วารสารอิเล็กทรอนิกส์
ทางการศึกษา

# ผลของการสอนแบบเน้นงานปฏิบัติและการสังเกตความแตกต่างทางภาษาที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักศึกษาปริญญาตรี

## EFFECTS OF TASK-BASED INSTRUCTION AND NOTICING THE GAP ON ENGLISH SPEAKING ABILITY OF UNDERGRADUATE STUDENTS

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**บทคัดย่อ**

การวิจัยนี้มีจุดประสงค์เพื่อ (1) ศึกษาผลของการสอนแบบเน้นงานปฏิบัติและการสังเกตความแตกต่างทางภาษาที่มีต่อความสามารถในการพูดภาษาอังกฤษ (2) ศึกษาความคิดเห็นของนักศึกษาที่มีต่อการสอนแบบเน้นงานปฏิบัติและการสังเกตความแตกต่างทางภาษาที่มีต่อความสามารถในการพูดภาษาอังกฤษ กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นปี 1 ภาคเรียนที่ 1 ปีการศึกษา 2557 สถาบันกรุงเทพคริสตศาสนศาสตร์ มหาวิทยาลัยคริสเตียน จำนวน 18 คน ในงานวิจัยเชิงปริมาณและ นักเรียน 6 คนจาก 18 คน ในงานวิจัยเชิงคุณภาพ เครื่องมือวิจัยที่ใช้เก็บข้อมูลได้แก่แบบทดสอบการพูดภาษาอังกฤษก่อนและหลังเรียน การระลึกข้อมูลย้อนหลัง สำเนาถอดความ และคำถามสัมภาษณ์  การวิเคราะห์ข้อมูลเชิงปริมาณใช้ Wilcoxon signed rank test และข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) คะแนนความสามารถในการพูดภาษาอังกฤษหลังเรียนของนักเรียนสูงกว่าคะแนนก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ $p<0.05$ คะแนนความคล่องแคล่วสูงกว่าคะแนนความถูกต้อง (2) ผู้เรียนระดับเบื้องต้นสังเกตภาษาทั้งคำเดี่ยวและประโยค ข้อผิดพลาดส่วนใหญ่ข้อผิดพลาดที่เกิดจากอิทธิพลของภาษาแม่ ในส่วนการสังเกตไวยากรณ์ที่เน้นในบทเรียน ผู้เรียนเบื้องต้นสามารถถูกฝึกให้สังเกตด้วยตัวเองได้แต่พวกเขาสังเกตจากคลาสได้มากกว่า ถึงอย่างนั้นไวยากรณ์ที่ใช้รวมประโยคและไวยากรณ์กลุ่มยังสร้างปัญหาต่อพวกเขา (3) นักเรียนรู้สึกเชิงบวกต่อการสอน ตัวอย่างเช่น พวกเขาได้เรียนรู้ด้วยวิธีใหม่ พวกเขามีความมั่นใจในการพูดภาษาอังกฤษ เป็นต้น  อย่างไรก็ตามมีปัญหาเกี่ยวกับการสังเกตภาษาเกิดขึ้นในผู้เรียนระดับเบื้องต้น กล่าวคือ ความรู้สึกว่าไม่สามารถสังเกตคนเดียวได้ และการขาดทักษะในการแก้ไขภาษาของตนเอง

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**Abstract**

     The study aimed (1) to investigate the effects of task-based instruction and noticing the gap on students' English speaking ability; (2) to explore students' opinions toward the use of task-based instruction and noticing the gap on English speaking ability. The samples were 18 first-year students in semester 1, academic year 2014 at Bangkok Institute of Theology, Christian University of Thailand for quantitative research; and 6 out of the 18 students for qualitative research. The instruments to collect data were English speaking pre-/posttests, stimulated recall, transcriptions, and interview questions. Data were analyzed quantitatively using Wilcoxon signed rank test, and qualitatively using content analysis.

