

NOTICING OWN ORAL PERFORMANCE, THROUGH A FOCUS TASK IN A
GROUP OF EFL BEGINNER STUDENTS

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2015

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GROUP OF EFL BEGINNER STUDENTS

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Master in TEFL

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Cali-Colombia

2015

Submitted in Partial Fulfillment of the Requirements

for the Degree of Master in TEFL

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Abstract

This study aims to provide an analysis of the effects of noticing on the oral performance of a group of EFL beginners by employing a focus task. This study carried out a statistical analysis (descriptive analysis and Wilcoxon test) of the number of language gaps the participants identified in their own oral performance, along with an analysis of students' perceptions about noticing, procedures and results of the focus task. The purpose of both analyses was to determine if the focus task enhanced noticing, leading to any improvement in participants' oral task repetition. The results revealed this task enhanced noticing, which generated improvements in content, grammar, and vocabulary in oral production. However, even though participants noticed a significant number of pronunciation gaps in their first oral presentation, this did not lead to learning in the task repetition.

Key words: Noticing, attention, focus task, self-observation, oral performance, convey meaning, language gaps.

Dedication

To my dear son, Martin. The new inspiration for everything I do.

To my wife, who has always encouraged me to do my best.

To my parents, who instilled in me that education is the key to open many doors.

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Introduction

Pay attention, please!

Undeniably, this is one of the phrases most teachers have said in their classes. Attention is fundamental in any learning process. In language learning, not only attention but also focal attention or noticing becomes a necessary step to internalize the linguistic repertoire to speak.

Internalizing syntax, phonology, and vocabulary is a complex task, especially for beginners who, as part of their exploration of the language, demonstrate “language gaps” between their inter-language and the target language they are expected to learn (Swain, 1998; Ellis, 1997, 2001, 2005).

This complex task demands students make a cognitive effort. This cognitive effort is *attention*, which, along with different teachers’ strategies, is required to facilitate that process of internalization (Schmidt, 1990, 1995, 2001; Ellis, 2005; Celce & Olshtain, 2000; Jones & Lock, 2011; Ormrod, 2012; Pressley, Brown, El- Dinary, & Afflerbach, 1995).

In this internalization process, teachers may notice that errors can cause breakdowns in meaning in oral production. This is clear justification to design tasks encouraging students to focus and understand the differences between what they are saying and the target language forms they intend to use (language gaps).

This research studies the effects of noticing on the participants’ oral performance, by implementing a focal task in an attempt to determine to what extent it enhances noticing and leads to any improvement in these learners’ oral performance.

1. Research problem

1.1 Background of the study

This research takes place at the “Institución Universitaria Antonio José Camacho- UNIAJC”, a public University located in Cali-Colombia. This institution offers 22 academic programs to approximately 7000 students, who must study English as a requirement to graduate.

In the 90's, the Colombian Government grew interested in the improvement of the English competence of the population. Therefore, in 2004, the Bilingual Plan 2014-2019 was launched as a National initiative to promote bilingualism in the country. To respond to the new governmental requirements, in 2007, the Language Center at the UNIAJC designed an English program, adopting the communicative approach.

The language center established a number of levels for each academic program, according to the Common European Framework of Reference for languages, as shown in the following chart:

Figure 1. English Modules at the UNIAJC

Academic Programs	Modules	Duration	Level required to graduate
Tecnicos	A1.1	48 hours	A2
	A1.2	48 hours	
	A2.1	48 hours	
	A2.2	48 hours	
Total:		192	
Tecnologist	A1.1	48 hours	B1
	A1.2	48 hours	
	A2.1	48 hours	
	A2.2	48 hours	
	B1.1	48 hours	
	B1.2	48 hours	
Total:		288 hours	
Professional	A1.1	48 hours	B2
	A1.2	48 hours	
	A2.1	48 hours	
	A2.2	48 hours	
	B1.1	48 hours	
	B1.2	48 hours	
	B2.1	48 hours	
	B2.2	48 hours	
Total:		384 hours	

In this new English program, students study a sequence of thematic units based on a notional-functional syllabus. In this syllabus, all the activities: reading, writing, grammar, listening and speaking, focus on the use of a variety of linguistic exponents for different language pragmatic functions, such as: apologizing, requesting, giving personal information, etc.

Regarding the approach, at the beginning of the implementation of the English program, there was huge excitement around the communicative approach. Teachers could focus more on oral production, instead of lexicon and grammar structures of the technical English syllabus taught before 2007.

This is the reason, even though the new English syllabus was notional-functional, most teachers at the institution did not go further in grammar explanations, giving more relevance to fluency rather than accuracy of the language. However, since this new English program was implemented, students' performance in the oral test at the institution has shown little improvements in the production of grammatically well-formed utterances, pronunciation and lexicon, which reduces students' capacity to convey meaning in oral performance.

Because of this problematic situation, in 2014, the Language Center decided to give more instructions in grammar, reading and vocabulary in an attempt to keep a balance between fluency and accuracy in its methodology. To achieve this, the language Center implemented the following changes:

- Reading, grammar and vocabulary workshops have been included in the syllabus. The purpose of these workshops is to reinforce and help students internalize linguistic repertoire.
- Teachers must design task-based activities, making students participate in different conversational tasks in which they need to use communicative strategies with the proper vocabulary and grammar.
- The Language Center implemented new quizzes to assess students' grammar and vocabulary knowledge. These quizzes are based on workbook exercises that student have to do at home.

1.2 Problematic situation

Based on class observations, oral test results and teachers' reports about students' performance in class, we have identified that one of the main obstacles for language learning at the UNIAJC is lack of attention.

Lack of attention weakens students' abilities to concentrate and select, from language input, the linguistic repertoire they need to learn. The following are the problematic situations related to students' lack of attention in class:

- Many students have troubles to produce well-formed grammar utterances, pronounce them correctly, and select the proper vocabulary in oral tasks. These troubles are the result of teachers' and students' lack of attention to the form of the language in class. On the one hand, teachers have not focused much on teaching grammar and pronunciation. On the other hand, according to teachers at the language Center, students are often distracted and do not really focus on their learning activity in class. Both situations lower the possibilities to notice language gaps.
- Most students display few strategies to monitor their oral performance. This lack of strategies lessens the probabilities to notice language gaps.
- Lack of attention diminishes teachers' feedback effectiveness. Teachers constantly give corrective feedback of students' oral presentations, but these ones still demonstrate little awareness of their grammatical, lexicon and pronunciation deficiencies when speaking.
- Students employ few learning strategies in class because of the low awareness on their language performance.

1.3 Importance of the study

In an attempt to trigger students' cognitive processes and learning skills, the teaching of English as a foreign language demands the adoption of different methods and techniques in which all learning styles, practices and cognitive models of representation are integrated (Ellis, 2005; Ormrod, 2012; Schmidt, 1995, 2001).

EFL researchers such as: Swain (1998), Schmidt (2001) and Ellis (2005) believe teachers must execute effective strategies to make students notice their mistakes and monitor their language performance as a way to trigger language learning.

EFL students, especially beginners, often make many mistakes as part of the exploration of the language (Ellis, 1997). This exploration entails monitoring their performance as a process of trial and rehearsal. For Schmidt (1995), in this process, it is crucial to develop noticing skills, allowing learners to focus on those aspects of the language they need to learn (syntax, vocabulary and pronunciation). This is the main justification to design tasks to help learners identify and correct their mistakes as a process of focusing on the way they are using the language.

The task designed for this research is a didactic focus-on-form task, also called focus task. This kind of task provides EFL students with the opportunity to notice language gaps between what they are saying in their oral presentations and the target language forms studied in class. In EFL literature, this is known as noticing-the-gap (Ellis, 1997, 2001, 2005; Swain, 1998).

Moreover, this study expects to provide teachers with a task for students' to notice their language gaps, in a systematic and structured way by monitoring different components of their oral presentations (grammar, pronunciation, vocabulary, and content) in an integrated and meaningful activity.

1.3 Research questions

The questions leading this research are:

1. Does the focus task enhance noticing on grammar, pronunciation, vocabulary and content gaps in students' own oral performance? If so,
2. Does noticing enhance any kind of improvement on students' oral performance, leading to language learning?

1.5 General objective

- To establish if there is a relation between the use of a focus task and noticing, leading to any kind of improvement of the oral performance of a group of EFL beginner students.

1.5.1 Specific objectives

- To determine if the focus task enhances noticing on language gaps in grammar, pronunciation, vocabulary and content in students' oral performance.
- To find out if there is any improvement in students' oral performance after noticing language gaps.

2. Theoretical framework and previous studies

2.1 Theoretical perspective of this study

The second language acquisition (SLA) theory is the general framework from which this study seeks the objective of implementing a focus task to enhance noticing. This theory approaches to language teaching and learning –as a second or foreign language– from an interdisciplinary perspective (linguistic, sociolinguistic, pragmatic and cognitive). This perspective, according to Ellis (1997) and Savignon (1983), facilitates the implementation of methodologies and programs to develop functional language in different interactional contexts.

In these different interactional contexts, in which learners must speak English, EFL researchers explain that in order to convey and negotiate meaning, learners need to understand the proper social conventions and internalize the linguistic repertoire of the language (Celce & Olshtain, 2000; Ellis, 2005; Oviedo, 1980; Schmidt, 2001; Van Dijk, 1977).

Then, it is imperative to discuss about the knowledge and skills learners must develop when speaking a new language to communicate in an effective way. In conclusion, we need to reflect on the concepts of meaning and sense generation, starting from the dichotomy of competence and performance (Oviedo, 1980).

2.2 General theoretical approach

2.2.1 Linguistic competence and language performance.

Linguistic competence refers to someone's knowledge of the linguistic repertoire of a language (own linguistic competence). Performance, on the other hand, refers to the use of this knowledge in social interactions (Chomsky, 1964; Van Dijk, 1977).

Canale and Swain (1980) state that, even though the acceptability of an utterance is measured by its grammar correctness (linguistic competence), it does not determine its appropriateness in a social context, where utterances make sense (performance). However, teachers and learners cannot disregard or consider grammar correctness less significant; instead, they must understand how relevant this is to convey meaning in oral interactions.

Learners can achieve grammar correctness to convey meaning as they explore with the language and gain more level. For Ellis (1997), learners become aware of their performance, while being exposed to more input, and have the opportunity to interact with other English speakers. In this exploration, learners constitute their own version of the language, which is defined as inter-language.

Inter-language refers to learners' own linguistic system, which results from learners' exploration of the new language (Ellis, 1997). Exploration in which they add, delete, and re-interpret grammar rules, pronunciation patterns, vocabulary use, etc.; process for which noticing seems to be necessary.

On the contrary, Truscott (1998) and Krashen (1982) believe grammar correctness is not a good predictor of proper language performance. For them, learners must acquire the language in a natural way, through constant exposure to

language. In this case, grammar instruction and language awareness should not play crucial roles in learners' inter-language.

Unlike Truscott and Krashen, Savignon (1972), Canale and Swain (1980), Celce & Olshtain (2000) and Ellis (1997) conceive linguistic competence as a fundamental part of speakers' communicative competence. For Savignon (1972), learners develop their communicative competence by integrating four necessary competences: sociolinguistic competence, linguistic competence, strategic competence and pragmatic competence. Savignon defines communicative competence as:

“the ability to function in a truly communicative setting, that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (1983:8)

So far, we must realize that the division between competence and performance, meaning and sense is an analytical division. This means that linguistic, social and psychological factors are integrated and have significant roles for conveying meaning and making sense in oral interactions (Celce & Olshtain, 2000; Hymes, 1971; Oviedo, 2003; Van Dijk, 1977).

For Oviedo (2003), we all possess a biological, psychological, and social capacity to convert our physical and social experience into symbolic representations, into meaning and — through our interactions— in sense. Thus, learners cannot consider meaning and sense as separated processes.

2.2.2 Conveying meaning to make sense.

Learners convey meaning to achieve certain communicative intentions based on the integration and interdependence of different social and psychological factors. They must develop linguistic competence in order to convey meaning (Celce & Olshtain, 2000; Oviedo, 2003)

This research adopts the concept of conveying meaning from its semantic level, because of the methodological and conceptual delimitations of the study. In this study, learners must notice if they accurately use the linguistic repertoire in oral performance. Thus, this study focuses on the way learners give a clear message with well-formed utterances and proper meaning of words. Of course, future research can focus on the pragmatic and sociolinguistic levels of conveying meaning, where meaning makes sense in specific social contexts.

The value of conveying meaning properly is that to negotiate meaning, socialize ideas and thoughts, learners must internalize the linguistic repertoire, understand grammar conventions and phonological patterns to interact in a particular linguistic community (Celce & Olshtain, 2000; Ellis, 1997; Oviedo, 1980, 2003; Van Dijk, 1977).

In EFL research, some authors state that to internalize the linguistic repertoire and conventions, especially in EFL context, attention, and noticing are necessary in language learning (Ellis, 2005; Schmidt, 1995, 2001; Swain, 1995, 1998).

2.3 Specific theoretical approach of the study

2.3.1 Noticing as focal attention and awareness: from the sensory register to noticing.

The human brain registers images, sounds, etc., even though there is no people's intention to do so. This is the sensory register, which remains in the brain for a short period after being observed, heard or felt (Jarvis, 2006; Ormrod, 2012). However, it does not guarantee that what is registered becomes part of the working memory.

The purpose of the working memory is to store the information in the brain to process it into the long-term memory (Ormrod, 2012: 167). However, for this to happen, attention and noticing are required, because the only information stored in the working memory is the one people pay attention to. (Ellis, 2005; Ormrod, 2012; Schmidt, 2001).

For Ormrod (2012), attention is, in a general sense, a particular focused cognitive process on something or anything in the environment (2012:166). Therefore, attention refers to people's ability to focus on certain stimuli while ignoring others, because of their limited memory capacity (Jarvis, 2006; Ormrod, 2012; Van Patten & Benati, 2010).

Nevertheless, paying attention to input or output when learning a language does not necessarily guarantee people pay attention to what they need to perform a task or understand a message. To do so, another level of attention is required: *noticing*. (Robinson et al., 2012; Schmidt, 1995, 2001; Swain, 2000).

Schmidt (1995, 2001) defines noticing as the attention on surface aspects of the language, which allows turning input into intake. For him, noticing enables learners to select the incoming information and determine what matters for the learning purpose. Likewise, Swain (1998, 2000) explains that noticing leads to the identification of existing gaps between what learners produce and a target language model. Swain defines this attention effort as “noticing-the-gap”.

