی افزایش دهند. این موضوع از نظر آماری در مورد نمرات به دست آمده توسط فراگیران در پس آزمون درست است. در همین راستا، سطح مهارت فراگیران نیز به عنوان یک عامل تعیین کننده در مورد اثربخشی روش شناخته شد. نتایج عمدتاً نشان می‌دهد که یادگیری زبان زمانی بهتر به دست می‌آید که موضوعات جالب جدید به کلاس دانش‌آموزان آورده شود تا با مواد کلاسی آنها آموزش داده شود.

واژگان کلیدی: تکرار تکلیف، درک ، یادآوری، حفظ، دقت زمان

INTRODUCTION

Task-based approach is a revolution in ELT in the late 20th century which has been developed based on the concept of tasks. As Leaver and Willis (2004) stated, task-based language teaching (TBLT) helps language learners make real efforts to communicate as best as they can in the foreign language which they are learning. In fact, task-based instruction (TBI) is an approach concentrating on real world language use to serve the purpose of goal-oriented communication. In Ellis's (2003) view, a task is a work plan which requires learners to process language pragmatically to achieve an outcome that can be examined in terms of whether the correct or right propositional content has been conveyed. To this end, meaning should be paid close attention and tasks require to be integrated with their own linguistic resources despite the need of choosing particular forms. Using a task as the main plan for teaching approach in language teaching focuses on task-based language teaching; thus, the principles of communicative language teaching made sense from 1980 and some of the examples include: activities that involve real communication are essential for language learning, activities in which language is used for doing meaningful task promote learning, and language that is meaningful to the learner supports the learning process (Richard & Theodore, 2014).

Task repetition is a kind of planning and has the potential to lead to integrate knowledge and performance, and it could be viewed as facilitating changes particularly in the conceptualization and formulation phases of the production process (Bygate & Samuda, 2005). Moreover, it is essentially theorized as having two phases: A first enactment of a task, in which learners are likely to organize the cognitive content, scope out the likely useful lexico-grammar, and process it in real time, generating a experientially derived multi-level schema to support subsequent linguistic work; followed by a second enactment during which the speaker can build on the previous one (Bygate & Samuda, 2005). As Ellis (2003) uttered, one of the procedural factors that has been found to influence task performance is a rehearsal-giving learner the opportunity to repeat a task. Typically, we first focus on the message content, scanning our memory for appropriate language to cope with the task. This establishes familiarity with useful message content and language knowledge, and provides a basis for handling the task.

Potential benefits for learners made through presenting the task repetition are increasing linguistic capacity, the speed of access, and learners" attention to their performance from the general to the specific One of the earliest studies documented attempts to study task repetition is Bygate (2007) study, which showed a striking change in accuracy at time 2 (T2), in terms of vocabulary, idiomaticity, grammatical markers and structure. Bygate (2001) analyzed a study focused on the effects of task repetition on L2 speech performance showing that learners' attention is considered in different parts of oral production process. He maintained that the performance in the repeated task would be better than in the first trial in terms of fluency, and accuracy. Bygate's (2007) study is one of the earliest studies documented attempts to study task repetition, which revealed a striking opportunity in accuracy at time 2 (T2), in terms of idiomaticity, vocabulary, grammatical markers and structure. Potential benefits of presenting the task repetition are increasing linguistic capacity, the speed of access, and learners' attention to their performance from the general to the specific (Bygate, 2007). Ahmadian and Tavakoli (2011) also showed that language learners produced more error- free clauses and verb forms relates to the accuracy and more meaningful syllables which refers to fluency. In addition to these attempts, there has been more research regarding task repetition such as Sample and Michel (2015) who investigated the trade-off between task repetition and accuracy, Ahmadian et al., (2015) who proved the effect of task planning and task structure on complexity and accuracy as well as fluency, Van de Guchte, et al. (2016) who focused on task repetition and focus on form, Tavakoli et al., (2016) who showed the effect of short time intervention through task repetition on the learners accuracy of performance, Hunter (2017) who investigated the task repetition on ESL learners' production, and Bui et al., (2018) who indicated how task condition, namely, CAF would affect the learner's performance.