     The results revealed that (1) the students' English speaking ability posttest scores were higher than pretest at a significant level (p<0.05). Fluency scores were higher than accuracy. (2) Beginners noticed single items and whole sentences. Most errors the students made were interlingual errors. Regarding the focused grammar, beginners could be trained to notice it by themselves but they noticed more from class. Yet, grammar for combining sentences and grammar clusters still caused troubles for them. (3) The students felt positive toward the instruction e.g. they experienced new way of learning, they became confident in speaking English.  However, problems regarding noticing among beginners arose i.e. the feeling of incapability to notice alone, and the lack of ability to fix their language.

**คำสำคัญ:** การสอนแบบเน้นงานปฏิบัติ/ การสังเกตความแตกต่างทางภาษา/ ความสามารถในการพูดภาษาอังกฤษ/ การระลึกข้อมูลย้อนหลัง/ สำเนาถอดความ

**KEYWORDS:** TASK-BASED INSRTUCTION/ NOTICING THE GAP/
ENGLISH SPEAKING ABILITY/ STIMULATED RECALL/ TRANSCRIPTIONS

## Introduction

     Speaking skill is common in daily life and people do not pay attention to it until they learn a foreign language and realize how hard to master this skill (Thornbury, 2005). Speaking requires "the myriad physical, mental, psychological, social, and cultural factors that must all work together when we speak" (Bailey, 2005, p. 2). Still, having a good command of English speaking is necessary. People who can speak English certainly have advantage in today's world. In Thailand, English is considered a foreign language (EFL) as it is used only inside classrooms. As a result, the chance for the majority of Thais to develop English speaking skill is rare. However, the ASEAN Economic Community (ACE) pushes Thais to be able to communicate in English. Thus, English speaking will be more important.

### Task-based instruction

     Task-based instruction has been used to promote speaking or oral communication. It has distinctive features in focusing primarily on meaning and communication to drive students to achieve outcome (Nunan, 2004; Richards & Rodgers, 2001; Willis, 1996). Because of such focus, it helps them to naturally acquire language (Willis, 1996). It also promotes students to take an active role to take risk, create communication, and notice the language use (Richards & Rodgers, 2001). On the other hand, because of its great emphasis on meaning and task outcome, it may draw students away from focus on form. Thus, it may not

help improve students' interlanguage because students will only learn how to do tasks, use strategies to complete them, and rely only on vocabulary (Skehan, 1996). Task-based instruction stems from communicative approach (Hughes, 2002). Hammerly (as cited in Hughes, 2002) stated the problem of communicative approach is that it mostly overlooks the language structure including phonology, morphology, and syntax. Furthermore, most wrong production of sounds, words, structures while students performing tasks seems not to disappear by means of communicative interaction. Skehan (1996) agreed on the justification to use task-based instruction, and proposed suggestion from psycholinguistics for a role of consciousness for language learning to help manage focus.

### Noticing the gap

Noticing is considered consciousness as awareness (Schmidt, 2011). Schmidt (as cited in Ortega, 2009), the advocate of noticing hypothesis, claims that noticing facilitates leaning. Noticing is "the process of attending consciously to linguistic features in the input" (Schmidt, as cited in Ellis, 1997, p. 55). Noticing the gap means that students notice the gap between their current interlanguage as shown in their output and the way native or proficient speakers produce the language. Students must notice the gap before they can make needful changes in their proficiency (Schmidt & Frota, as cited in Bailey, 2005). Noticing the gap also means that students aware that they cannot produce something in second language or produced them improperly (Ellis, 2003). Krashen (as cited in Schmidt & Frota, 1986) mentioned the importance of noticing the gap that "for acquisition to occur, acquirers need to notice a difference between their current form or competence i and the new form or structure i+1. If the comparison of i and i+1 shows a gap, the i+1 form becomes a candidate for acquisition" (p. 311), and it occurs in a subconscious level. Yet, Schmidt and Frota (1996) said it occurs at a conscious level.