In this research, the concept of noticing-the-gap is essential to understand the noticing effort learners need to make in the focus task. Schmidt defines noticing-the-gaps as follows:

Another related notion is that of “noticing-the-gap” which refers to operations leading L2 speakers to “become aware of the mismatch or gap between what they can produce and what they need to produce as well as what they produce and what proficient language speakers produce” (2000: 6).

According to this definition, “noticing-the-gap” does not imply understanding the language per se, but it is a previous step for developing linguistic competence, leading to language learning (Ellis, 2005; Kuiken & Vedder, 2005; Schmidt, 1995, 1999, 2001; Swain, 1998, 2000).

2.3.2 Noticing in EFL learners.

Some authors, especially those who study English learning from a cognitive perspective (Meisel, 2011), believe the cognitive process for learning a language is essentially the same, regardless if it is as a second, foreign or first language.

However, many EFL theorists conclude that attention and, particularly, noticing differs in level and focus in first, second and foreign language learning. For them, exposure to input, learning contexts and the possibilities to interact with a speaking English community determine the level of noticing learners need to internalize the linguistic repertoire (Celce & Olshtain, 2000; Ellis, 2004, 2005; Heydari & Bagheri, 2012; Jones & Lock, 2011; Langacker, 2005; Schmidt, 1995, 2001; Swain, 1998).

For Ellis (2004) and Jones & Lock (2011) native speakers develop knowledge of the language simultaneously with the knowledge of the world, because they have contact with the language since they were born. They have complete access to the symbolic world where a community speaks a language, focusing more on sociolinguistic and pragmatic aspects rather than on formal ones (Jones & Lock, 2011). This demands noticing, of course, but not in the same level and effort as in EFL learners.

On the other hand, those who learn English in a second language environment have more exposure to the language, as well as more opportunities to interact with English speakers, which facilitate the internalization of the language. However, they (especially adults) learn the second language on the bases of a pre-existing linguistic and symbolic world. Therefore, they must pay attention to the linguistic repertoire studied in class to interact in English speaking environments. In conclusion, those who learn English as a second language need to develop noticing to monitor their learning by comparing their inter-language with the target language form models available around (Ellis, 2004).

Likewise, EFL speakers also learn a language based on their pre-existing knowledge of the world, but, unlike native speakers and ESL learners, they face the problem of limited input and lack of interactions with an English speaking community. Hence, EFL learners have to trigger more complex mental operations to internalize the language: memory, L1 transfers, concentration, awareness, attention and, undoubtedly, noticing. (Ellis, 1997; Schmidt, 1995, 2001).

In conclusion, EFL learners need to pay more attention to develop noticing skills, considering the limited input they receive: input organized in a syllabus where learners have access to fragments of the vast symbolic world of a language.

2.3.3 What are the noticing demands of a focus task?

For Ellis (2005) and Richards & Rodgers (2001), a task-based activity consists of as a series of integrated procedures learners carry out in order to achieve an objective, for instance, presenting a class or work project, paying bills in the banks, facing different dilemmas, drawing a map while listening, etc. Therefore, the communicative objective of a task makes emphasis on meaning, where linguistic repertoire and lexicon-grammatical knowledge allows conveying meaning (Celce & Olshtain, 2000).

In the present study, participants carried out a focus task, consisting of a reactive focus-on-form analysis of their own oral performance (Ellis, 2005). According to Ellis et al. (2002), Ellis (2005) and Mennim (2003), a focus task intends to develop students' noticing skills such as: alertness, selection, and awareness for "*subsequent modification, hopefully in a target like direction, of the learner's output*" (Mennim, 2003: 131).

The following are the levels of noticing, according to Schmidt (1995, 2001):

Alertness: this level of noticing refers to the readiness of learners to receive incoming stimuli. In the focus tasks of the present study, participants must detect something is missing in their oral performance by observing the moment in which language gaps appear.

Selection: refers to the cognitive effort to register and select a particular fragment of incoming information. In the focus task, participants select from the oral presentation the specific target language forms requested in the task.

Awareness: noticing, as awareness, refers to learners' consciousness of their language use. In the focus task, participants must be aware of their language gaps in order to make corrections in their task repetitions.

2.3.4. Noticing the output.

Focus tasks seek to draw participants' attention to the way they are using the target language required for a specific oral task. Thus, students monitor their own performance by keeping alert, selecting, and being aware of "language gaps" in their oral output. In this research, the noticing function of output consists of making learners consciously recognize their linguistic deficiencies and content gaps in their oral performance (Swain, 1998).

2.4 Previous studies applying focus task

A first glance to EFL recent literature clearly evidences a tendency to study noticing formal aspects of the language in writing tasks (Bao & Han, 2011; Donald & Lapkin, 2001; Kuiken & Vedder, 2005; Mansoor, 2012; Pressley, 2000; Mehrdad

et al., 2012; Sabbaghan, 2013). A reason is that, unlike oral speech, written text is not ephemeral, which facilitates to trace and register students' noticing. Besides, writing demands more attention on form than speaking.

However, there are a significant number of studies about the effects of noticing on students' oral performance (Baleghizadeh & Derakhshesh, 2012; Ellis, R., Basturkmen & Loewen, 2002; Ellis, 2004, 2005; Guichon & Cohen, 2012; Mansoor, 2012; Ortega, 2005; Thornbury, 1997). These studies applied focus tasks in EFL contexts in order to enhance noticing as a way to engage cognitive processes that actively connect and organize what students are learning.

2.4.1 Participants observe their own use of the linguistic repertoire to improve oral performance.

"You can lead a horse to water but you can't make it drink". With this proverb, Thornbury (1997:4) expresses his concern about confronting students with their own performance. For him, this situation does not guarantee they would notice their language gaps. In fact, many authors, who study the results of applying different focus tasks to draw EFL students' attention to their own mistakes, leading to noticing skills, share this concern.

Thornbury and other authors indicate that, through self-confrontation or self-evaluation techniques and tasks, students can develop noticing skills (Baleghizadeh & Derakhshesh, 2012; Basturkmen & Loewen, 2002; Ellis, 2003, 2004, 2005; Guichon & Cohen, 2012; Mansoor, 2012; Ortega, 2005; Thornbury, 1997).

Guichon and Cohen (2012), for example, carried out a pilot study with 12 French University students (age between 18 and 21), studying advanced English. Their methodology included a stimuli recall technique, and consisted of making students notice and make comments about the language gaps in their oral performance (in vocabulary, grammar and pronunciation). Students made these comments while observing a video recording of their oral report of a BBC video previously observed.

Guichon and Cohen considered all these comments as traces of noticing. Then, through a quantitative analysis, they measured students' accuracy and fluency while commenting their own videos. The high percentage of mistakes noticed by students and the number of words they used while commenting on their own videos, revealed that through self-reflection they were able to notice gaps in their oral performance.

More research carried out with university EFL students (Kuiken & Vedder, 2005; Murphey & Kenny, 1998; Song & Suh, 2008; Christianson et al., 2009; Ting, 2013; Aksel & Gürman-Kahraman, 2014) produced similar results. Of course, noticing and language improvements vary in level and percentage, but they all find noticing traces using attention tasks. Guichon and Cohen (2012) as well as all these studies clearly indicate that by using certain focus tasks, it is possible to make the *horse drink water*.

However, these previous studies fell short in determining if there was any improvement in students' performance after the identification of the gaps. This is the reason some authors went further and asked students not only to confront their own performance to notice their language gaps, but to repeat their presentations in order to identify any improvements. (Ahmadian & Tavakoli, 2010; Baleghizadeh and Derakhshes, 2012; Bygate, 2001; Ellis, 2003, 2005; Kuiken & Vedder, 2005; Ortega, 2005).

2.4.2 Task repetition and noticing.

An abundant number of researches have focused on repetition as a technique to improve students' oral performance after noticing language gaps. The majority of these studies concluded that, by repeating the task, learners had the opportunity to convey a message in a more relaxed and fluent way. The reason is that they could fill their gaps in the pre-planning before carrying out the task repetition (Baleghizadeh and Derakhshes, 2012; Bygate, 2001; Ellis, 2005; Lynch, 2001, 2007; Ortega, 2005; Robinson, 1997)

These studies concluded that focus tasks enhanced noticing, leading to oral performance improvement, because students were able to notice deficiencies in the way they were using their linguistic repertoire.

On the other hand, most of the methodologies used in those studies, included making students (from intermediate to advanced levels) observe a video of their own comments or narratives about a story or a video observed. Then, after watching their videos and noticing their mistakes, they had to make corrections and repeat their presentations.

Lynch (2001, 2007) for example, implemented a couple of experimental studies with postgraduate students from Afghanistan, Argentina, Republic of China, Iran, Japan, Korea, Libya, Spain, Taiwan, and Tajikistan (3 students in the 2001 study and 16 students in the 2007 study). In these studies, students had to transcribe a short part of an audio-recorded conversation and notice their own mistakes in the transcripts. Besides, the author added two more variables: peer correction and teachers' correction. He wanted to see the manageability of this task in a real class setting and its effectiveness to enhance noticing after the help of peers and teachers' reformulations.

Not only Lynch (2001, 2007) but Bygate (2001) and Robinson (1997) studies established the effectiveness of making participants analyze their own oral performance and repeat it after making corrections. In their studies, participants noticed a high percentage of gaps and were able to correct most of them in their task repetition.

Self-observation and task repetition seem to have the same results in learners' oral performance in other studies, such as: Ahmadian & Tavakoli (2010), Aksel & Fahim et al., (2011), Baleghizadeh and Derakhshes, (2012), Aksel, A. & Gürman-Kahraman , F. (2014), Mennim (2003), Murphey & Kenny (1998), Lynch & McLean (2000), Lynch (2001, 2007), Ortega (2005), and Ting (2013). All these studies indicated accuracy improvements in students' oral production, by quantifying mistakes and students' corrections in aspects such as: grammar, pronunciation and vocabulary.

However, not all of the previous studies reported high noticing in grammar and pronunciation. For example, Mennim (2003) reported students did not notice many of the missing articles: the, a, an in his study. While, the expert found 37 students' mistakes, students just noticed 24. Likewise, Murphey & Kenny (1998) found improvements in pronunciation in students' oral performance, but not as high as they expected. Even though, in all these studies students did not correct all the mistakes noticed by the expert, the results clearly indicate that noticing enhanced language improvements.

2.4.3 How to notice students' language gaps?

All the previous studies worked with intermediate and advanced EFL students, who had the level to transcribe their oral presentations without much difficulty. For beginners, this would be difficult, so it is necessary to provide a tool to make them focus on their presentation in a more effective way.

Likewise, Murphey & Kenny (1998) used an observation form, but participants just made a general observation of the grammar mistakes and fluency difficulties of their oral presentation. Others, as Ting (2013), used a questionnaire to gather students' perception about the task carried out, but not to notice specific gaps.

2.4.4 How to provide traces of their oral performance?

The main difficulty to describe oral production performance relies on the nature of oral speech, which does not give much time for registrations and analysis. What speakers say is noticeable just at the moment of oral interaction but cannot be analyzed or observed in a systematic way in the interaction (Guichon & Cohen, 2012). This is the reason most of the studies reviewed here formulated the methodological question of how to provide students with a tool to trace their oral performance and be able to notice their gaps.

Using videos was the answer for this question. Some research determined the effectiveness of using videos to keep trace of students' oral performance in focus tasks (Aksel & Gürman-Kahraman, 2014; Cherrington, & Loveridge, 2014; Christianson, et al., 2009; Murphey & Kenny, 1998; Ting, 2013). By using videos to register their oral presentations, students' oral speech becomes a text students can observe and analyze in a systematic way.

2.4.5 Going further

Having reviewed different approaches to the object of study, the present study went further in the analysis of the focus task and noticing taking into consideration the following variables:

- a. *EFL beginners were the participants.*** The purpose of this study was to analyze if students' beginning their learning process could develop noticing skills to improve their performance, because most of the research reviewed focused on students with intermediate to high level.
- b. *Quantitative and qualitative analyses to establish relations:*** Most of the research reviewed, analyzed quantitative data through videos and audio transcripts. However, most of those studies did not establish relations between data observed (quantitative data) and students' perception of the task performed (qualitative data). In this study, we analyzed quantitative data along with students' own reflections, taking into account that noticing is mainly a subjective process. This provided a more complete analysis of students' noticing skills as well as their personal experience in the focus task.
- c. *The focus task demanded students' own effort.*** Most of the research applied reformulations or direct feedback from teachers or peers to enhance students' noticing. In this study, noticing is a subjective process that depends on students' attention. Therefore, students were the ones making the cognitive effort to observe their own oral performance. The objective was to promote noticing as the result of students' own cognitive effort to compare their current inter-language with the target language they are supposed to learn (language gaps).

3. Methodology

3.1 Research design

In this descriptive non-experimental study, 20 participants carried out a focus task. In this task, participants video-recorded an oral task (video 1), in which they had to make a short presentation, using the language functions studied in class. Then, they had to observe their videos and register, in a format, their language gaps in grammar, vocabulary, pronunciation, and content¹. In order to do this, they must compare their language performance to the target language model found in the textbook conversations and grammar boxes, their notes taken in class and internet tools, such as: Google translator for pronunciation. At the end, they had to correct those gaps in their oral task repetition (video 2).

Making learners compare their language performance to a model of the target language is a technique that has been used to register noticing mainly in written focus tasks (Donald & Lapkin, 2001. Sabbaghan, 2013). This study applied this technique in the focus task, because it allowed participants (with a basic English level) to revise their oral presentations based on a) a model of target like written texts (conversations), provided in this case, by the textbook; b) on explicit information given in class (notes) ; and c) on Google translator (This last one mainly for pronunciation).

¹ In this study, content refers to the semantic field organizing the referential world. According to Brinton (2000), a semantic field is a set of words, semantically grouped, that express certain meaning. Examples of semantic fields are the set of words we use to talk about breakfast or give personal information. Brinton, Laurel J. (2000). *The structure of modern English: a linguistic introduction*. Amsterdam: John Benjamins Publishing Company.

This technique could be applied in the focus task in this study, because of the use of videos to register their presentations. The fact they had their presentations video- recorded, permitted, just as a in a writing exercise, to account for a text (video) they could compare with the target model as many times as they needed in order to identify any gaps. This is a technique that allows basic learners to concentrate more on their language gaps in their presentations. Other techniques such as recording participants while orally reporting their mistakes are very useful for advanced students, but not for beginners because of their English level (see previous studies applying focus task).