Regarding the above-mentioned seminal research on task repetition, there seems to be a research gap considering the fact that previous studies have not been interested in probing the role of individual variables such as the level of language proficiency or age of the learners in the results of task repetition. Accordingly, the purpose of this study was twofold. First, the researcher was interested in the effect of task repetition as a type of task planning on the comprehension, recall and retention of the target English tenses among the EFL learners. Second, this study aimed at exploring the defining roles of learners' age and proficiency level with regard to the results of task repetition obtained in this study. In addition, the specific objectives of the study were to investigate the effect of task repetition on children's comprehension, recall and retention of tense accuracy adults' comprehension, recall and retention of tense accuracy children and adult in comprehension, recall and retention of tense accuracy in different proficiency levels. The following research questions and hypotheses were posed for this study:

1. *Does task repetition make a significance difference in children's comprehension, recall and retention of tense accuracy?*
2. *Does task repetition make a significance difference in adults' comprehension, recall and retention of tense accuracy?*
3. *Is there any difference between children and adults in comprehension, recall and retention of tense accuracy due to task repetition?*
4. *Does the difference between children and adult in comprehension, recall and retention of tense accuracy due to task repetition vary in different proficiency levels?*

Research Hypotheses
1. Task repetition does not make a significance difference in children's comprehension, recall and retention of tense accuracy.
2. Task repetition does not make a significance difference in adults' comprehension, recall and retention of tense accuracy.
3. There is not any difference between children and adults in comprehension, recall and retention of tense accuracy due to task repetition.
4. The difference between children and adult in comprehension, recall and retention of tense accuracy due to task repetition does not vary in different proficiency levels.

Significance of the Study
There is great interest in the role of task planning on learner performance and L2 development (Ellis, 2009). The study can be pedagogically useful for language learning is an intriguing one both for second language researchers and educators. The learners generally showed improvement on fluency and complexity, but showed less or no improvement on linguistic accuracy. With this in mind, findings from previous research suggest that implementation of task repetition with or without additional treatment. The positive effects found during the repetition cycle were less likely to be extended to learners' subsequent performance in a new task (Larsen-Freeman, 2006).

**LITRATURE REVIEW**

Related Studies on Task Repetition
Hawkes (2011) has realized that when a form-focused session is included in between the first and second performance of oral tasks, the learners are likely to focus more on accuracy in the second performance. Also, Jung's (2013) study focused on written language production through repetition of essays. The study

indicated the fact that that task repetition was not able to increase accuracy of written language production, but was able to increase fluency and complexity of it. Besides, Amiryousefi (2016) investigated the effects of task repetition versus procedural repetition on the complexity, accuracy, and fluency in low-intermediate students' task-based, computer-mediated L2 written production. A secondary purpose was to evaluate the relationship between computer anxiety and EFL students' improvement in L2 writing. The participants were randomly assigned to one of two groups: task repetition or procedural repetition. The task repetition group repeated the same task procedure with the exact same content five times, whereas the procedural repetition group repeated the same task procedure with different content. The students were also asked to complete the Computer Anxiety Rating Scale to measure their computer anxiety. The results showed the beneficial effects of both tasks on the students' L2 written production, the differential effects of task repetition on the students' writing CAF when compared with procedural repetition, and no statistically significant relationship between computer anxiety and the students' development of CAF in task-based and computer-mediated L2 written production. Van de Guchte et al., (2016) examined the effects of task repetition after having directed students' attention to form during the main task. The study comprises two interventions, where each consisted of a task with a focus on a particular language structure. 48 students learning German as a foreign language were randomly assigned to two conditions: one group repeated a similar task (R); the other group did not (NR). The first intervention targeted the German dative case after a preposition; the second German comparatives. Pretests, immediate and delayed posttests examined metalinguistic knowledge, written, oral accuracy and oral fluency. The findings indicated that on written accuracy and metalinguistic knowledge, the R condition outperformed the NR condition. However, no significant differences between conditions were achieved on oral accuracy and fluency.