### Previous studies on noticing the gap

A number of research studies relevant to noticing the gap have done with English writing skill in a pre and posttest design. The focus was on a few grammatical forms through output-input-output sequence in one writing task; for example, a picture description task, or a text reconstruction writing task (Adams, 2003; Hanaoka & Izumi, 2012; Izumi 2002; Leeser, 2008; Swain & Lapkin, 1995; Uggen, 2012). It should be noted that the students in these research studies were university students who were in an intermediate level or had relatively good background of English proficiency. There have been some research studies on noticing by using speaking tasks such as a role play or a picture carousel task (Lynch, 2001, 2007; Mackey, 2006; Stillwell et al., 2009). In such work except Mackey (2006), transcribing was used as a means to noticing. However, Lynch's and Stillwell et al.'s studies used only one task and lasted for a couple of weeks. The students were postgraduate or university students who already had good English skill. Their work did not give details of

linguistic features to focus in particular. Mackey (2006) studied the relationship between feedback and noticing of three grammar forms, which were questions, plurals, and past tense. However, the class time was only three hours. The students had already good English skill, and the results only showed the number of the students who noticed and developed.

### Gap in research studies

It can be said that most research studies on noticing so far have been conducted with writing skill, but fewer with speaking skill. When they are conducted with speaking skill, transcribing is a useful route to noticing or editing the language. These studies employed only one task research design, which lasted for a few hours to a couple weeks; therefore, they revealed merely a short language learning event which may not be enough to explain noticing in a long term. Besides, only students with relatively good command of English participated in these studies. Moreover, Schmidt (2011) stated that skill level including the automaticity affects noticing since students who can easily attend to both meaning and form at the same time have advantage in noticing. Lynch (2001) raised questions of how to help less proficient language students to notice the language and whether it is possible.

In conclusion, because English speaking ability is becoming in high demand nowadays, more research studies on English speaking should be investigated. It would worth exploring Thornbury's (2005) idea that the basic task-based sequence of perform-observe-re-perform will suit noticing the gap and speaking skill because students might benefit form learning by trying to speak first, then observing proficient speakers doing the same task, and using what they notice in their re-performance. Nevertheless, research studies using task-based instruction to improve English speaking ability in Thailand such as Sanguanngarm (2010) and Vega (2010) have not investigated the students' noticing of the language focus of the tasks, nor have had task repetition to see how the language focus was used. Therefore, it can be said that here is no research study which employs noticing the gap with task-based instruction yet. Besides, beginners or low proficient students should also be trained to notice the gap. As a result, this research aimed to study effects of using task-based instruction and noticing the gap on English speaking ability.

## Objectives

1. To investigate the effects of task-based instruction and noticing the gap on students' English speaking ability.

2. To explore students' opinions toward the use of task-based instruction and noticing the gap on English speaking ability.

## Methodology

### Research Design

This study used a single group pre-test/post-test, quasi experimental design. The independent variable was task-based instruction and noticing the gap. The dependent