After the task, a survey was applied in order to describe participants' level of satisfaction with the task, their perceptions about its complexity and some procedures they followed. Besides, based on the most important findings in the survey, 2 focal groups were organized in order to find out about students' perception about the task. (See appendix 5 for more details about procedures and attention demands of the task).

3.1.1 Data analysis

This research applied a quantitative and qualitative design (mix analysis) in order to analyze the data gather from 40 videos (20 of video 1 and 20 of video 2), 20 attention formats, a survey, and 2 focal groups.

On the one hand, descriptive statistics (frequencies) and a Wilcoxon test, permitted to determine the amount of language gaps noticed and corrected by participants, and, most importantly, if there was any improvement in students' performance between the first oral task presentation and the task repetition. Likewise, it allowed identifying some tendencies in participants' opinions about the task and its procedures.

On the other hand, the qualitative analysis offered a more complete perspective of the research problem (Hernandez et al., 2006) and permitted to find relation between participants' perceptions about noticing, the focus task and the results obtained in the quantitative analysis.

3.2 Participants

20 students (54% male and 46 % female, age 17-35) participated in this study. All of them enrolled in the basic level A1 in the regular semester. They participated in this research as part of independent work for class and the oral evaluations of the course.

The decision to focus on basic levels obeyed to the fact that beginners tend to make more mistakes, as a natural process of their inter-language. Therefore, the intention of this research was to evaluate if by implementing a focus task, students could notice their own mistakes and improve their oral performance.

As a requirement to select the data for analysis, participants had to finish all stages and procedures of the task. At the beginning, 30 students participated, but only 20 participants fulfilled all the requirements².

² Some students canceled the course or stopped attending classes.

3.3 Instruments

The study used 4 instruments for data collection. These instruments were:

Video recordings: participants recorded 2 videos. These videos allowed the systematic observation and analysis of their oral performance.

Attention format (see appendix 2): participants filled out an observation format in which they focused on their language gaps. This format drew students' attention on some formal aspects of the language, such as: grammar (syntax and morphological features of the language), pronunciation, lexicon and content missing.

Survey (see appendix 3): the survey provided participants' perceptions and procedures followed in the focus task. Students signed a consent authorizing the use of their information for this research.

Focal groups (see appendix 4): this study carried out two focal group sections of 1 hour each. Participants (20) were divided in two groups of ten each. The researcher recorded both sessions. Participants signed a consent authorizing the use of the information for this research.

4. Research findings

4.1 Finding 1: students noticed most of their language gaps, through the focus task

Research question 1. Does the focus task enhance noticing on grammar, pronunciation, vocabulary and content gaps in students' own oral performance? If so,

In order to answer this question, this study carried out a frequency analysis of the number of mistakes and missing information participants found in their first oral performance (video 1), which were registered in the attention formats. However, this data could not reveal any significant scale of noticing, unless there was a reference of comparison. To do so, an expert observed the videos to notice students' language gaps by using the same attention format. The purpose was to determine how many of the possible language gaps noticed by the expert, were also noticed by the participants.

Table 1 shows that a significant amount of language gaps were identified by participants in grammar, pronunciation, vocabulary and content, compared to those ones identified by the expert.

Table 1.
Number of language gaps noticed expert and participants (See complete table in appendix 1).

N language gaps			
Dimension	Expert	Participants	% Participants
Grammar	48	22	45,8
Pronunciation	47	29	61,7
Vocabulary	6	4	66,7
Content	80	74	92,5
Total	181	129³	71,3

The expert noticed 181 possible language gaps in participants' oral tasks. Participants noticed 129⁴ (71, 3%) of those gaps. The highest percentage of gaps noticed by participants appeared in content with 92, 5% and the lowest in grammar with a 45, 8%.

These results indicated a high level of noticing in participants' analysis in their first oral performance in video one, because most of the participants noticed more than the 50% of the possible gaps noticed by the expert in all the language forms.

On the other hand, to determine the level of significance of gaps noticed by participants, a scale was established. The point of reference for this scale was the number of possible gaps noticed by the expert. The three levels of scale were low noticing, medium noticing and high noticing. In table 2, the scale "no gaps" refers to the percentage in which participants did not make any mistakes in grammar, vocabulary, pronunciation or missed any information in their oral presentation.

³ In the attention format, participants originally registered 146 gaps, but 17 were false gaps (corrections not supposed to be made). Therefore, participants' valid noticed gaps were 129 in total. By subtracting the 17 false gaps, data analysis was done with the language gaps that truly corresponded to incorrect target language forms.

⁴ In appendix 1, the table shows participants' language gaps, according to the variable gender. Even though, this variable is not analyzed in this study, the differences between noticed gaps noticed by male and female participants can lead to a new research question in further studies, for which these data may provide a starting point.

Table 2.
Percentage of participants' noticing scale

Scale	%			
	Grammar	Pronunciation	Vocabulary	Content
No gaps	30	20	70	0
Low noticing	25	5	10	5
Medium noticing	15	35	0	0
High noticing	30	40	20	95

Results in table 2 revealed that participants' noticed gaps were significant, distributed in the scales from medium to high: grammar (15% medium, 30% high), pronunciation (35% medium, 40% high), content (95% high), and vocabulary (20% high).

Results in tables 1 and 2 indicate that the focus task allowed participants to notice most of the possible mistakes and missing information that appeared in their first oral presentation, which demonstrate a high effectiveness of the task to facilitate this process.

4.1.1 Relation between participants' noticing scale, procedures and perceptions of difficulty of the task.

To describe the possible causes of the high scale of participants' noticed gaps, first, as shown in table 3, this study confronted the attention demands of the focus task on each of the language target forms, with the participants' performance. Second, it analyzed participants' perceptions about the level of difficulty to identify those language gaps. The following were the results:

a. Descriptions of the task demands vs. participants' performance.

It was necessary to describe each stage of the focus task with its attention demands, along with participants' performance on each of them. The purpose was to describe participants' performance while following the procedures of the task. However, before doing this, it is relevant to describe what kind of input participants received before the focus task.

In class, participants studied a thematic unit of a textbook titled interchange intro. They studied certain language functions to speak in different situations, by learning certain linguistic repertoire and communicative strategies.

In class, the teacher taught grammar explicitly by explaining grammar rules to students. Contents, with its corresponding vocabulary, were introduced in the context of the conversations. Unlike the others, pronunciation rules or patterns were not explicitly taught; instead, participants just identified the sounds of the words by listening to the audios and doing choral drills. This means, they received input on pronunciation, because they pronounced the conversations in class, but did not study rules or patterns of pronunciation.

Having said this, the following table presents the stages of the focus demands and participants' performance:

Table 3. Attention demands vs. participants' performance

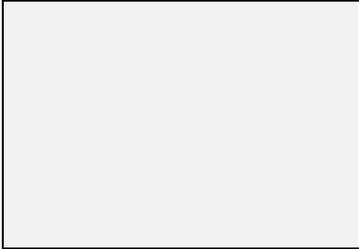
Pre-video analysis		
Stage	Noticing demands	Students' performance
<p>Stage 1</p> <p>Students identified the linguistic repertoire they had to use in the presentations. In this case, the task instruction delimited the topic they were supposed to cover in the presentation, and the grammar they needed to use.</p>	<p>Well-formed grammar utterances: students needed to focus on those language functions (with their linguistic exponents) used in the specific situation studied in the textbook unit.</p>	<p>In the survey, participants made a list of the procedures they followed in the focus task. Most of them made a draft of their presentations for which they followed these steps:</p> <p>a. 40% of participants checked the textbook, while the other 60% checked their class notes to review grammar, vocabulary and content. Out of 40% of participants who used the textbook and class notes, 10% wrote the draft in Spanish, but mentioned they always kept the target language of the unit in mind. The rest (30%) expressed they wrote their draft directly in English, using the conversations and grammar boxes of the textbook.</p>
	<p>Pronunciation: students had to focus on the proper pronunciation of the linguistic repertoire in their oral presentations.</p>	
	<p>Vocabulary: students were asked to choose the proper vocabulary to express their ideas, taking into account the vocabulary studied in class (which they could find in their notebooks and</p>	

	<p>textbooks). They could use any other vocabulary needed in their presentations.</p>	<p>b. 45% of participants wrote the draft in Spanish without observing textbook and class notes. Afterwards, they used Google translator to translate what they wrote in Spanish.</p> <p>c. 15% of participants did not provide this information.</p> <p>d. 100% used Google translator to check pronunciation.</p>
	<p>Content: students needed to check the instructions of the task, which demanded covering certain information in their presentations.</p>	<p>a. Most of the participants rehearsed several times before having a final version of video one. 60% repeated the video, between twice and three times and 40% more than 4 times.</p> <p>b. Memorization of the conversations was a cognitive strategy participants used to make their videos. In the video observation, researcher noticed participants had written notes as guidelines for their presentations (off camera). We observed some of participants really used written notes as guidelines; others just read it, which affected their fluency.</p>
	<p>Rehearsal was one of the main procedures learners needed to do in order to facilitate noticing in task repetition. (Robinson.1997 Bygate, 2001).</p>	

Analysis of first oral performance (video 1)		
Stage	Noticing demands	Students' performance
<p>Stage 2. Participants had to analyze their videos by using the attention format</p> <p>They compared their language performance to the target language model provided in the textbook (conversations, grammar box, etc.), notebooks (instructions given in class) and Google translator (for pronunciation).</p>	<p>Alertness: Students had to detect something was missing in their oral performance by observing the moment in which language gaps appeared. In this case, learners were instructed to pay attention to their own oral presentations observed in a video. They use the video tracks to register the information. (See appendix 2)</p>	<p>Participants had to make a video of minimum 1 minute. In the format, participants observed their videos in periods of 20 seconds to facilitate attention. There, they had to register the track in which they noticed the gaps as a way to keep them alerted.</p> <p>The majority of the participants (95%) registered the tracks in which mistakes appeared. When observing the videos, the expert noticed that 90% of the tracks that participants registered were accurate with the gaps noticed. The other 5% did not write any track.</p> <p>a. In the focal groups, participants expressed it was very helpful to keep track of the mistakes, which allowed more attention in the oral performance observation.</p>

	<p>Selection: Students had to select in speech those specific target language forms requested in the task. In this case, the task demanded focal attention or noticing on syntax, vocabulary, pronunciation and content.</p>	<p>a. Results in tables 1 and 2 indicated participants were able to identify a significant number of gaps using the attention format. In the focal groups and survey, the participants mentioned that the format categories and guidelines were effective to organize the observation. The format allowed focusing on those aspects of the language they needed to notice.</p>
	<p>Awareness: Noticing, as awareness, demanded students identifying the kind of mistakes they were making. After detecting (alertness) and selecting, awareness of the mistakes was crucial to notice language gaps. In this case, participants had to identify the differences between the way they were using the target language and the target language models of the conversation and grammar</p>	<p>Results in table 4, for example, showed that 77, 3% of participants' grammar noticed gaps corresponded to those ones they registered in the format. Regardless of the percentage of gaps found, (the majority were located between medium and high. See table 2) the format facilitated the identification of those gaps. Nevertheless, the format organization <i>per se</i> cannot explain the significant noticed gaps identified by participants. Other factors, mentioned in the focal groups and survey played a fundamental role:</p>

	boxes in the textbook.	<ul style="list-style-type: none"> a. The majority of participants mentioned they used the textbook and class notes to check grammar, vocabulary and content while observing their videos. This allowed remembering what they studied in class. b. A few looked for help of English speakers. c. A few used just their memory.
	<p>Correction: Students were asked to correct the mistakes in the format.</p>	<p>The percentage of corrections of the gaps registered in the formats can be observed in tables 4, 5 and 6. Results showed that the majority of the participants made well-formed corrections of those gaps. In this correction stage participants used (in the survey they could select one or more choices at the same time):</p> <ul style="list-style-type: none"> a. Textbook (conversations and grammar charts). 65% b. Class notes. 60%. c. Internet. 60%.



d. Google translator. 85%.

e. Help from others 0%

f. Memory 0%

Post- analysis. Task repetition

Stage	Noticing demands	Students' performance
<p align="center">Stage 3</p> <p>Students record the video again, taking into account the gaps identified in the oral presentation analysis.</p>	<p>Well-formed grammar utterances: Once participants registered gaps in the format, they needed to pay attention to the correct target like forms in order to make video 2.</p>	<p>In the survey, participants had to describe the steps they followed to record the video once again. Just as in their first video, all of them wrote a draft of their presentations. They followed these procedures:</p> <ul style="list-style-type: none"> a. In the focal groups, most of the participants reported they used the information registered in the formats to correct and complete the information missing in video 1. b. In the survey, 50% of the participants mentioned they checked the textbook and class notes to review grammar, vocabulary and content to write their drafts. <p>In the focal groups, participants' class notes were very helpful because in their notebooks they registered vocabulary they did not know and the grammar structures to remember the way to organize verbs and so on.</p> <ul style="list-style-type: none"> c. 25% of the participants used Google translator to write the draft.
	<p>Pronunciation: Participants had to focus on the target language and understand how to pronounce to correct their gaps in video 1.</p>	
	<p>Vocabulary. Once identified their mistakes in the format, participants were asked to focus on the target language they needed to use by correcting their previous mistakes and reviewing the vocabulary in order to internalize it.</p>	
	<p>Content. Once identified the missing information in their presentations, participants focused on the information</p>	

	requested in the task.	<ul style="list-style-type: none"> d. 25% of the participants did not provide this information. e. All participants used Google translator to check pronunciation.
Rehearsal	<p>Students were asked to rehearse their presentation before having a final version 1. Rehearsal was one of the main procedures learners needed to do in order to facilitate noticing in task repetition (Robinson, 1997; Bygate, 2001).</p>	<p>In the survey and focal groups most of the participants expressed they rehearsed before having a final version of video 2. They mentioned in the focal groups that the main benefits of repeating were:</p> <ul style="list-style-type: none"> a. They could improve those weak aspects of their first oral presentation. b. They felt more confident because they became aware of the difference between their current use of the language (inter-language) and the target like language they were learning.

In general, the task demanded participants' noticing effort, particularly, in alertness, selection and awareness, especially in stage one, where participants had to analyze their oral performance.

In stage two, alertness demanded students' attention on language gaps by writing the tracks where mistakes appeared. Selection, on the other hand, consisted of paying attention to a specific target language (the one requested in the task). Finally, awareness demanded participants' understanding of their language gaps by comparing current use of language with the target language. (See appendix 2, for an example of a format filled out by a participant).