Continuing the studies on the effectiveness of TBLT method, Agurtzane (2015) evaluated the extent and the aims that EFL children in EFL setting use their shared L1. It also evaluated the effect of task repetition (exact vs. procedural task repetition) on their L1. 42 EFL students worked in pairs while they completed a spot-the-difference task twice. Their findings showed a significant decrease in L1 use when the students repeated the task in the two conditions but a minor effect of task repetition on the functions the L1 served. Additionally, to these eminent studies on task repetition, there have been a number of studies on the effect of task-based language teaching on EFL learners' writing accuracy. In another study, Yildiz and Senel (2017) evaluated the effects of TBLT on language learners' grammar knowledge in the field of teaching grammar. 32 students from 8th grade were the participants of the study during a two-and-a-half-month process. During the process, the participants firstly participated in a pre-test to check their level and to confirm the homogeneity between experimental and control groups. The results of the pre-test did not show meaningful results. At the end of the process, a post-test was administered to examine the students' improvement in the post-test. The results revealed TBLT raises the students' grammar knowledge in the experimental group. In fact, TBLT in teaching grammar produced meaningful results compared to traditional language teaching method in this study.

On other relevant study, Sarac (2018) exposed to the same sequence of target structures, extensive writing activities and evaluation criteria. Nevertheless, these two groups differed only in the in-class teaching procedures, which were task-based in one group and formal and explicit in the other one. Based on the findings, the experimental group who had task-based instruction on contextual grammar outperformed the group of learners who received formal grammar instruction. Also, Kafipour et al., (2018) examined the effects of employing task-based writing instruction on EFL learners' writing competence. 69 intermediate EFL learners were placed randomly into a control group and an experimental group. The students in the experimental group using task-based language teaching techniques to do writing tasks, while those in the control group practiced writing skills using traditional writing exercises. To gather data, the researchers administered the writing sections of two paper-based

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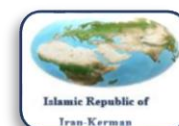
TOEFL tests and analyzed the data by SPSS using descriptive statistics, t-test, and analysis of variance. The findings indicated remarkable improvements in the writing ability of the Iranian EFL students who practiced writing skills using TBLT techniques. Furthermore, using task-based writing techniques improved the EFL students' ability significantly regarding different aspects of the writing competence, language use, sentence mechanics, content, vocabulary, and organization.

Taking the literature discussed in this paper into account, it is possible to state that most empirical studies have identified significant effects of task repetition on accuracy of oral language production. The studies discussed here further suggested that the type of task that is repeated also has an impact on the performance. For example, it is evident that narrative tasks provide more evidence on the positive effects of task repetition. Although the effect of task repetition on oral language production has been examined, little research to date has investigated its effect combined with the learner's age and language proficiency. Taking this into account, this study is going to fill this gap.

METHODOLOGY

Participants and Sample

There were two age groups of female participants in this study which were selected according to purposive sampling procedure due to the fact that the target learners were selected to meet the criteria of the proficiency and age variables included in the study (Dornyei, 2003). The reason behind selecting this sampling procedure was that the researcher had to compare the comprehension, recall and retention of the target tenses between two age groups as well as two proficiency groups, and additionally, it was not possible to conduct randomized sampling among the learners in Kahnuj. The rationale behind the selection of this group of the learners was the fact that these learners at the institute were available and accessible to the researcher. Due to administrative constraints in other institutes and schools, the researcher was not free to coordinate classes according to the purpose of this study. That is to say, the adult learners were selected from two classes in a language institute. Eighteen learners were at pre-intermediate level and nineteen learners were at upper-intermediate level. The adult learners in this study whose age ranges from 22-31 were mostly university students and had an English learning background at school. The young learners were selected from four classes in a language institute. Twenty-one learners were at pre-intermediate level and seventeen learners were at upper-intermediate level. The young learners in this study whose age ranges from 10-13 were school students. It is worth mentioning that the learners in both groups speak Persian as their L1 and were grouped according to their scores on Oxford Placement Test. Moreover, the learners in this study were all female.