variable was students' English speaking ability. It employed mixed methods. The quantitative method was used to assess the students' English speaking ability. The qualitative method was used to investigate noticing the gap, and explore the students' opinions toward the instruction.
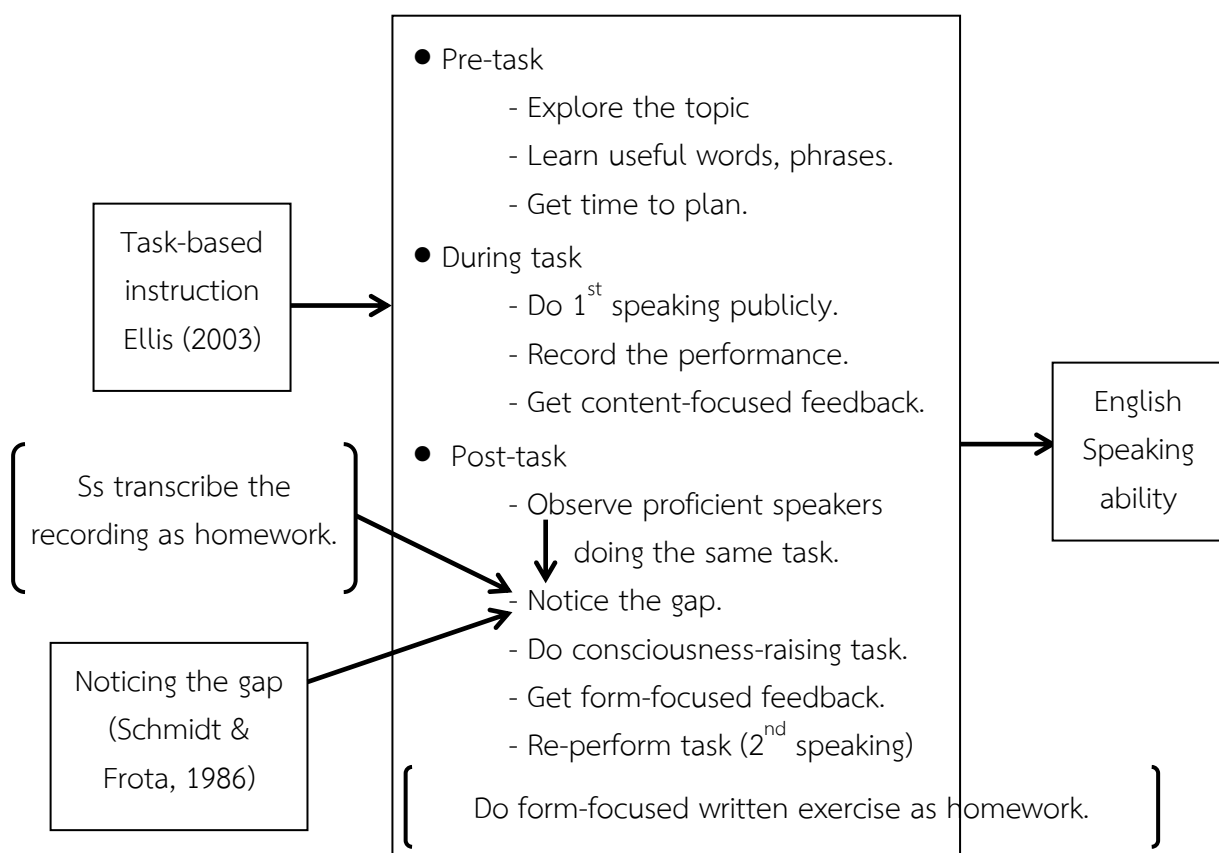
**Population and Participants**

The population was undergraduate students in Thai universities. The participants for the quantitative method were 18 first-year students in semester 1, academic year 2014 at Bangkok Institute of Theology, Christian University of Thailand. The participants for the qualitative method were 6 out of the eighteen students. They were purposively selected based from their pretest scores and their good study habits. They consisted of two from the high-score group, two from the average-score group, and two from the low-score group. Most of the eighteen students were from upcountry. Their English was considered beginners. However, they have to take TOEIC as their exit exam due to Christian university policy.

**Research Instruments**

There were two parts: the instructional design, and data collection instruments.

1. The instructional design. It included the research conceptual framework, lesson plans, and class schedule.

1.1 Research conceptual framework (adapted from Ellis's (2003) framework)

1.2 The lesson plans. There were six lesson plans in total. Two of them used of jigsaw tasks, another two used problem-solving tasks, and the other two used opinion exchange tasks. One lesson lasted two weeks. In week one of each lesson, all students had to speak (1st speaking), and self-transcribe their speaking as homework. Then, the researcher had to check the matching between their voice and their transcriptions. Due to the fact that transcriptions cannot represent sounds, the researcher helped the students' noticing of pronunciation by writing their wrong pronunciation in Thai next to the English words that they mispronounced. In week two of each lesson, the students used their self-transcriptions to compare with the proficient speakers' transcriptions to notice the gap between their language and the proficient speakers' language. Grammar for informal speaking was highlighted for them to notice as the focus grammar the lessons. They had to note down what they noticed or make changes on their transcriptions. They shared things they noticed with their groups by writing on a flip chart posted on the wall. It was to summarize ideas from individuals, and the students would learn from peers. Next, they studied consciousness-raising tasks. After that, they came back to their flip charts and present them to the classroom, and the researcher checked the correctness and give feedback to ensure correct understanding. Later, they had to speak the same task again (2nd speaking). The researcher recorded all students' voices during the 1st and 2nd speaking of each task.