According to participants' performance showed in Table 3, alertness, selection and awareness demanded from students certain attention efforts with different levels of difficulty, which affected the number of language gaps they noticed in the focus task. At this point, it is relevant to describe participants' perceptions about the levels of difficulty to noticed gaps in grammar, pronunciation, vocabulary and content.

- *Alertness, selection and awareness of grammar gaps (see appendix 6):* In the survey, students expressed their opinions about the effort they had to make to keep alert, select and become aware of grammar gaps in grammar, pronunciation, vocabulary and content.

On the one hand, 75% of participants mentioned it was easy to notice the gaps and 5% that it was very easy, because of previous knowledge. This is evident in the planning and analysis stages (table 3) where participants used different resources and procedures to pay attention to the form of the language. In the focus task, most of participants checked notebooks, textbooks and internet in order to activate previous knowledge.

On the other hand, 20% of participants found it difficult to notice gaps, attributing this to their lack of understanding of the topic and lack of concentration. A reason for this perception is that they did not review the target language properly and did not focus on the target language forms for the task. Instead, many participants used Google translator to make their first draft, skipping the review of textbook or class notes. This means, participants did not make the noticing effort to focus on the language target forms needed for the task.

- *Alertness, selection, and awareness of pronunciation gaps (see appendix 7):* Results revealed that most of the participants 55% (45% easy and 10% very easy) found it easy to notice language gaps, while the other 45% had to struggle more to notice their language gaps. Participants who found it easy followed the same procedures as in grammar: reviewing and concentration. Most of them used Google translator as a guideline for pronunciation as well. However, those who found it difficult, unlike the first ones, did not mentioned strategies to identify their mistakes.

Unlike grammar and vocabulary, in the English classes at the UNIAJC, participants did not receive explicit training in any kind of pronunciation patterns. Besides, they did not have the original books or the CD audios to review or practice the pronunciation after class.

As a way to compensate for the lack of training and resources, the researcher suggested that the students use Google translator as a tool to check their pronunciation. In this case, the pronunciation provided by Google translator became the model they could follow to compare their pronunciation. (In grammar, vocabulary, and content, they could use the models provided by the textbook and notebook). This allowed participants to notice the levels of alertness and selection. However, the use of Google

translator to revise pronunciation was not enough to trigger noticing in the level of awareness, because as it can be inferred from their comments in the focal groups, participants were not conscious of the basic rules or patterns to pronounce the specific words they were using.

“Digamos que trabajamos con “have” “has”. Yo colocaba la oración en el traductor Google y uno decía: no pues, yo pongo yo comí tal cosa la semana pasada y allí aparecía en inglés, entonces uno la escuchaba y uno se la memorizaba y así grabé el video”⁵. *Transcript focal groups, 2014.*

- *Alertness, selection and awareness of vocabulary gaps (see appendix 8):* Just as grammar, most participants (65%) perceived it was easy to notice vocabulary gaps, because of reviewing to activate previous knowledge. They reviewed the vocabulary and used Google translator to write their drafts (table 3). On the contrary, 40% of the participants (35% difficult and 5% very difficult) had more difficulties to notice their gaps: in the survey, these participants mentioned their lack of previous knowledge, and lack of reviewing affected their perceptions about the task.
- *Alertness, selection and awareness of content gaps (see appendix 9):* In the oral task, the researcher gave instructions about the basic content (semantic world of reference) participants needed to include in their presentations, for example, in unit 9: talk about food habits and preferences, etc. (see appendix 2).

⁵ [Say... you work with "have" and "has". I wrote the sentence in Google translator and I said to myself: I put this 'I ate last week' and there this appeared in English. Then, I listened and memorized it. This is the way I recorded the video]. *Translated to English by the author.*

75% of the participants (65% easy and 10% very easy) expressed they found it easy to noticed content gaps. 25% of them found it difficult because they did know vocabulary of the semantic world of reference they had to include in their oral presentations.

In the focal groups and survey, participants expressed they focused more on formal aspects of the oral presentation in the first video: grammar, pronunciation and vocabulary, which can be observed in table 3 (descriptions of the resources used on each stage: textbooks and class notes). This is the reason in the first oral presentation there were many content gaps: 80 noticed by the expert and 74 by participants (see table 1).

“...Uno comete tantos errores, entonces uno trataba en el próximo video lo que no le quedo bien y en esa parte pues para corregirlo y adicionar la información de lo que uno quería decir, se le olvidó o no prestó atención”⁶.
Transcript focal groups 2014.

In the second presentation, participants completed the information by focusing more on content. Their comments in the focal groups revealed that the task repetition allowed focusing on what they wanted to express. For them, expanding and including content was easy to achieve, because of fixing first the formal aspects of their presentations (syntax and pronunciation).

⁶ [...You make so many mistakes. Then, in the next video, you addressed to what did not go well and, in that stage, make corrections and add information to complete what you meant, you forgot or ignored]. Translated to English by the author.

4.2 Finding 2: Noticing language gaps led to language learning in the task repetition

Research question 2. Does noticing enhance any kind of improvement on students' oral performance, leading to language learning?

Indeed, results indicate noticing language gaps led to language learning in the oral task repetition.

To come to this conclusion, this study had to answer two questions. First, how many of the noticed gaps in the first oral performance did participants correct in the task repetition? Second, did the number of language gaps reduce or increase in the task repetition?

4.2.1 How many of the noticed gaps in the first oral performance did participants correct in the task repetition?

To answer this, the researcher observed the oral repetitions task (videos # 2) in order to identify how many noticed gaps participants corrected. These were the results:

- *Grammar noticed gaps corrected in task repetition*

Table 4. Grammar noticed gaps corrections						
	Video 1 Analysis			Video repetition		
	Valid noticed gaps	Target-like corrected in format	Non- target like corrected in format	Not corrected in format	Target- like corrected video 2	Not corrected in video 2
n	22	17	3	2	19	3
%	100%	77,30%	13,60%	9,10%	86,40%	13,60%

Grammar noticing and correction in the focus task demanded participants' awareness of language gap by comparing their current use of the language and the target language form. With this in mind, out of 22 valid noticed gaps noticed by participants in the first video, 77,3% were properly corrected, 13,6% were not properly corrected and 9,1% were not corrected in the format at all. The fact that participants corrected most of the gaps in the format (77, 3%) indicates that in the focus task participants not only detected, selected information, but also noticed, in the level of awareness, their grammar mistakes.

In the video repetition, participants corrected a significant percentage of gaps (86, 4%). In fact, they corrected two more than the ones originally corrected in the format. This could be the result of planning and rehearsing for the second oral presentation (see, table 3). Of course, participants did not correct all the mistakes. 13,6% of the gaps registered in the format were not corrected at all.

The significant percentage of corrections in video 2 could be explained because, at the planning stage, participants gave priority to grammar correctness as a way to improve their oral performance (see planning stage in table 3). This was also noticed in the survey (appendix 10), where the majority of participants completely agreed (65%) or agreed (30%) with the fact that accuracy is crucial to convey meaning in oral performance. The other 5% expressed they did not consider speaking with well-formed grammar utterances was important to convey

meaning. In this case, for these participants conveying meaning, more than using the language accurately, meant to get the message across.

Based on the opinions analyzed from the survey (appendix 10) and the focal groups, for participants', accuracy in grammar in oral production is relevant because:

- ✓ *Grammar allows signifying in oral performance.* For participants, using well-formed utterances guarantees clear communication when speaking. In this case, conveying meaning—in its semantic level—depends on their capacity to use well-formed linguistic repertoire accepted in a linguistic community (target language).

“Es muy importante, porque a la hora de un trabajo hay que hablar muy bien, entender bastante bien la gramática, porque si no está hablando como indio”

“Si, es necesario, porque la gramática es la que le da sentido a la oración... es como la manera que da el significado”.

“Pues que por medio de la gramática podemos saber las estructuras de las oraciones para hablar más suelto”⁷. **Focal group transcripts. 2014**

⁷ [...It is very important, because in a job you must speak very well and quite understand the grammar, because if not, you will end up speaking as a North American indian]

[Yes, it is necessary, because grammar gives meaning to the sentence ... it is like the manner to give meaning]

[Well, through grammar we know the structure of the sentences to speak fluently] *Translated to English by the author.*

- ✓ *Most participants gained confidence to speak.* The exercise of monitoring grammar usage motivated participants to speak, instead of restraining from doing so. The majority found it useful and motivating to correct their mistakes by making their own effort. This challenge motivated them to speak to check if they were improving. However, one participant mentioned her motivation to speak decreased after observing her grammar mistakes. The fact she had to pay attention to grammar use while speaking made her feel uncomfortable, because she thought she had many grammar deficiencies.

“yo diría que, a mí por lo menos me ayudó bastante fue en el sentido que yo no me atrevía a hablar o a pronunciarlo, porque yo decía que me sentía como ridículo hablando algo que yo no sabía. Entonces pues creo que al hacer eso y verlo tantas veces, creo que se va cogiendo confianza de decir las cosas y no le dé como ese, ay será que lo voy a decir”⁸. *Focal group transcripts. 2014.*

- *Pronunciation noticed gaps corrected in task repetition*

Table 5. Pronunciation noticed gaps correction				
	Video 1 Analysis	Video repetition		
	Valid noticed gaps	Target- like corrected video 2	Non- target like corrected in video 2	Not corrected in video 2
n	29	15	9	4
%	100%	51,70%	31	13,80%

⁸ [...I would say that, it helped me a lot, because I did not dare to speak or pronounce a word, because I felt ridiculous talking about something I did not know. Then, I believe that because of watching (the video) so many times, I think I gained confidence to say things... and stop asking, oh what am I going to say?] *Translated to English by the author.*

Participants corrected 51,7% of the pronunciation gaps noticed in the first video, 31% was not corrected properly and 13,8 % was not corrected at all. These results show significant improvements in participants' oral presentations in video two.

“La pronunciación es importante, eso es lo más fundamental porque, por ejemplo, hay palabras que suenan similares, entonces uno pues se equivoca por pronunciarla mal y la otra persona piensa que uno le está diciendo otra cosa... como por ejemplo bitch y beach”⁹. *Focal group transcripts. 2014.*

For participants, accurate pronunciation was necessary to convey meaning in oral production. 70% completely agreed and 25% agreed with the idea that proper pronunciation is necessary to understand and be understood. The other 5% percentage did not give much importance to pronunciation. In conclusion, for most of the participants, noticing pronunciation gaps gained importance in the oral performance analysis (see appendix 11).

- *Vocabulary noticed gaps corrected in task repetition*

Table 6. Vocabulary noticed gaps correction						
	Video 1 Analysis			Video repetition		
	Valid noticed gaps	Target like corrected in format	Non- target like corrected in format	Not corrected in format	Target- like corrected video 2	Not corrected in video 2
n	4	2	2	0	4	0
%	100%	50%	50%	0%	100%	0%

Participants corrected in the task repetition all the vocabulary noticed gaps. Besides, 90% of the participants completely agreed (60) or agreed (30%) on the fact that using the proper vocabulary plays a key role to give a clear and complete message in their oral performance. However, 5% of the participants mentioned that

⁹ [Pronunciation is important, it is the most important because, for example, there are words that sound similar, and then if you make a mistake by mispronouncing, the other person would think that you meant something else... Example: bitch and beach]. *Translated to English by the author.*

key words could be enough to express the message they wanted to get across, so they did not give much importance to correct vocabulary (See appendix 12).

“Yo pienso que deberíamos tener más vocabulario, porque si uno tiene más vocabulario, entiende más y tiene más conocimiento de cualquier tema”¹⁰.
Transcript focal groups. 2014.

- *Content noticed gaps included in task repetition*

Table 7. Content noticed gaps correction		
	Video 1 Analysis	Video repetition
	Valid noticed gaps	Content included
n	74	70
%	100%	94,60%

Content gaps were the most significant noticed gaps in the analysis because, as we mentioned before, participants gave more priority to form of the language in the first video. In the second oral presentation, they included most of the information missing in the first one.

In conclusion, participants' perceptions about the relevance of using grammar, pronunciation, vocabulary and content properly and accurately seem to be related to their performance in the focus task. For participants, the focus task was effective to monitor their language performance by comparing their current use of the language with the target language they were supposed to learn. Because of this, participants improved their oral presentations in video 2.

¹⁰ [I think we should have more vocabulary, because if you have more vocabulary, you understand more and have more knowledge of any subject]. *Translated to English by the author.*

According to the opinions given in the survey (see appendix 13), 75% of the participants saw the potential of the task to notice their language gaps. With the focus task, they found a didactic way to approach their own mistakes and correct them. 20% of the participants perceived little effectiveness of the task, because of its complexity; therefore, they could not take advantage of the exercise. The other 5% did not see the effectiveness, because they were not interested in the task. Of course, participants' low, medium or high level of noticing is related to their current language level, but the didactic purpose of the task seemed to have a high acceptance rate among participants.

4.2.2. Did the number of mistakes reduce or increase in the task repetition?

The significant corrections of mistakes and completion of missing information made by participants in the second video (from tables 1 to 7) allows establishing a relation between the focus task, noticing and oral presentation improvements, but not completely between noticing and learning. In the former, participants' corrections were just limited to the same vocabulary, pronunciation, grammar and content gaps noticed in the first video.

Therefore, it was necessary to determine if the significant level of noticing led to any learning in the second video. This means, if participants avoided having the same kind of mistakes and missing information in the second oral performance.

To answer this, the expert observed participants' first and second oral presentations, independently, and evaluated the number of language gaps they had on each one. With this procedure, the expert evaluated participants' performance in two different moments of the focus task: before and after first oral performance analysis. To do this analysis, the researcher applied the Wilcoxon test.

- *Wilcoxon test*

This test analyzes positive or negative values in the distribution of frequencies in two different moments. The Wilcoxon test analyzes data based on a negative hypothesis. This hypothesis is accepted if the final values are positive (+) or is discarded if the values are negative (-).

The negative hypothesis for this test was: *there is no significant improvement in participants' oral performance after implementing the focus task.*

The Wilcoxon test measured two different moments of the task in the variables of grammar gaps, pronunciation gaps, vocabulary gaps and content gaps. Moment 1: first video (pre-analysis). Moment 2: video repetition (post- analysis).

Wilcoxon analysis (table 8) indicates there were significant differences between the number of language gaps made by participants in video one and video two. In the evaluation done by the expert in the dimension of vocabulary, grammar and content, participants made fewer mistakes and omitted less information in the video repetition. This was more significant in content (0.001) followed by grammar (0.01) and vocabulary (0.5). In pronunciation, results do not reveal much improvement.