Instrumentation

Proficiency test and grammar test were the main instruments which were employed in the current study in order to gather data.

Proficiency Test (Oxford Placement Test)

The test consists of 60 items in multiple choice format was developed to place the learners according to their estimated level of proficiency. There were three main sections in this test: (1) vocabulary, (2) grammar and (3) reading comprehension. The learners were allotted 40 minutes to take the test, according to its manual. There was no punishment for their wrong answers. The total score was calculated and then the learners were placed in appropriate levels accordingly.

Grammar Test

There was a researcher-made test of grammar consisting 30 items of multiple-choice type to measure the learners' grammar comprehension and recall before and after the intervention. This test was developed based on the common verb tenses introduced to the pre- and upper-intermediate learners, namely, simple present tense, present progressive, present perfect, past simple, past progressive, and future simple. The teacher developed the test based on the testing material of the course books the learners were covering in their courses. The test was administered as both pretest and posttest after it was piloted and the accepted reliability was calculated using KR-21 (.81).

Data Collection and Analysis Method
The research began with piloting the tests of grammar and writing. The writing test was piloted to a group of learners at the similar proficiency level to see if the topics were successful enough in eliciting the target tenses. The researcher-made test of grammar was also piloted to the same group of similar proficiency level which were 15 learners. The reliability index, item discrimination, item difficulty and choice-distribution of the items were calculated to see if the items were functioning well and the test enjoys the acceptable level of difficulty. The learners in two age groups and two proficiency levels were randomly divided into two groups as described before. The control group received narrative tasks. In this group, the students were not provided with the intervention for task repetition. They just performed the same tasks used in the experimental group without any repetitions. The experimental groups, however, received task repetition. Picture stories were used in the study and they contain six pictures each. The participant had to write a story based on the pictures in one sessions, and repeat it on the next session the same procedure went on to the end of the term which lasted for 20 sessions.

A pre and a post-test was conducted on the first and last sessions. On all occasions, the participants were not allowed to see the previous writings; however, they could refer to the pictures while writing. Furthermore, no linguistic input, feedback, or instructions were given to the participant after the first performance or during performances in the experimental groups. However, the learners in control group received some comments and feedback since there were not going to go under task repetition. The participants in both groups were told that they needed to write stories under time limitations. They were informed that the maximum time available for the task was 20 minutes. The interval between each task repetition was approximately 3 days (the gap between the sessions at the institute). They were also reminded about the time remaining while they were writing. The participants were not allowed to use any other resources such as dictionaries, books or the internet when writing. Thus, the tasks were repeated under the same conditions. In order to analyze the scores obtained from the test, they were tabulated and analyzed using descriptive statistics. Further inferential procedure was used to estimate the normality of distribution of the scores using Shpiro-Wilk test. In addition to test the hypotheses, independent samples t-test and two-way ANCOVA were used to test the hypotheses.

RESULTS AND DISCUSSIONS
Descriptive statistics regarding pretest and posttest scores for each group are presented. Table 1 shows the results of descriptive analysis of the pretest scores for each group.

Table 1
Descriptive Analyses of the Pretest Scores for Each Group

Level	Group	N	Min.	Max	Mean	Variance	Std. Dev.
Pre-intermediate	Children	21	4	8	6.06	1.49	1.22
	Adult	18	4	9	5.64	1.61	1.27
Upper-Intermediate.	Children	17	8	14	10.53	1.93	1.39
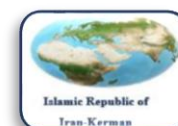
Adult	19	6	13	11	2.20	1.40

According to Table 1, the observed minimum score for pre-intermediate children group is 4 and the observed maximum one is 8. Moreover, the observed mean score, variance and standard deviation for this group are 6.06, 1.49 and 1.22, respectively. The observed minimum score for the pre-intermediate adult group is 4 and the observed maximum one is 9. Also, the observed mean score, variance and standard deviation for this group are 5.64, 1.61 and 1.27, respectively. Accordingly, the observed minimum score for upper-intermediate children group is 8 and the observed maximum one is 14. Furthermore, the observed mean score, variance and standard deviation for this group are 10.53, 1.93 and 1.39, respectively. Besides, the observed minimum score for the upper-intermediate adult group is 6 and the observed maximum one is 13. Additionally, the observed mean score, variance and standard deviation for this group are 11.00, 2.20 and 1.40, respectively.