1.3 The class schedule. One lesson took two weeks, so they were twelve weeks of instructions in semester one, academic year 2014 In each week, the class covered two periods lasting around two hours and a half.

2. The data collection instruments. There were four instruments as below.

2.1 Two parallel forms of English speaking ability pre- and posttests, and the scoring rubrics. They were used to gather quantitative data on English speaking ability from all eighteen students. The test tasks followed the three types of tasks in the instruction, which were a jigsaw task, a problem-solving task, and an opinion exchange task. The scoring rubric criteria are fluency and coherence, grammatical range and accuracy, lexical resource, and pronunciation.

2.2 Transcriptions. They were used to gather qualitative data on noticing the gap. There were two kinds of transcriptions. The first one was the students' self-transcriptions of their 1st speaking, which all students notes what they noticed down as part of the lessons. The second one was transcriptions of their 2nd speaking, which the researcher transcribed only those of the selected six students. Both transcriptions of the selected six students were used for data triangulation.

2.3 Stimulated recall. It was used at the end of each lesson to gather qualitative data on noticing the gap from the selected six students for data triangulation. The researcher did stimulated recall with each student one by one. The stimuli were their

notes in their self-transcriptions, which showed things that they noticed.

2.4 Interview questions. It was used to gather data on students' opinions toward the instruction. The researcher did group interview with the selected six students.

### Data collection Procedures

It was carried out in three phases: before, during, and after the instruction.

### 1. Before the instruction

All eighteen students took the pretest to measure their English speaking ability. They tested in pair and were free to choose their partners because group cohesiveness supports willingness to communicate (Thong-lam, 2009). It was considered as part of the quantitative method of this study.

### 2. During the instruction

All eighteen students studied six lessons in twelve weeks of instruction. Regarding the selected six students, the researcher took their self-transcriptions (with their notes on them) back after they finished sharing with their groups and writing on the flip chart, which was before presenting it to the classroom and gaining feedback from the researcher. It aimed to collect their individual noticing evidence presented in their transcriptions to use for data triangulation. Nevertheless, the researcher gave them spares of their transcriptions to make sure they had their transcriptions to work further in class the same as the other students did. After each lesson ended, the researcher did one-on-one stimulated recall with them. The six students had known that they had to tell what they noted down on the transcriptions and what they thought about it. The stimulated recall was done for all the six lessons and the researcher transcribed the recordings from SR to triangulate the data with the students' notes in their self- transcriptions of $1^{st}$ speaking, and the transcriptions of $2^{nd}$ speaking, which was transcribed by the researcher.

### 3. After the instruction

All eighteen students took the posttest to measure their English speaking ability. After that, the researcher interviewed the purposively selected six students in group about their opinions toward the instruction.

### Data Analysis

Wilcoxon signed rank test of non-parametric test was used to analyze the quantitative data of the pre and posttest English speaking ability scores. The second rater rated 100 % of the quantitative data for inter-rater reliability. The effect size was determined to see the effectiveness of the treatment to the participants. Content analysis was used for the qualitative data of noticing the gap from data triangulation, and of the students' opinions toward the instruction. Data triangulation combined three data sources: stimulated recall, students' notes in their self-transcriptions ($1^{st}$ speaking), and transcriptions of $2^{nd}$ speaking (transcribed by the researcher). The transcriptions of students' $2^{nd}$ speaking were

used for two reasons. First, it was to see if the students used what they noticed to improve their English speaking ability. Second, it was to see what noticing occurred although there was no report in the stimulated recall or note in students' self-transcriptions.

**Results**

**Research question 1: 'To what extend does task-based instruction and noticing the gap enhance students' English speaking ability?'**

**Findings related to English speaking ability**

The quantitative data from the tests were analyzed. The inter-rater reliability of both tests was 0.97. Table 1 shows descriptive statistics of the scores. The mean difference was 10.89. It meant the students gained higher in the posttest. Extreme scores existed, and the mean is sensitive to them; thus, the median was also presented (Dancey and Reidy, 2011).