Table 8.					
<i>Wilcoxon test analysis. First and second participants' oral performance</i>					
	Grammar	Pronunciation	Vocabulary	Content	Total
Z	-2,98	-1,17	-2,31	-3,54	-3,22
P	**	n.s	*	***	***
n.s: Not significant *p< 0.05 **p< 0.01 *** p < 0.001 There are significant changes if results are less than 0,01 (see complete results in appendix 14)					

Wilcoxon analysis indicates that through noticing, participants learned how to use well-formed utterances, proper vocabulary and include relevant information in their oral performance in a short term. However, this did not happen in pronunciation.

Improvements in grammar, vocabulary and content are explained because participants were able to follow models: grammar boxes, conversations and class notes, which allowed them to learn the linguistic repertoire for the language functions they were studying. However, in pronunciation, Google translator did not enhance any effort in terms of becoming aware of the difference between their inter-language and target language. Participants just focused on listening and repeating what they heard in Google translator. This, along with the lack of instructions in class, impeded participants' noticing in the level of awareness.

According to this, it is not accurate to conclude that the task did not enhanced noticing awareness compared to grammar, vocabulary and content. This information cannot be determined until pronunciation has the same condition in the task. This means that it is necessary that the students receive explicit instructions on pronunciation as the rest of the language dimensions analyzed in this research.

To conclude, these results showed a relation between the implementation of a focus task, the generation of noticing and some improvements of learners' oral performance. The focus task demanded a cognitive and attention effort to notice language gaps, allowing learners to self-monitor their language performance.

This process of self-monitoring by noticing language gaps included correcting their mistakes in an attempt to store in their memories (at least in a short term) well-formed grammar, proper pronunciation and vocabulary to speak accurately.

“... una gran mejora, porque pues al observar todos tus errores, lo primero que haces es como que -uyyy- ¿cómo pude cometer esa barbarie de pronunciar así? y te corriges inmediatamente y así mismo crea la retentiva”¹¹. ***Transcript focal groups. 2014.***

Of course, to internalize grammar syntax, pronunciation and vocabulary depends on a more complex process, which implies long-term memory and other mental processes. However, the fact that learners can notice their language performance constitutes a first and necessary step for language learning. (See theoretical approach.

¹¹ [... A big improvement, because when noticing all your mistakes, the first thing you think is like -uyyy-how could I make this horrible pronunciation mistakes? And you correct it immediately, enhancing retentiveness]. *Translated to English by the author.*

5. Analysis and discussion

Finding 1 and 2 revealed that the focus task enhanced noticing on grammar, vocabulary and content gaps, leading to language learning. To understand why this was possible, it is a prerogative to describe participants' perceptions about attention and concentration in their learning process, because they are directly related to their performance in the focus task. The following are some of the factors participants believe affect their learning process in class:

- *The lack of attention in class:* participants remarked it is difficult to pay attention if there are no proper conditions to do so. They identified some external factors affecting their attention such as: noise, classmates' interruptions, cell phone use, and lack of meaningful activities in class.

“El problema de los celulares (es) que llegamos y nos distraemos al estar chateando con nuestros celulares, entonces por eso no ponemos atención a las clases”.

“Profe de pronto también que a veces la clase se vuelve como aburridora... por ejemplo el día que hicimos la actividad del cuerpo humano empezamos a pegar unos papeles y todo el mundo estaba concentrado ese día, igual estábamos molestando pero estábamos en la actividad”.

“Porque la clase es toda en inglés y no se entiende”¹².

Transcripts focal groups 2014.

¹² [The problem with cell phones is that we arrive and get distracted, because we chat, this is the reason we do not pay attention to class].

[Teacher, sometimes classes turn boring... for example the day we did the activity of the human body, in which we had to stick papers, everyone was focused on the activity, even though we were bothering at the same time].

[Because the whole class is in English and we don't understand]. *Translated to English by the author.*

For participants, lack of meaningful activities is one of the factors that significantly affect attention. Based on their opinions, their motivation to pay attention depends on how engaging the task is, how much they understand the topic and if they are able to use the language in a meaningful way.

“la actividad fue de mucha ayuda, porque es como ver otra persona hablando y así puedes notar el error”.

“Me evalué yo mismo. Vi mis errores y falencias y así mismo pude corregirlos”.

“Esto me refuerza porque en ocasiones tienes duda en la clase, entonces tuve la oportunidad de tener más claras las cosas”

“...si pues, obvio uno en ingles enseñan hablarlo pero no a entenderlo como tal. Uno entiende, pero ya porque ya eso ya es practicando pero si deberían como enseñarle a uno como que aprenda a captar más fácil lo que le están diciendo”¹³. **Survey comments, 2014.**

- *Concentration is essential for learning:* Participants considered concentration as the most crucial attention demand, leading to noticing. In the focal groups, they clearly related concentration with noticing, even though they were not aware of their noticing skills.

¹³ [The task was very helpful, because it is like observing another person speaking, so you can notice many mistakes].

[I evaluated myself. I noticed my mistakes and weaknesses and that way I was able to correct them].

[This (task) provides reinforcement, because sometimes you have doubts in class, so, I had the opportunity to have things clearer].

[... It is obvious. In English, they teach you to speak the language, but not to understand it as such. You understand, but because of practicing, but they should teach you how to learn in order to easily comprehend what they are saying]. *Translated to English by the author.*

“Concentrarse es como saber lo que uno está haciendo y que le guste hacerlo porque si uno no pone de su parte uno nunca va aprender”.

“...yo digo que el distraerse nos afecta, uno no aprende nada... si uno no presta atención no, no se aprende nada, no es un aprendizaje seguro”¹⁴.
Transcripts focal groups 2014.

Besides, in the survey, participants expressed that one of the benefits of the focus task was the possibility to self-monitor their performance. Through this task, they were capable to concentrate and understand what they needed to improve in their oral performance in the task repetition. (See appendix 20).

Noticing through self-monitoring allowed improving participants' second oral presentation. According to this, the focus task provided participants with the opportunity to monitor their performance, because they had the chance to treat their oral presentations as objects of study.

“... cuando se corrige uno mismo, cuando uno detecta sus propios errores uno intenta cambiar uno mismo, pero cuando un profesor le dice a uno vea Ud. tiene mal esto y uno dice- ahhh- pues me dijo un profesor y yo para saber que no le hago caso. Pero cuando uno mismo es el que entiende y uno mismo es el que sabe cuál fue el problema, uno da todo para uno cambiarlo”¹⁵. **Transcript focal groups. 2014**

¹⁴ [Focusing is like knowing what you are doing and that you enjoy doing so, because if you do not make an effort, you will never learn]

[... I say that the distraction affects us, you do not learn anything ... If you do not pay attention, you do not learn anything... it is not a guaranteed learning]. *Translated to English by the author.*

¹⁵ “[... When correcting yourself, when you notice your own mistakes, you try to change yourself, but when a teacher tells you: you have this bad, then you say –ahhh- the teachers told me, but at the end, you know you will ignore him. But when you are the one who understand, you know best what the problem was, you do everything to change”]. *Translated to English by the author.*

In the survey, most of the participants (60%) shared this opinion (see appendix 15). For them, even though they made a few mistakes in grammar, pronunciation, vocabulary and missed some content in their first oral presentations, they could express what they wanted to say. This is part of what the task sought: to focus on those gaps, even though they disrupt or not communication. On the other hand, 40% perceived they had many problems that disrupted the clarity of the message in oral performance, for which this task became an effective activity to convey a clear message in the task repetition.

In conclusion, for most of the participants, the focus task allowed self-monitoring their performance, which led to noticing their mistakes. This is what a participant mentioned in a focal group:

“...yo pienso que cuando pronunciaba decía una cosa bien y después la embarraba en la otra y entonces volvía lo borraba y hacia el otro. Entonces después los comparaba y hay veces que los comparaba con el primero y había hecho la primera palabra bien y la segunda mal y en el segundo había hecho la segunda bien pero la primera mal, entonces después cogía un papelito y escribía y sacaba las palabras que quedaron mal para perfeccionar el vocabulario y la pronunciación”¹⁶. ***Transcript focal groups.2014***

5.1.1 Effects of noticing in participants' oral performance

This research reports two important findings. Finding one, students noticed most of their language gaps through the focus task. Finding two, noticing language gaps led to language learning.

¹⁶ [... I think that I pronounced something in a proper way, then, I realized I made a mistake in another part, so I erased it and did it again. After, I compared the first and the second, and I had the first word right and the second word wrong. Then, I had the second well, but the first bad. So, I took a piece of paper and wrote the wrong words in order to improve my vocabulary and pronunciation]. *Translated to English by the author.*

Based on the quantitative and qualitative analysis done so far, some relations were established:

a. ***Noticing enhanced self-correction***

The quantitative analysis allowed to identify to what extent they noticed their language gaps (see Tables 1 to 8). This analysis revealed participants significantly noticed their gaps and made their corrections by applying different strategies and resources (see Table 3). On the other hand, from the qualitative analysis, it is inferred that participants became conscious of their need to apply self-correction, which enhanced noticing in the level of awareness.

Of course, some participants missed the feedback provided by the teacher, and pointed out that if they had had that feedback, they could have had a better performance. For them, teachers' feedback on unnoticed gaps needed to be a component of the focus task, because with this feedback, they may have found more language gaps, leading to a greater improvement in the second video.

“...nosotros creímos que quedo bien, no hemos escuchado tu versión profe”¹⁷.
Transcript focal groups, 2014.

However, for most of the participants, the fact the teacher did not give feedback generated correction strategies because of their own noticing effort. They had to find their mistakes on their own and rely on their planning and reviewing procedures to compensate for the lack of the teacher's feedback.

In conclusion, the attention effort to notice language gaps demanded participants' cognitive effort in which they had to use the resources available to analyze their performance (attention format, textbooks, internet, and so on. See table 3).

¹⁷ [... We believed that it was ok, but we have not heard your version teacher]. Translated to English by the author.

“...yo al principio al primer video lo hice a mi conciencia lo que yo sabía ya después me metí a las copias (textbook) y al internet y puse gramáticas y las oraciones porque yo lo había hecho en el traductor, entonces copié como estaba en traductor y lo comparé con la gramática entonces fui acomodando las palabras como eran entonces ya volví y lo hice”¹⁸. **Transcripts focal groups. 2014.**

b. Noticing promoted oral production

The treatment of the oral presentations as objects of study allowed participants to focus on language mistakes in a didactic way. The purpose was not to make participants refrain from speaking. Instead, the aim of the focus task was to enhance noticing skills so that participants could identify their gaps and speak in a more accurate way. In fact, participants gave lots of importance to accuracy as a way to have a better oral performance. (See, appendixes 16 and 17).

In the focal groups, most of the participants agreed that, by noticing the way they used their linguistic repertoire, their motivation to speak did not reduce. On the contrary, they gained more confidence as they identified their difficulties to communicate. For participants, speaking became the best way to confirm they had learned.

“...A mí me motiva porque siento que mi fluidez al hablar voy tomando más confianza”¹⁹. **Transcripts focal groups. 2014**

¹⁸ [... At the beginning, I made the first video consciously, applying to what I knew. Then, I read the textbook, checked on Internet and added the grammar to the sentences, because I used Google translator first. I compared what I did in Google translator with the grammar, this way I arranged the words in a proper way. At the end, I did it again]. *Translated to English by the author.*

¹⁹ [... I was motivated because I feel more fluent when speaking, which makes me more confident]. *Translated to English by the author.*

Of course, 15% of participants manifested little interest in speaking accurately in their presentations (appendix 16). Therefore, the fact they monitored their oral performance reduced their motivation to participate and speak.

“Profe a mí me cohibe hablar porque uno sabe que de pronto la puede embarrar”²⁰.
Transcripts focal groups. 2014

c. Noticing through the focus task provided meaningful learning

“...uno haciendo esos videos aprende más porque cuando uno hace una pregunta en inglés sobre la vida de uno... uno ya sabe por ejemplo... yo pongo tal y tal palabra y ya sé porque ya hice el video como por ejemplo, yo he viajado a tal y tal lado en ingles... entonces esos videos le ayudan a uno a saber responder y a saber la vida de uno en ingles... que me ayudó como aprender a decir cosas más pero en inglés”²¹. ***Transcript focal groups. 2014***

The focus task had a didactic purpose: to enhance noticing by identifying language gaps. Participants had to notice those gaps, while describing a communicative situation in which personal information was required.

Most of the participants (85%) liked the fact they could use personal information in their presentations, which facilitated familiarity with what they were saying; this enhanced confidence, leading to more oral production. On the contrary, few participants (15%) did not feel very comfortable, which affected the willing to express themselves. (See appendix 18).

²⁰ [Teacher, I am inhibited to speak, because I know that probably I am making mistakes]. *Translated to English by the author.*

²¹ [... while making those videos you learn more because when you ask a question in English about your own life ... You already know for example ... I put this and that word, and I know because I made the video such as I have traveled to this and that side in English ... so, these videos help me to know how to respond and to know my life in English ... which helped me learn to say things about me, but in English] *Translated to English by the author.*

d. The focus task enhanced noticing as awareness of their current inter-language

The results in the quantitative analysis revealed a significant amount of language gaps noticed by participants. Nevertheless, in the focal groups, participants mentioned that awareness of their learning process implied a constant modeling of language. This means that monitoring language goes beyond a task, it is a constant observation of the way they are using the language, in order to improve their performance. (See appendix 19 y 20 for opinions about the importance of accuracy in oral performance after doing the focus task).

“Al prestar atención a lo que uno dice, también le enseña a uno a indagar no solo con los temas sino que otras cosas. Digamos que viste a alguien hablando inglés, o viste una película uno dice *ve*, eso no se pronuncia de esta manera. Voy a buscar o voy a indagar sobre el asunto si es así o si de pronto la forma que yo lo digo no es correcto, es una forma que te enseña no solo la unidades sino los demás temas abiertos del inglés”²². *Transcripts focal groups. 2014. Transcripts focal groups. 2014*

²² [Paying attention to what you say, teaches you to investigate not only the topics of class, but also other things. Say... you saw someone speaking English, or saw a movie; you notice this or that is not pronounced that way. You say... I'm going to look or to inquire about the matter, if it is right or wrong. This is a strategy to learn not only the units, but also other issues of English]. *Translated to English by the author.*

6. Conclusions

The main objective of this research was to establish the relationship between the use of a focus task, noticing and any improvement of the oral performance in a group of ELF beginner students. To do so, this study established the following objectives:

1. To determine if the focus task enhances noticing on language gaps in grammar, pronunciation, vocabulary and content in students' oral performance.
2. To find out if there is any improvement in students' oral performance after noticing language gaps.