Table 2
Descriptive Analyses of the Posttest Scores for Each Group

Level	Group		Min.	Max	Mean	Variance	Std. Dev.
Pre-intermediate	Children	21	12	17	13.80	2.17	1.47
	Adult	18	9	14	11.29	1.59	1.26
Upper-intermediate	Children	17	16	22	18.92	3.07	1.75
	Adult	19	14	20	16.72	2.61	1.61

Table 2 shows the descriptive analyses of the posttest scores for each group. According to the table above, the observed minimum score for pre-intermediate children group is 12 and the observed maximum one is 17. Also, the observed mean score, variance and standard deviation for this group are 13.80, 2.17 and 1.47 respectively. The observed minimum score for pre-intermediate adult group is 9 and the observed maximum one is 14. Moreover, the observed mean score, variance and standard deviation for this group are 11.29, 1.59 and 1.26, respectively. Accordingly, the observed minimum score for upper-intermediate children group is 16 and the observed maximum one is 22. Furthermore, the observed mean score, variance and standard deviation for this group are 18.92, 3.07 and 1.75 respectively. Besides, the observed minimum score for upper-intermediate adult group is 14 and the observed maximum one is 20. In addition, the observed mean score, variance and standard deviation for this group are 16.72, 2.61 and 1.61, respectively. As it is shown above both groups at both levels made considerable improvements. However, as it is shown in the table above the observed maximum score and also the observed mean scores at both levels show that the children's groups at both levels outperformed the adult group counterparts.

Test of Normality

In order to continue with testing null hypotheses presented in chapter one, the distribution of the obtained data has to be tested in terms of the normality of distribution. This is crucial since it helps the researcher adopt the appropriate statistical procedure in terms of being parametric or non-parametric. The following table shows the results of the normality test run for the obtained data in this study. As it is mentioned in SPSS 18 manual, for the sample size upper than 2000, Shapiro-Wilk test is more suitable than Kolmogorov-Smirnov test. Hence, the former test indices are reported below (Dornyei, 2003).

As it is shown in Table 3, the observed statistics for pretest score distributions for the pre-intermediate children Group (Statistic= .91, p= .15), the pre-intermediate adult group (Statistic= .90, p=

.06), the upper-intermediate the children group (Statistic= .96, p= .82), and the upper-intermediate the adult group (Statistic= .90, p= .20) show that the distribution of the obtained data from the pretest is normal since all the observed P-value are above .05. Moreover, according to the table, the observed statistics for posttest score distribution for the pre-intermediate the children group (Statistic= .92, p= .19), the pre-intermediate adult group (Statistic= .93, p= .27), the upper-intermediate children group (Statistic= .96, p= .78), and the upper-intermediate adult group (Statistic= .96, p= .80) show that the distribution of the obtained data from the posttest is normal since all the observed p valued are above .05.

Table 3

Test of Normality

|	Grouping	Shapiro-Wilk		
		Statistic	df	Sig.
Pretest	Pre-intermediate Children Group	.914	21	.155
	Pre-intermediate Adult group	.900	18	.069
	Upper-intermediate Children Group	.965	17	.827
	Upper-intermediate Adult Group	.904	19	.207
Posttest	Pre-intermediate Children Group	.920	21	.192
	Pre-intermediate Adult group	.936	18	.272
	Upper-intermediate Children Group	.962	17	.788
	Upper-intermediate Adult Group	.962	19	.801

Testing the Hypotheses

In order to test the hypotheses, parametric inferential statistical procedures were used. Since the researcher was comparing two groups regarding the first and second research questions in terms of the effect of the independent variable on their grammar test achievement, an independent samples t-test was run. However, regarding the third and fourth research questions, in order to compare grammar learning as dependent variables across the two proficiency levels ANCOVA was run. The reason behind running ANCOVA instead of ANOVA which is more common in such cases is that the groups at different levels of pre-intermediate and upper-intermediate are not comparable in terms of their pretest scores. That is, a closer look at Table 1 shows that these two groups started their course at different starting points before receiving their treatments. In order to take this fact into account while analyzing the data, pretest scores were accounted as covariate variable in this study and the scores were included by adopting ANCOVA procedure. The following tables show the results of analysis regarding each research hypothesis.