Table 1 Descriptive statistics of the pretest and posttest scores

| Speaking Test | Min | Max | Mean | S.D. | Median |
|---|---|---|---|---|---|
| Pretest | 0 | 60 | 28.83 | 11.07 | 28.50 |
| Posttest | 19 | 60 | 39.72 | 7.90 | 40.50 |

Wilcoxon signed ranks test was used to find statistical differences between the pretest and posttest scores. The results showed that the scores were significantly different at .00 level (p<0.05). The effect size was 0.86.

Table 2: Differences between the pre- and posttest scores using Wilcoxon signed ranks test

**Ranks**

| | | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| posttest – pretest | Negative Ranks | 0[a] | .00 | .00 |
| | Positive Ranks | 17[b] | 9.00 | 153.00 |
| | Ties | 1[c] | | |
| | Total | 18 | | |

*Note.* a. posttest < pretest.

b. posttest > pretest.

c. posttest = pretest.

**Test Statistics[b]**

| | posttest – pretest |
|---|---|
| Z | -3.628[a] |
| Asymp. Sig. (2-tailed) | .000 |

*Note.* a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test.

When the scores of each test part were compared, the results showed that the students had slightly higher scores in fluency than grammar in the problem-solving task and the opinion-exchange task. Furthermore, only six out of eighteen students used the focused

grammar and expressions taught in the lessons in the posttest. In conclusion, it can be said that the students improved their English speaking in term of fluency more than accuracy.

### Findings related to Noticing the gap

The qualitative data came from the selected six students. Student #6 and #14 were the representatives of the high pretest-score group, student #13 and #5 from the average group, and student # 7 and #8 from the low group. The summary of the findings was divided to two dimensions: the student dimension and the lesson dimension.  Each dimension composed of self-initiated noticing and class-initiated noticing. Self-initiated noticing was those that the students showed in their notes in the self-transcriptions and stimulated recall. Class-initiated noticing was those that the students did not report but used it in their $2^{nd}$ speaking.

### The student dimension

- *Self-initiated noticing*. The students mostly noticed language between the model language and their language more than noticing only their language, except student #13 who noticed much of his own language. Regarding the language noticed between the model language and their language, grammar was the highest proportion in student #6, #14, and #7; vocabulary was the highest in student #13; and others was the highest in student #5 and #8. Regarding the language noticed from only the students' language, grammar was the highest proportion in student #6, and #14,  vocabulary was the highest in student #13 and #7; and others was the highest in student #5 and #8. When the teacher evaluated the correctness of the language items from the students' self-initiated noticing, the teacher found that most of the language was wrong. The most errors made were interlingual errors. The second most errors were tied between overgeneralization and misanalysis. The third most errors were overlooking coocurrence restrictions. Later, the language from self-initiated noticing was checked to see how much they were used in the students' $2^{nd}$ speaking. Most students used them in their $2^{nd}$ speaking and the percentage of correct use was higher than wrong use.

- *Class-initiated noticing*. The amount of noticing of each student was close with the highest in student #13 and lowest in student #6. Most of them noticed grammar rather than vocabulary or whole sentences. However, they still used it wrong more than correctly.

### The lesson dimension

It aimed to investigate the noticing of the focused grammar of the lessons.

- *Self-initiated noticing.*

Regarding the language noticed between the model language and their language, the proportions of the focused grammar had more than one-fourth in all lessons but it was less in lesson 5 and 6. Regarding the language noticed from only the students' language, focused grammar was not present at all. Later, the focused grammar from self-initiated noticing was

checked to see how they were used in the students' 2nd speaking. They were used correctly, acceptably, wrong, and unused. The correct use existed until lesson 4 and disappeared. Those of lesson 5 were not used at all. Those of lesson 6 were used acceptably and wrong, some was unused.