Objective 1. *To determine if the focus task enhances noticing on language gaps in grammar, pronunciation, vocabulary and content in students' oral performance.*

This study indicates that the attention demands of the focus task generated noticing of language gaps. Indicators of noticing were evident in the significant number of language gaps participants identified and registered in the attention formats (see table 1).

These results were very similar to the ones obtained by Guichon & Cohen (2012). Their studies concluded learners could identify many of their mistakes by observing their own language performance. However, unlike their study, this research accounted for learners' opinions to find relations between their perceptions about the relevance of noticing for learning English and their experience while carrying out the task. This information, along with the quantitative results indicated some relevant conclusions:

Conclusion 1: *participants developed noticing skills from the level of alertness, selection to awareness.* The fact participants had to concentrate on different aspects of the task, in the pre, while and post analysis, allowed them to monitor their performance in a more complete way. They had to notice the way they were using the language from the moment they started to plan their presentations, until the corrections made in the task repetition.

The relevance of developing noticing skills in alertness, selection, and, most importantly, awareness relies on the fact learners can identify the gaps between their language production and the target language they are learning.

Noticing, as stated by Schmidt (2001), does not imply understanding of the underlying rules of grammar and phonology. However, based on the data analyzed in this study, noticing permits learners not only to pay attention but also to become aware of what they need to correct in order to improve their oral performance. This level of consciousness constitutes a crucial step for learning (see table 1 and appendix 19).

Nevertheless, somebody can argue that noticing in the three levels of attention mentioned before (alertness, selection and awareness) does not imply long-term learning. Krashen (1968) and Truscott (1998), for instance, believe noticing, in the level of awareness, is not sufficient to obtain high proficiency in using the target language. This is something that needs more research, but the present study reveals noticing enhances, at least in a short period, improvements in accuracy in participants' oral production.

In this study, it is evident that participants corrected their mistakes by using the attention format and reviewing what they wrote in their notebooks and textbook. This process of self-monitoring led to grammar awareness but not to understanding of language underlying rules. There is no data indicating learners understood the

concept of subject-verb agreements, syntax rules or phonemic sounds, etc., because this was not the purpose of the study.

However, there is enough information to conclude that by noticing-the-gap, participants showed improvements in the second oral performance. Of course, it is clear that, even though learners can make corrections and use well-formed grammatical utterances, proper vocabulary and pronunciation in their task repetition, the same mistakes would now and then appear, but this is part of natural learning process of inter-language (Ellis, 2007). In this natural process, noticing becomes a first and necessary step for language learning.

Conclusion 2: *noticing enhances self-monitoring of oral performance.* Results revealed a relation between noticing gaps and self-monitoring. Participants' language gap corrections as well as the low number of mistakes in the task repetition demonstrate a relation between students' capacity to notice their language problems and the awareness of what they needed to improve to have a better performance. Noticing enhanced self-monitoring because:

- Learners were able to keep track of their own mistakes in their oral presentations as the result of keeping alert, selecting and becoming aware of the difference between their oral production and that of an adequate pronunciation in the target language.
- Students used different resources to monitor their oral performance such as: noticing input in their textbooks, notebooks and internet to revise their pronunciation, etc.
- Participants analyzed in detail different components of their oral presentations: use of grammar and vocabulary, pronunciation of words, and use of the semantic fields required to express the message in the task.

- Noticing promoted rehearsal as a strategy to self-monitor the performance when preparing the oral presentation.

Objective 2. To find out if there is any improvement in students' oral performance after noticing language gaps.

Conclusion 3. *Noticing enhanced improvements in oral performance, but not only in a superficial level:* in this case, most of the improvements would have occurred in pronunciation only. On the contrary, the significant improvements in content, grammar and vocabulary showed participants became aware of their gaps in a deeper level, making more and better changes in their second presentations.

The improvements in grammar, content and vocabulary (this last one in a lower significance) showed noticing enhances not only superficial changes in oral production, but a more complete modification of the message given in the oral task. Example of this the fact participants used more semantic fields (content) in order to extend the ideas and information they wanted to express.

The low improvements in pronunciation, even though they showed lack of awareness, indicate that changes in oral production took place in a more complex way, in which participants reorganized their ideas to express the message and do not focus only on superficial aspects of the language.

Conclusion 4. *There is a relation between noticing and task repetition in the improvement in oral performance:* in this study, noticing led to self-monitoring, which at the same time helped participants to identify and correct mistakes in grammar, pronunciation and vocabulary. Then, task repetition allowed the students to enlarge the semantic fields of their presentations.

In this study, participants became aware of their language gaps in their oral performance, through a process of planning, reviewing and searching. The results of repeating the task are similar to the ones obtained by Robinson (1997), Bygate (2001), Ellis (2005), Baleghizadeh and Derakhshes (2012), whose studies indicated a significant improvement of content in their messages in the task repetition.

Conclusion 5: *Beginners of EFL can benefit from noticing and self-monitoring their language performance:* most of the studies presented in the literature review focused on noticing in intermediate and advanced levels. A conclusion of this study is that if the focus task is adapted for beginners, by providing a guideline for the observation (format) and resources to observe their oral performance as many times as necessary (videos), learners can become aware of the gaps they need to fill in order to learn the language.

Besides, by enhancing noticing skills, EFL beginners were able to reflect on the importance of paying attention as a compulsory step for learning. They expressed that if they did not pay attention to their language performance, they would not have the opportunity to self-monitor their language process.

7. Pedagogical implications

It is worth to mention that the focus task showed effectiveness for language noticing in a regular class, without any experimental conditions. Results in this research show teachers and students can use the focus task as a didactic tool in real class settings. Some of the advantages teachers can find in this focus task are:

- It promotes autonomy in their learning process, because students are the ones who have to make the cognitive effort to observe and correct themselves.
- Students can carry out a focus task as an extra class activity.
- It raises awareness of the importance of self-monitoring in the learning process.

On the other hand, it is imperative to bear in mind that the focus task enhances noticing on form of the language from a didactic approach. Even though accuracy in oral performance is necessary, teachers must apply this task along with speaking activities that focus on fluency. Teachers and students must be aware that the focus task focuses just on conveying meaning in a semantic level and that this activity cannot diminish students' fluency in oral performance. Students also need to learn different communicative strategies to convey meaning in a more general sense (pragmatics, sociolinguistic, etc.).

8. Some recommendations and ideas for further studies

Here are some recommendations and ideas for further studies:

- Recommendations:
 - Use a virtual platform to organize the video and provide instructions. This facilitates independent work.
 - Teachers need to monitor students' performance in the activity. If it is possible, show an example of how to fill up the attention format.

- Ideas for further studies:
 - The analysis of the task is limited to one task, because the intention was to evaluate if this enhances or not noticing in a short period. For future studies, researchers can repeat the focus task several times in a course in order to evaluate its effects on long-term learning. In this case, limitations of time and students' schedule may affect the number of repetitions.
 - Even though the purpose of the research was to enhance noticing by self-observation, it would be necessary to have teachers' feedback, through a reformulation technique in order to see the effects of that feedback on students' noticing language gaps results.
 - As mentioned in the Wilcoxon test, the results of pronunciation awareness were not accurate. Only the results of pronunciation in the noticing levels of alertness and selection are likely to be compared to those ones obtained in the other dimensions, because for these two noticing levels, participants could use models available for comparing

their performance with target language models in grammar, vocabulary, content and pronunciation. These models were provided by class instructions, textbooks and Google translator.

Therefore, to compare if there is any noticing on the level of awareness and find out if this leads to learning, pronunciation must have the same conditions of instructions as the dimensions of grammar, vocabulary and content. This is something that needs to be considered when applying this task in class or in further studies.

APPENDIX

Appendix 1

¶ Number and percentage of language gaps noticed, according to participants' gender

Table 1.							
Number of language gaps noticed expert and participant, according to gender							
N language gaps							
		Participants					
Category	Expert	Male	%	Female	%	Total participants	Total % participants
Grammar	48	17	35,4	5	10,4	22	45,8
Pronunciation	47	18	38,3	11	23,4	29	61,7
Vocabulary	6	2	33,3	2	33,3	4	66,7
Content	80	45	56,3	29	36,3	74	92,5
Total	181	82	45,3	47	26,0	129	71,3

Appendix 2

Attention format filled out by a student

"ATTENTION" FORMAT UNIT 9			
NAME: XXXXXXXX		LEVEL 1	
UNIT: UNIT 9. Talking about food habits.			DATE:
00:00-00:20			
	TRACK	OUTCOME	IMPROVEMENTS
GRAMMAR	00:10	Sorry but I have not food here	Sorry but I don't have food here
PRONOUNCIATION	00:13	I always breakfast	
	00:17	Coffee with milk	DO NOT WRITE HERE
VOCABULARY			
00:20-00:45			
	TRACK	OUTCOME	IMPROVEMENTS
GRAMMAR	00:25	Lunch is every rice	My lunch always is rice
	00:35	I love the chicken rice	I love rice with chicken
PRONOUNCIATION	00:25	Lunch is every rice	
	00:39	French fries	
VOCABULARY			
00:45-01:00			
	TRACK	OUTCOME	IMPROVEMENTS
GRAMMAR			
PRONOUNCIATION			
VOCABULARY			

CONTENT		
EATING HABITS TASK. (Is the following information in the video? YES or NO	YES	NO
1. Greetings:	x	
2. Meal:	X	
3. Always eat:	X	
4. Sometimes eat:		X
5. Never eat:	X	
6. Description ingredients of the meal:		
7. Like:	X	
8. Do not like:	x	

Instruction given to students

Grammar.

Outcome: Aquí se escribe la oración completa en donde aparece el problema con la estructura gramatical de la unidad a la que corresponde el video. En este caso la unidad 9. Recuerden que aquí se observa si falta alguna palabra, el uso de *some, any, always*, etc. Recuerden que al observar su video deben tener a la mano la gramática de la unidad y sus apuntes. Si tienen alguna duda sobre la gramática, pueden ver video tutoriales de YouTube subidos al Edmodo en donde se muestran ejemplos de cómo se usa *some, any*, etc.

Improvements: Aquí se escribe la forma correcta de la oración

Pronunciation.

Outcome. Aquí se escribe la oración en la que aparece el problema con la pronunciación y se resalta la palabra que no se pronunció apropiadamente.

Improvements: No se escribe nada.

Content

En su presentación se requiere de la mínima información expuesta en el cuadro. Sin embargo, ustedes pueden adicionar cualquier otra información que consideren necesaria.

Appendix 3

Survey questionnaire

Estimados alumnos/as:

Mediante este cuestionario se pretende conocer algunos aspectos relativos a su experiencia en el aprendizaje de lenguas extranjeras y en particular, de la actividad de auto-observación realizado en sus videos. Sus opiniones y experiencias serán de una gran ayuda para obtener información para el desarrollo de la investigación.

Las respuestas son anónimas y no los comprometen a nada en concreto. Además, serán tratadas con discreción y serán usadas para fines específicamente científicos. Por ello, los invitamos a que respondan a todas las cuestiones con absoluta sinceridad y sin ningún tipo de recelo. Aunque se pide su nombre, se hace sólo para correlacionar sus respuestas con el análisis de ustedes en los formatos y videos. Al presentar los resultados finales de la investigación sus videos y nombres no serán mostrados en ninguna ocasión. Se trabajará con datos estadísticos y datos cualitativos en forma de conclusiones y análisis.

Les recordamos que no hay respuestas correctas o incorrectas, lo que nos interesa es su opinión.

Muchísimas gracias por su valiosa colaboración.

Firma de autorización:

ENCUESTA				
INFORMACIÓN PERSONAL				
Nombre:				
Edad:				
Ciudad:				
Barrio:				
Programa académico:				
Nivel inglés:				
EXPERIENCIA PREVIA CON EL INGLÉS				
1. ¿Cómo fue su rendimiento en inglés en durante la secundaria?				
Muy satisfactorio		<input type="checkbox"/>		
Satisfactorio		<input type="checkbox"/>		
Poco satisfactorio		<input type="checkbox"/>		
Nada satisfactorio		<input type="checkbox"/>		
¿Cuál fue la razón de su rendimiento?				
2. Seleccione el grado en el cual usted está de acuerdo con las siguientes afirmaciones:				
	Muy de acuerdo	De acuerdo	Poco de acuerdo	Para nada de acuerdo
Me interesa hablar el inglés sin importar si utilizo la gramática de un modo apropiado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Me interesa hablar el inglés sin importar si pronuncio de un modo apropiado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Me interesa hablar el inglés sin importar si utilizo el vocabulario de un modo apropiado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estudio inglés porque es un requerimiento de la universidad, pero no me gusta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estudio inglés porque es un requerimiento de la universidad, pero me gusta el inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Indique su grado de acuerdo con las siguientes afirmaciones:				
	Muy de acuerdo	De acuerdo	Poco de acuerdo	Para nada de acuerdo
Me interesa aprender inglés para tener mejores oportunidades laborales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Me interesa aprender inglés para conocer personas de otras culturas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Me interesa aprender inglés para entender música, ver películas o leer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sólo me interesa pasar la materia para cumplir con el requerimiento de la institución	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. ¿Con qué frecuencia repasa usted inglés por fuera de clase?				
Siempre		<input type="checkbox"/>		
Algunas veces		<input type="checkbox"/>		
rara vez		<input type="checkbox"/>		
nunca		<input type="checkbox"/>		
¿Cuál es la razón por la que dedica esa frecuencia?				
5. Si su respuesta es a veces o siempre ¿Qué estudia? (Más de una opción es posible)				
Gramática:		<input type="checkbox"/>		
Vocabulario:		<input type="checkbox"/>		
Escucha:		<input type="checkbox"/>		
Pronunciación:		<input type="checkbox"/>		
Habla:		<input type="checkbox"/>		
Ninguna:		<input type="checkbox"/>		
6. ¿Con cuál o cuáles de los siguientes recursos estudia para estudiar?				
Internet		<input type="checkbox"/>		
Televisión		<input type="checkbox"/>		
Texto Guía:		<input type="checkbox"/>		
Música:		<input type="checkbox"/>		
Apuntes:		<input type="checkbox"/>		
Habla con otra persona:		<input type="checkbox"/>		
Otros:				
7. ¿Qué tanto tiempo le dedica a repasar en su casa durante la semana?				
Menos de media hora:		<input type="checkbox"/>		
De ½ hora a 1 hora:		<input type="checkbox"/>		
De 1 a 2 horas:		<input type="checkbox"/>		
De 3 a 4 horas:		<input type="checkbox"/>		
De 5 o más:		<input type="checkbox"/>		
No dedica tiempo:		<input type="checkbox"/>		
VERSION 1 VIDEO				
8. Describa los pasos que siguió para grabar la versión 1 del video:				
Lo primero que hizo fue:				
Luego...				
Después...				
Por último:				
9. ¿Cuál de las siguientes emociones sintió al grabar su video? (más de una opción es posible)				
Entusiasmo		<input type="checkbox"/>		
Nervios		<input type="checkbox"/>		
Aburrimiento		<input type="checkbox"/>		
Stress		<input type="checkbox"/>		
Curiosidad		<input type="checkbox"/>		
Otros:				
¿Por qué?				