Table 4

Comparing Pretest and Posttest Means for Adult and Children Groups

	Groups			
	Children	Adult	t	df
Post-test	16.11 (1.62)	14.01 (1.43)	5.18**	73
Pre-test	8.29 (1.30)	8.32 (1.33)	.98	73

Note. * = p ≤ .05, ** = p ≤ .01. Standard Deviations appear in parentheses below means.

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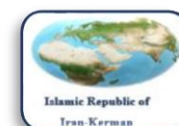
As it is shown in table 4, the observed t value for the pretest is .98 and is not significant considering its p value which is above .05. These statistics show that there is not any significant difference between pre-intermediate children group and pre-intermediate adult group in terms of their scores. However, the observed t value for the posttest is 5.18 and the equivalent p value is significant ($p < .01$). These statistics show that there is a significant difference between these two groups in terms of their scores on the posttest. According to the descriptive statistics presented in table 4, it can be concluded that the children group outperformed the other group in terms of retrieving grammatical points. Hence, it can be concluded that grammar instruction through task repetition exerts a significant effect on EFL learners' grammatical achievement. According to the findings of this task repetition could significantly help learners master the target grammatical forms.

This study also aimed at exploring the moderating role of proficiency levels in grammar learning. The following tables shows the results for the comparison made among the groups of different proficiency levels in terms of their grammar learning.

Table 5
ANCOVA for Exploring the Moderating Role of Proficiency

Source	df	SS	MS	F	Sig.	Eta Squared
Corrected Model	4	487.503a	121.876	52.973	.000	.806
Intercept	1	256.915	256.915	111.668	.000	.686
Pretest	1	1.698	1.698	.738	.394	.014
Grouping	3	145.082	48.361	21.02	.000	.553
Error	70	117.336	2.301			
Total	75	12877.000				
Corrected Total	74	604.839				

According to the table above, the observed F value for grouping is 21.02 and the equivalent P value is .00. These statistics show that there are statistically significant differences between the groups when adjusted for the covariate. In other words it can be argued that the third null hypothesis of the study which states that proficiency level of the participants does not moderate the effect of task-repetition on grammatical achievement is statistically significantly rejected and proficiency level can be a determining factor regarding the effectiveness of the independent variables. That is, learners at different proficiency levels benefit differently from the grammar teaching method devised in this study. The results obtained in this study reveal that the treatment adopted in this study could significantly help the learners in the children group to raise their mastery over using the target tenses. This was statistically demonstrated to be true regarding the scores obtained by the learners on the posttest. In the same line, learners' proficiency level was also found to be a determining factor regarding the effectiveness of the method. Considering the theoretical background of the study and the results obtained in previous studies regarding the issue the obtained results regarding the achievement of the learners were not absolutely far-fetched. As mentioned by Rodrigllez and Avent (2002), this study adopted grammarian perspective toward teaching grammar and shows that adopting a context-based approach with regard to grammar instruction leads to significant results in grammar learning across different proficiency levels.

The findings of this study are also in line with the output hypothesis framework put forward by Swain (1985) supported comprehensible output by arguing that this type of output would enormously help the learner improve both their fluency and accuracy. The results of this study showed that using task repetition in class will boost learners' mastery over target forms since they have to focus on events

happening one after another in the story. Moreover, the meaningful context provided in tasks and task repetition makes a meaningful real-world-like activity that provides learners both with authentic material and authentic context for using their language. Moreover, the results obtained in this study are in line with that of "programmarians" claim that formal instruction plays an important role and it should not be abandoned because direct grammar instruction helps significantly with accuracy and speeds second language (L2) learning (Eisenstein-Ebsworth & Schweers, 1997). The findings of this study may add to this perspective in that the outcome of a given teaching program would be better if it is presented in a contextual real-world-like production-based program.