- *Class-initiated noticing.* The results showed that it increased from lesson 2 and reached its peak in lesson 4, then dropped sharply in lesson 5 and 6. Later, the focused grammar was checked to see how they were used in the students' 2nd speaking. The correct use existed until lesson 4 and disappeared. The correct and wrong uses were almost equal in lesson 4 as well. In lesson 5 and 6, there was only acceptable use.

**Research question 2: 'What are students' opinions toward the use of task-based instruction and noticing the gap?**

Group interview was conducted within one week after the posttest with the selected six students, who were the participants in the qualitative method. The results were as following. First, the students liked the class because it provided new way of learning and used technology. They learned new grammar, vocabulary, pronunciation, and expressions. The challenging parts were that they had to speak with short preparation time, grammar seemed easy but required practicing, they had learnt some grammar before but still could not use it correctly, and the pronunciation of new vocabulary and language in later lessons were difficult. Second, the tasks helped them practice thinking skill and use their own ideas. They could apply knowledge from the tasks to real life. The challenging parts were that they lacked vocabulary and skill to form correct sentences, and had to avoid disagreeing with their partners so they did not have to speak further. Third, During-task and post-task were tied the most liked part, and then pre-task. On the other hand, post-task was the least liked part, then pre-task and during-task respectively. What seemed to be contradiction was that post-task was ranked the most-liked and the least liked at the same time.

Forth, the usefulness of the instruction were that the students practiced English speaking and listening; that they became confident in speaking English and spoke it further outside classroom; and that they did new activities and developed punctuation. Fifth, their comments were interpreted for ways to improve the instruction. The teacher should explain the purpose of group noticing, find better ways to make group presentation understood, find ways to help them notice better, translate English to Thai slower, use arousing voice, use the speaking test scores of each lesson as assessment for learning, and provide more exciting activities such as competitions. However, some aspects were beyond the teacher's control including the students' ignorance in asking the teacher to explain her corrections in their homework, and the students' feeling drowsy due to afternoon class time.

The last question was added based from the results of the posttest. It asked why the students couldn't use focused grammar in the posttest. The answers were that they could

not process content, vocabulary, and grammar in time; that they did not review after each lesson ended which made them unable to review it for the exam; that they were excited in classroom; that they did not have chances to speak English in real life; and that studying part one and two of each lesson in separated weeks made them forget.

## Discussions

### Discussions on English speaking ability

- Supporting factors of the students' English speaking ability

First, the instruction design ensured that each student speak by having them speak pair by pair in front of class. The students practiced and became familiar with it. Task-based instruction made them become risk-takers and this role supports learning speaking (Thornbury, 2005). Second, the tasks in this instruction seemed to have engaged students well. Most students from the group interview said that they felt good in using their own ideas for the tasks, and could apply knowledge from tasks in their real life. The results supported using real-world related tasks (Ellis, 2003). Third, their motivation seemed to have increased. All students from the group interview said that they liked this class. Rivers and Temperley (1978) said motivation drives students to consistently improve themselves.

- Important concerns of the students' English speaking ability

The scores of each test part showed that beginners seemed to produce short utterances better than long ones because they had weak linguistic knowledge. It reflected beginners' characteristics mentioned by Bailey (2005). The fluency score was a bit higher than accuracy. It may have come from speaking in time limit (Ellis, 2003). It could have been the nature of task-based instruction, which made them rely on strategies and vocabulary to reach the task outcome (Skehan, 1996). Regarding accuracy, one student from the group interview said that she could not process the focused grammar in time of speaking as she had to think of vocabulary first. This reason complied with what Tavakoli and Foster (2011) said that L2 speakers have "limited attentional resources" (p. 41). Iwanaka (2011) said the resources must be paid to the most important thing, which is vocabulary because it conveys meaning. Another point is from Loschky and Bley-Vroman's (as cited in Ellis, 2003) saying that we cannot expect students to produce structures that they have not internalized. Gass et al, (2013) said that restructuring to incorporate new grammar into current linguistic system takes time. Ellis (2002) said that it will happen only if the learner's developmental stage is ready. Last, this study used consciousness-raising tasks to teach grammar inductively. However, Ellis (2002) said that acquisition resulting from CR tasks was rather delayed as CR tasks facilitated restructuring to occur but could not control it to occur. Besides, some students may benefit from deductive than inductive approach.