10. ¿Cómo se preparó usted para realizar la versión No 1 del video? (Más de una opción es posible)				
Consultó texto guía				<input type="checkbox"/>
Consultó internet				<input type="checkbox"/>
Consultó apuntes personales				<input type="checkbox"/>
Utilice <i>google translator</i> para revisar pronunciación				<input type="checkbox"/>
Sólo contó con lo que se acordaba:				<input type="checkbox"/>
Otras:				
11. ¿Cuántas veces grabó la primera versión # 1 del video antes subirla al dropbox?				
1 sola vez				<input type="checkbox"/>
2 a 3 veces				<input type="checkbox"/>
4 o más				<input type="checkbox"/>
¿Cual fue la razón por la cual grabó ese número de veces?				
12. Al observar el primer video que notó sobre su presentación oral:				
Se comunica de forma clara, dando el mensaje que deseaba				<input type="checkbox"/>
Se comunica de forma clara con algunos problemas en el uso de la gramática, pero que no afectan el mensaje.				<input type="checkbox"/>
La presentación oral fue poco clara, afectando así el mensaje que deseaba expresar				<input type="checkbox"/>
Algunos apartes o gran parte de su presentación son incomprensibles, ya sea por:				
Uso incorrecto de la gramática:				<input type="checkbox"/>
Problemas de pronunciación:				<input type="checkbox"/>
Uso inadecuado de vocabulario:				<input type="checkbox"/>
ANÁLISIS DEL VIDEO CON EL FORMATO				
13. ¿Cuál o cuáles de las siguientes emociones experimentó al observar su video en el análisis?				
Entusiasmo:				<input type="checkbox"/>
Nervios:				<input type="checkbox"/>
Aburrimiento:				<input type="checkbox"/>
Stress:				<input type="checkbox"/>
Curiosidad:				<input type="checkbox"/>
Otras:				
Por qué?				
14. ¿En qué medida le gustó grabar sus videos con personas, lugares e información relacionados con su vida privada, académica o laboral?				
Mucho				<input type="checkbox"/>
Poco				<input type="checkbox"/>
Muy poco				<input type="checkbox"/>
¿Por qué ?				

15. En qué lugar realizó el análisis del video y en qué dispositivo lo observó?				
Lugar				

Dispositivos				
Computador	<input type="checkbox"/>			
Celular	<input type="checkbox"/>			
Otro. ¿Cual?	_____			
¿Cuál fue la razón de realizarlo en ese lugar y en ese dispositivo?				

16. Durante el análisis del video se apoyó en alguno de los siguientes recursos (más de una opción es posible)				
Consultó texto guía			<input type="checkbox"/>	
Consultó internet (diccionarios, etc.)			<input type="checkbox"/>	
Consultó apuntes personales			<input type="checkbox"/>	
Utilice <i>google translator</i> para revisar pronunciación			<input type="checkbox"/>	
Sólo contó con lo que se acordaba:			<input type="checkbox"/>	
Otros. ¿cuál o cuales?:	_____			
17. El análisis del video se efectuó en un ambiente:				
Silencioso			<input type="checkbox"/>	
Ruidoso			<input type="checkbox"/>	
18. Al observar la segunda versión del video, ¿Cómo se sintió?				
Muy satisfecho pues note gran mejoría en mi presentación oral			<input type="checkbox"/>	
Note que hubo cierta mejoría en mi presentación			<input type="checkbox"/>	
Note que mejoré muy poco mi presentación oral			<input type="checkbox"/>	
19. ¿Qué piensa usted sobre el ejercicio de auto-observarse para identificar aspectos a mejorar en el uso de la gramática, la pronunciación y el vocabulario?				

20. ¿Cuál fue el grado de dificultad para notar errores en su presentación oral del video?				
GRAMMAR	Muy fácil	Fácil	Difícil	Muy difícil
¿Cuál cree usted fue la razón de dicho grado de dificultad?				
PRONUNCIACIÓN	Muy fácil	Fácil	Difícil	Muy difícil
¿Cuál cree usted fue la razón de dicho grado de dificultad?				
VOCABULARIO	Muy fácil	Fácil	Difícil	Muy difícil
¿Cuál cree usted fue la razón de dicho grado de dificultad?				
CONTENIDO	Muy fácil	Fácil	Difícil	Muy difícil
¿Cuál cree usted fue la razón de dicho grado de dificultad?				
21. ¿En qué medida el observar su propio video le permitió reconocer su propio uso de la gramática y el tema visto en la unidad que se cubre en el video?				
Mucho		<input type="checkbox"/>		
Poco		<input type="checkbox"/>		
Muy poco		<input type="checkbox"/>		
¿Por qué?				
22. ¿En qué medida le interesa utilizar las gramática tal cual se le enseña en la unidad?				
Mucho		<input type="checkbox"/>		
Poco		<input type="checkbox"/>		
Muy poco		<input type="checkbox"/>		
¿Por qué?				
23. ¿Indique el grado en el que cree usted presentó dificultades en su presentación oral?				
	Mucho	Poco	Nada	
Omisión de palabras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Orden de palabras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pronunciación de palabras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uso inadecuado del vocabulario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Omisión de contenido	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Otros. ¿Cuales?				

VERSION 2 VIDEO				
24. Describa los pasos que siguió para grabar la versión 2 del video:				
Lo primero que hizo fue:				
Luego...				
Después...				
Por último:				
25. Una vez finalizada la actividad de auto-observación y grabado la segunda versión del video. ¿Qué tan de acuerdo esta con las siguientes afirmaciones?				
<i>El uso correcto de la gramática permite expresarme con claridad en mis presentaciones orales</i>				
Muy de acuerdo		<input type="checkbox"/>		
De acuerdo		<input type="checkbox"/>		
Poco de acuerdo		<input type="checkbox"/>		
Estoy en desacuerdo		<input type="checkbox"/>		
¿ Por qué?				
<i>La pronunciación correcta permite expresarme con claridad en mis presentaciones orales</i>				
Muy de acuerdo		<input type="checkbox"/>		
De acuerdo		<input type="checkbox"/>		
Poco de acuerdo		<input type="checkbox"/>		
Estoy en desacuerdo		<input type="checkbox"/>		
¿ Por qué?				
<i>El uso correcto del vocabulario permite expresarme con claridad en mis presentaciones orales</i>				
Muy de acuerdo		<input type="checkbox"/>		
De acuerdo		<input type="checkbox"/>		
Poco de acuerdo		<input type="checkbox"/>		
Estoy en desacuerdo		<input type="checkbox"/>		
¿ Por qué?				
26. Seleccione el grado en el cual usted está de acuerdo con la siguiente afirmación:				
	Muy de acuerdo	De acuerdo	Poco de acuerdo	Para nada de acuerdo
El ejercicio de auto-observarme me permitió corregir mis errores en el uso de la gramática en mi presentación oral final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
El ejercicio de auto-observarme me permitió corregir mis errores de pronunciación en mi presentación oral final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
El ejercicio de auto-observarme me permitió corregir mis errores en el uso del vocabulario en presentación oral final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
El ejercicio de auto-observarme me permitió completar información omitida en al primera versión de la presentación oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 4

Focal group guidelines

Estimados alumnos/as:

En este grupo focal se pretende conocer algunos aspectos relativos a su experiencia en el análisis de sus propias presentaciones orales. Sus opiniones y experiencias serán de una gran ayuda para obtener información para el desarrollo de la investigación.

Las respuestas son anónimas y no los comprometen a nada en concreto. Además, serán tratadas con discreción y serán usadas para fines específicamente científicos. Por ello, los invitamos a que respondan a todas las cuestiones con absoluta sinceridad y sin ningún tipo de recelo. Al presentar los resultados finales de la investigación sus opiniones y observaciones grabadas aquí se trabajarán como datos cualitativos en forma de conclusiones y análisis.

Les recordamos que no hay opiniones correctas o incorrectas, lo que nos interesa es la descripción de su experiencia.

Muchísimas gracias por su valiosa colaboración.

Firma de autorización:

Thematic guideline. Focal groups

1. Reason to pay or not pay attention in class.
2. Concentration and its importance in the language process. What do they focus in class?
3. Opinion about the importance of accuracy in oral performance: grammar, pronunciation, vocabulary and content.
4. Focus task. Description of procedures and opinions about results.
5. Experience of Self-correction and self-monitoring.
6. Effects of noticing in their learning process.

Appendix 5

Description of the stages and procedures of the focus task

In the focus task, participants observed and analyzed their oral performance in a systematic way. In the task, participants (see, appendix 11) referred to information, places, people, etc., related to their own lives: jobs, family members, etc., as a strategy to use the language in a more meaningful and contextualized way. The stages and procedures of the task were the following:

STAGE 1. PRE-VIDEO ANALYSIS

Aim: students identified the linguistic repertoire they used in their presentations. In this case, the tasks instruction delimited the topic they were supposed to cover in the presentation, and the grammar they needed to use.

Procedures

- a. **Well-formed grammar utterances:** students focused on those language functions (with their linguistic exponents) used in the specific situation studied the unit 9 of the textbook New Interchange Intro.
- b. **Pronunciation:** students focused on the proper pronunciation of the linguistic repertoire in their oral presentations.
- c. **Vocabulary:** students chose the proper vocabulary to express their ideas, taking into account the vocabulary studied in class (which they could find in their notebooks or textbook). They could use any other vocabulary needed in their presentations.
- d. **Content:** students checked the English instructions of the task, which demanded covering certain information in their presentations.
- e. **Rehearsal:** learners rehearsed their oral presentation before recording the video. This was a fundamental step to enhance noticing through task repetition. (Robinson.1997; Bygate, 2001).

STAGE 2. FIRST ORAL PERFORMANCE ANALYSIS (VIDEO 1)

Aim: Participants had to analyze their videos by using the attention format They compared their language performance to the target language model provided in the textbook, and Google translator (for pronunciation).

Noticing level demands

- a. **Alertness:** Students had to detect something missing in their oral performance by observing the moment in which language gaps appeared. In this case, learners paid attention to their own oral presentations observed in a video.
- b. **Selection:** Students selected in speech those specific target language forms requested in the task. In this case, the task demanded focal attention (or noticing) on syntax, vocabulary, pronunciation and content.
- c. **Noticing as awareness:** students had to identify the kind of mistakes they were making. After detecting and selecting, awareness of the mistakes was crucial to notice language gaps. In this case, participants identified the difference between the way they were using the target language and the target language models of the conversation and grammar charts of the textbook.
- d. **Correction:** Students had to correct the mistakes in the format.

STAGE 3. POST- ANALYSIS. TASK REPETITION

Aim: Students recorded the video again and correct the gaps identified in the oral presentation analysis.

Procedures:

- a. Well-formed grammar utterances:** once participants registered gaps in the format, they needed to pay attention to the correct target like forms in order to make video two.
- b. Pronunciation:** participants focused on the target language in order to understand how to pronounce in order to make corrections their gaps in video one.
- c. Vocabulary:** once identified their mistakes in the format, participants focused on the target language they need to use, by correcting their previous mistakes and reviewing the vocabulary in order to internalize it.
- d. Content:** once identified the missing information in their presentations, participants focused on the information requested in the task.
- e. Rehearsal:** students rehearsed their presentations before having a final version (video 2). This is one of the main procedures learners needed to do in order to enhance noticing through task repetition (Robinson, 1997; Bygate, 2001)

Appendix 6

Students' perceptions about level of difficulty to notice grammar gaps

Difficulty	Percent	Participants' comments
Very easy	5%	<p><i>"Porque conocía el tema de la unidad"</i></p> <p><i>"Porque al grabar el video yo mismo noté muy fácil los errores"</i></p>
Easy	75%	<p><i>"Porque se escuchaba raro o al ponerlo en Google no era igual"</i></p> <p><i>"Porque a uno le toca buscar maneras para ver los errores"</i></p> <p><i>"Porque conocía el tema de la unidad"</i></p> <p><i>"Porque recordaba lo de clase"</i></p> <p><i>"Porque pude identificar errores"</i></p> <p><i>"El texto guía y apuntes ayudaba mucho"</i></p> <p><i>"Hice un borrador y me tomé el tiempo de pulirlo bien"</i></p> <p><i>"Ya que al conocer un poco la gramática y lo que quería dar a entender pude analizarlo aparentemente fácil"</i></p> <p><i>"Porque tenía todos los apuntes de dicho material"</i></p> <p><i>"Siempre me ha ido bien en inglés"</i></p>
Difficult	20%	<p><i>"Creía que lo decía de una manera buena, pero al observar el video pude ver que no"</i></p> <p><i>"Porque tuve que consultar con mis apuntes y la guía para encontrar mis errores"</i></p> <p><i>"No tengo bueno escucha y como no entendía me costó trabajo corregir mi gramática"</i></p> <p><i>"Poco repaso y concentración"</i></p> <p><i>"Porque no lo podía interpretar bien y lo confundía con lo que era lo de vocabulario"</i></p> <p><i>"No concordaba la idea en español al pasarla al inglés"</i></p>
Very difficult	0%	