From theoretical perspective, as mentioned by Celce-Murcia (1991), since communicative tasks consider language as an instrument of communication, they enable learners to use language communicatively and help teachers organize their courses around semantic notions instead of pure grammar. As Larsen-Freeman (1992) stated, the relationship between grammar and communication in task-based classes is "non-hierarchical", in a sense that it helps teachers to provide authentic communicative contexts in their classrooms (Savignon & Wang, 2003). The concept of focus on form (Ellis, 1999; Long, 1991) is now may be used in task-based classes to draw learners' attention to grammatical features in the communicative classroom, in a way that EFL teachers, similar to ESL counterparts, have a chance to make the heavily grammar-oriented classroom communicative (Anderson, 1993).

In teaching grammar, from a theoretical perspective, three areas have to be considered: grammar as rules, grammar as form, and grammar as resource. For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. In task-based teaching classes, grammar is witnessed as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say, and how we expect others to interpret what our language use and its focus. Briefly from theoretical perspective it can be in line with the concept put forward by Widdowson (1990, p. 86): " . . . grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality".

CONCLUSIONS AND IMPLICATIONS

The results of the present study contradict with the claim that metalinguistic discussion (i.e., the use of grammatical terminology to talk about language), as seen by Stern (1992, p. 327), is one of the efficient characteristics of explicit grammar teaching. According to Burgess and Etherington (2002, p. 444), teachers believe that their students see grammatical terminology as useful and that its use does not present a particular difficulty for students. In this study, teaching grammar in a meaningful communicative context helped learners master the target features better than the ones who have learned the same features using meat-language. However, it is worth mentioning that there may be generally recommended ways of teaching EFL grammar (for example, the implicit method), according to Al-Mekhlafi and Nagaratgam (2011), but it would not be proper to adopt them universally without looking at the possible difficulties that might go with those methods suggested. While a less favored method might pose fewer problems and hence be more effective, a more favored method might be less effective owing to greater difficulties or problems in practice. The findings of the study also confirms what is stated by Eun (2010) and Oura (2001) in that students are gaining greater confidence in using the language during such authentic real-world-like activities. Similarly, task repetition and task-based language teaching help teachers bring real world experiences into the classroom by focusing on practical language skills.

The present research has certain implications for some individuals. That is to say, there are a number of implications for syllabus designers, material developers, teachers as well as teacher trainers regarding the findings of this study. The results of this study as well as Savignon and Wang's study (2003) and Sakui & Gaies's (1999) wide scale study showed that task-based classes, and investing on communicative

competence and linguistic competence of English may led to more fruitful results. As Rao (2002) argued, the important thing is the balance between grammar teaching and communicative teaching. Since task-based instruction is not banning grammar teaching (Sato & Kleinsasser, 1999), teachers, material developers and teacher trainers can try to integrate them. In task-based language teaching, there have usually been concerns about the accuracy of students in terms of their grammar. Grammar looks boring and difficult to many of language learners (Asgari, 2012). There have been good improvements in teaching grammar by using task-repetition in classes since it seems that it motivates students to learn and use the target forms better in grammar classes. Certainly, an effective way of teaching grammar will contribute both learners and teachers. The subject of integrating out of class with class materials in EFL/ESL have been studied by many researchers of TEFL field such as Knox (2007), Laniro (2007), and Berardo (2006). Some of them have referred to such issues by terms like authentic, motivating or real materials. The results of such studies mostly demonstrate that language learning is better achieved when new interesting topics are brought into students' class to be taught with their class materials (Asgari, 2012). It seems that task-based language teaching and using task repetition may be well-formed effective way of adopting authentic material in language classroom.

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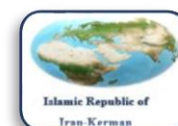
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