Appendix 7

Students' opinions about noticing pronunciation gaps

Difficulty	Percent	Participants' comments
Very easy	10%	<p><i>"Ya que me guíe por medio de Google traducir para comparar mi pronunciación"</i></p> <p><i>"Porque detecte instantáneamente los errores que cometía en la pronunciación".</i></p>
Easy	45%	<p><i>"Al escucharlo en Google no sonaba igual"</i></p> <p><i>"Porque se me dificultaron pronunciar algunas palabras"</i></p> <p><i>"Poseo un conocimiento previo de muchas de las palabras"</i></p> <p><i>"Porque sonaba diferente al Google translator"</i></p> <p><i>"Porque sólo necesitaba de mi concentración y buena escucha"</i></p> <p><i>"Porque antes de grabar el video estudié bien la pronunciación y cuando lo corregía se me hacía menos difícil."</i></p>
Difficult	45%	<p><i>"Porque no siempre se debe la forma correcta de pronunciar y le toca buscar palabra por palabra la pronunciación"</i></p> <p><i>"Debía escucharlo varias veces para detectar mis errores"</i></p> <p><i>"Porque no sabía cómo organizar los errores"</i></p> <p><i>"No sabía cómo se pronunciaba la mayoría de palabras y el traductor de Google no me decía como pronunciaba"</i></p> <p><i>"Porque sentía algunas cosas bien pronunciadas y a las horas de verlas no lo estaban"</i></p> <p><i>"La manera que pronunciaba creía que estaba bien pero otras personas me corregían"</i></p>
Very difficult	0%	

Appendix 8

Students' opinions about noticing vocabulary gaps

Difficulty	Percent	Participants' comments
Very easy	0%	
Easy	65%	<p><i>"Ya que conocía varias palabras"</i></p> <p><i>"Son oraciones que uno usa diariamente , solo que en inglés, además que con anterioridad hay una guía"</i></p> <p><i>"Porque no era muy complicado"</i></p> <p><i>"Pude sacar el vocabulario, ayudándome mucho en el traductor y eso me ayudo al realizar el vocabulario"</i></p> <p><i>"Ya que conozco algunas palabras y por la ayuda de las guías lo pude realizar"</i></p> <p><i>"Conocía muchas de las palabras que utilizaba"</i></p> <p><i>"Saber las incoherencia y apropiarlas al contenido"</i></p> <p><i>"No me costó mucho trabajo"</i></p> <p><i>"Siempre expando mi vocabulario"</i></p>
Difficult	35%	<p><i>"Hay palabras muy parecidas, se me dificulta un poco"</i></p> <p><i>"Tengo la dificultad de confundir palabras que pueden tener el mismo significado".</i></p> <p><i>"Palabras cuyo significados no sabía"</i></p> <p><i>"Repetir para encontrar malas palabras"</i></p>
Very difficult	5%	<p>Poca experiencia</p> <p>Poca constancia en el repaso</p>

Appendix 9

Students' opinions about noticing content gaps

Difficulty	Percent	Participants' comments
Very easy	10%	<p><i>"Porque era algo muy sencillo y era fácil traducir eso"</i></p> <p><i>"El saludar es algo elemental que uno aprende en inglés"</i></p>
Easy	65%	<p><i>"Porque son cosas que se había visto en clases"</i></p> <p><i>"Porque seguí la guía"</i></p> <p><i>"Porque ya teníamos bases de cómo empezar y que debía tener el video"</i></p> <p><i>"Porque no era un video muy largo"</i></p> <p><i>"Porque lo tenía en el texto bien escrito"</i></p> <p><i>"Porque pude organizar bien la información"</i></p> <p><i>"Porque le contenido se basaba en la guía de lo visto previamente y en las indicaciones del formato"</i></p> <p><i>"Porque le texto guía tenía todo"</i></p> <p><i>"Porque tenía claro lo que iba a decir"</i></p> <p><i>"Ya que fue fácil porque al ser mí presentación pude determinar que aspectos me faltaban incluir en cada video que realicé".</i></p> <p><i>"Utilice distintos medios para ayudarme"</i></p>
Difficult	25%	<p><i>"Por el problema de vocabulario no sabía organizar bien"</i></p> <p><i>"Se me dificulta entender las cosas"</i></p> <p><i>"Poco compromiso"</i></p> <p><i>"Porque escribir mi texto se me hacía difícil, relacionar algunas palabras para poder construir una gramática".</i></p> <p><i>"Al saber si era adecuado a la gramática".</i></p>
Very difficult	0%	

Appendix 10

Well-formed grammar allows conveying meaning in a proper way in my oral presentation

Scale	%	Participants' comments
Completely agree	65%	<p><i>"La gramática es el sentido de las oraciones"</i></p> <p><i>"Es lo que da sentido a la oración"</i></p> <p><i>"Porque el uso de la gramática es lo que hace que puedas hablar el inglés con sentido y expresarte más fluidamente"</i></p> <p><i>"Una buena gramática ayuda a sentirse seguro de lo que va a decir"</i></p> <p><i>"Es la base para organizar de forma correcta el idioma"</i></p> <p><i>"Permite hablar con seguridad inglés"</i></p> <p><i>"De lo contrario me podrían entender diferente de lo que quiero decir"</i></p> <p><i>"Es lo que da sentido a lo que está diciendo"</i></p> <p><i>"Porque así uno tiene claro lo que va hablar no va a tener problemas en entablar una conversación"</i></p> <p><i>"Porque llevando el orden correcto de las palabras se puede transmitir el mensaje más fácilmente"</i></p> <p><i>"Permite dar a conocer y conocer lo que se quiere expresar"</i></p> <p><i>"Permite que me exprese con claridad ante los compañeros y el docente"</i></p> <p><i>"Para obtener un mejor manejo del idioma"</i></p>
Agree	30%	<p><i>"Porque las cosas que uno dice tiene sentido y se comprende mejor"</i></p> <p><i>"Porque tengo más confianza y hablo con más claridad"</i></p> <p><i>"Mejorar manejo del inglés"</i></p>
Slightly agree	0%	
Disagree	5%	<p>Creo que no es necesario, pues la idea es expresar lo que uno quiere decir de cualquier forma. Hacerse entender</p>

Appendix 11

Accurate pronunciation allows conveying meaning in a proper way in my oral presentation

Scale	Percent	Participants' comments
Completely agree	70%	<p>"Porque la gente va a comprender lo que estoy diciendo".</p> <p>"Se entiende lo que digo".</p> <p>"Da a entender lo que quiero decir".</p> <p>"Porque si no se pronuncia bien las palabras no podrás transmitir".</p> <p>"La pronunciación da claridad a la otra persona o da a entender lo".</p> <p>"Porque así se entiende mejor...Entender lo que se dice".</p> <p>"De lo contrario no me entenderían nada".</p> <p>"Esto hace que sea más fácil para los demás personas de".</p> <p>"Ya que si pronunciamos mal podemos dar mensajes distintos al".</p> <p>"Porque puedo decir algo a otra persona y si no tengo buena pronunciación, esta tal vez no me entienda o no entiendo a la otra".</p> <p>"Igual me permite comunicarme con claridad".</p> <p>"Para darme mejor a entender y que me entiendan".</p>
Agree	25%	<p>"Es más claro y preciso".</p> <p>"Porque ya sé cómo se pronuncia y me da confianza al".</p> <p>"Si no pronuncia bien no dice la palabra correctamente".</p> <p>"Permite saber lo que está diciendo, mejorar manejo del inglés".</p>
Slightly agree	5%	<p>"Si es importante, pero uno se puede hace entender de otras formas".</p>
Disagree	0%	
Total	100%	

Appendix 12

Proper use of vocabulary allows conveying meaning in a proper way in my oral presentation

Scale	%	Participants' comments
Completely agree	60%	<p>"Porque voy a expresarme mucho mejor con un vocabulario "Si, porque mi vocabulario es más completo". "Permite hablar de manera clara y fluida". "Porque le vocabulario permite hablar con claridad. Con el verdadero sentido de las palabras". "Si no sabes utilizar la palabras es como si no supieras nada". "Saber lo que se está hablando". "Así me enteraba adecuada y correctamente lo que quiero "Teniendo más vocabulario es mucho más fácil realizar cualquier método para practicarlo". "Importante para expresarnos correctamente". "Más entendimiento a la hora de ver el video". "Todos los tres puntos estaban realizando porque si tengo buena gramática, pronunciación y vocabulario entiendo mejor lo que digo y las personas lo entenderán adecuadamente". "Igualmente me permite expresarme con claridad".</p>
Agree	30%	<p>"El vocabulario es primordial. Pero no es tan necesario a la hora de hacerse entender". "Porque se entiende lo que se quiere decir". "Saber cómo usar el vocabulario en cada oración es adecuado para que la oración quede bien claro". "Permite estar en un rango general del vocabulario". "Mejorar manejo del inglés".</p>
Slightly agree	5%	"El vocabulario es sólo saber cómo se escribe".
Disagree	5%	"Uno se puede defender con palabras importantes".
Total	100%	

Appendix 13

Participants' perceptions about the focus tasks effectiveness to identify language gaps

Grade	Percent (%)	Participants' comments
A lot	75%	<p><i>"Ya que cuando me apoyaba en otras fuentes veía que tenía falencias".</i></p> <p><i>"Tenía que ver la guía para hacer el video y estudiarla".</i></p> <p><i>"Fue de mucha ayuda porque es como ver otra persona hablando y así puedes notar el error".</i></p> <p><i>"Pude identificar los errores de gramática y pronunciación".</i></p> <p><i>"Porque el video de alguna forma es una herramienta de apoyo".</i></p> <p><i>"Fue más fácil realizar los videos".</i></p> <p><i>"Al interesarme hacer bien el video y lo analizaba detalladamente".</i></p> <p><i>"Esto me refuerza porque en ocasiones tiene duda en la clase, entonces tuve la oportunidad de tener más claras las cosas".</i></p> <p><i>"Me evalué yo mismo vi mis errores y falencias y así mismo pude corregirlos".</i></p> <p><i>"Ayuda a verificar los errores".</i></p> <p><i>"Al mirar o recordar lo visto observé que tenía muchos errores".</i></p> <p><i>"Instantáneamente noté que había frases que no concordaban y sonaban mal".</i></p> <p><i>"Podía observar los errores y corregirlos".</i></p>
Little	20%	<p><i>"Al principio se dificultó porque era muy complicado la gramática".</i></p> <p><i>"El escuchar se me dificulta".</i></p> <p><i>"Porque hablaba muy rápido".</i></p> <p><i>"Porque no tomaba todos los apuntes y a la hora de realizar el video me dificultó".</i></p>
Very little	5%	<i>"Porque no le preste mucha atención".</i>
Total	100%	

Appendix 14

Wilcoxon test results

Estadísticos de prueba^a

	V2expertG - V1expertG	v2expertP - v1expertP	v2expertV - V1expertV	v2expertC - v1expertC	v2expertT - v1expertT
Z	-2,989 ^b	-1,170 ^b	-2,310 ^c	-3,549 ^b	-3,220 ^b
Sig. asintótica (bilateral)	,003	,242	,021	,000	,001

a. Prueba de Wilcoxon de los rangos con signo

b. Se basa en rangos positivos.

c. Se basa en rangos negativos.

Appendix 15

Students' evaluation about oral performance of video

Noticed	%
Communicates in a clear way, with the intended message	0
Communicates in a clear way, with some grammar, pronunciation and vocabulary	60
Unclear communication	40
Total	100

Appendix 16**Participants' opinions about their Interest in speaking accurately in oral performance**

Interest in speaking accurately	
Level	Percentage
Little	15%
A lot	85%
Very little	0%
Total	100%

Appendix 17

Participants' opinions about the importance of accuracy in oral performance after doing the focus task

Participants' opinions about the importance of accuracy after the video 2					
	Percentage (%)				
Statements	Completely agree	Agree	Slightly disagree	Disagree	Total
The proper use of grammar allowed a better performance in my oral presentations	65%	30%	0%	5%	100%
The proper pronunciation allowed a better performance in my oral presentations	70%	25%	0%	5%	100%
The proper use of vocabulary allowed a better performance in my oral presentations	40%	50%	5%	5%	100%

Appendix 18

Participants' opinions about using personal information in their presentations

Did you like using personal information for the task?	
Level	Percentage (%)
very much	85%
A little	0%
Not much	15%
Total	100

Appendix 19**Participants' opinions about their performance after doing the focus task**

Evaluation of the oral performance in video 2	
Level of improvement	Percentage (%)
Big improvement	50%
Certain improvement	45%
Little improvement	5%
Total	100

Appendix 20

Participants' opinions about the focus task.

Participants' opinions about the focus task	
Participant	Participants' opinions
S1	<i>"Es bueno ya que uno se retroalimenta, pero al no tener alguna persona con alto conocimiento que te corrija, se puede dejar pasar por alto algunos errores".</i>
S2	<i>"Que es muy buena ya que uno mismo identifica los problemas y hay más conciencia".</i>
S3	<i>"Es una manera más divertida de aprender inglés, además que uno se observa y se corrige quedando en la mente no volver a cometer el error".</i>
S4	<i>"Pienso que es la mejor opción porque al analizar los videos uno mismo le da más fácil analizar los errores"</i>
S5	<i>"Fue una actividad bastante satisfactoria, pues vi una mejoría en mi pronunciación y gramática. Además fue una herramienta que me ayudo a estudiar bastante"</i>
S6	<i>"Porque te ayuda a observar y escuchar en lo que te equivocas".</i>
S7	<i>"Que puedo mejorar cada vez más los errores y no volverlos a cometer".</i>
S8	<i>"Que aprendes a corregir por sí mismo, se hacen las cosas con más claridad".</i>
S9	<i>"Que es muy buena pero sería mejor si el profesor participara al final para así quedar completamente sin dudas".</i>
S10	<i>"Creo que es un gran ejercicio porque así aprendemos mejor".</i>
S11	<i>"Bueno, porque como miramos nuestros errores y podemos aprender de ellos para mejorarlos".</i>
S12	<i>"Pues la verdad es que hace que algunas cosas se me hacía más duro poder escuchar los errores, pero lo bueno es que hace esto me hacía concentrar más".</i>
S13	<i>"Pienso que es muy bueno ya que por medio de esto puede ver mis falencias y errores y ayuda a corregirlo".</i>
S14	<i>"Siempre es bueno porque de los errores se aprende se mira el primer video se vio el error y en el segundo video salió más fluido sabiendo ya los errores".</i>
S15	<i>"Es una buena forma de mejorar la calidad del entendimiento, la percepción y la atención".</i>
S16	<i>"Me parece que es una buena metodología por que le permite a uno poder auto-evaluarse y darse cuenta de sus propios errores, sin esperar siempre que le docente se los tenga que decir".</i>
S17	<i>"Me parece bien, ya que me sentí segura revisándome a mí misma".</i>
S18	<i>"Es muy efectivo porque ayuda a observar debilidades y fortalezas que se tienen en la gramática, pronunciación y vocabulario del inglés".</i>
S19	<i>"Que da la posibilidad de uno mismo corregirse y saber sus propios errores"</i>
S20	<i>"Muy bien, porque podemos ver por nosotros mismos si estamos haciendo las cosas bien y qué podemos corregir".</i>

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