### Discussions on noticing the gap - the student dimension

There were several points to mention. First, stimulated recall revealed a failed

strategy of one student, who made guess on vocabulary use without understanding of the words and without thinking much of the grammar structure. Second, although single grammar words were highlighted to be noticed, some students noticed whole sentences instead. They may have field dependent learning style, which relies on the whole field not separate parts Brown (2007). Third, the mother-tongue seemed to cause negative transfer for the students resulting in interlingual errors (James, 1998). Thai, Lao, and those with minority races thought in Thai before they spoke English. Overgeneralization errors may have resulted from proactive inhibition, which Gass et al. (2013) explained it as interference of previously learned items into new learning situations. Misanalysis errors mostly came from misanalysing English vocabulary. Overlooking cooccurrence restrictions errors may have results from the students not knowing that some words occur together due to weak linguistic knowledge. Forth, the use of the focused grammar noticed from class-initiated noticing was wrong more than right and acceptable use. It can be explained that restructuring takes time (Gass et al., 2013). It will only happen when learners' developmental stage is ready (Ellis, 2002).

### Discussions on noticing the gap - the lesson dimension

First, the proportions of noticing focused grammar were less in lesson 5 and 6 may be due to the grammar difficulty of combining more than one sentence. The students may have noticed them but did not show it (i.e. noting down in their transcriptions) because they did not understand. N. Ellis (as cited in Ortega, 2009) said noticing does not work with all language features. Second, the reasons for the lack of focused grammar from only their own language could be that the students had not learned them before, or they had learned but could not use, or the tasks could not elicit them. Loschky and Bley-Vroman (2011) said designing grammar to be essential for production tasks is difficult because it is harder to control what students will say. Third, the reasons for correct use of the focused grammar from lesson 2 to 4 may be that they were easy to comprehend as they were used in single sentences, while those in lesson 5 and 6 were for combining sentences and caused difficulty for beginners to produce long utterances. Forth, class-initiated noticing showed that although beginners could be trained to notice language by themselves, they noticed more from class. Yet, grammar for combining sentences (lesson 5 & 6) and grammar clusters such as 'should get her to go' (lesson 4) caused troubles for them.

### Discussions on students' opinions toward the instruction

It was satisfactory that the students felt positive toward the class. There were concerns derived from the students' opinion as well. One student from the low pretest score group did not like when she had to notice her language and the model alone, because she felt she was incapable of doing it. It pushes the researcher to find ways to help the very weak ones in class. One student said that his language was far different from the model and did not know what to write down in the flip chart to show the class. This may

come from two major causes. First, long utterances made beginners make a lot of mistakes and they did not know how to fix it. Second, they did not know how to incorporate the focused grammar into their long utterances because they could not even produce their own correct long utterances.

## Recommendations

### Recommendations for pedagogical implications

The speaking class should ensure that every student practices speaking and they do it in threat-free environment. Tasks may be designed in series for students to reuse the previously learned linguistic features in order to help them remember such features better. Deductive approach may be suitable to teach grammar for combining sentences. The language focus should combine single linguistic features and whole phrase or sentences to match the students' different learning style. The students should be reminded that the model is not the only one correct way to say the intended message. They are encouraged to find other ways to speak as long as they are appropriate to the context. The teacher may assign weak beginners to work in pair with the stronger ones to help them, and promote their self-efficacy. The teacher may scaffold beginners for long utterances, and help them to think in English by using code switching to embed English vocabulary and expressions. New vocabulary items should be learned repetitively for their use and pronunciation. The agreement between the teacher and students and practical steps should be set to ensure that the students review the lessons and feedback.

### Recommendations for further studies

Tasks may be designed to generate short, simple utterances from beginners so students can notice the gap easier. Future research that studies with advanced students may ask them to notice pragmatic functions such as redundancies and repetition such as in Stillwell et al.'s (2009) study. Natural speech from proficient speakers would be preferable than the teacher-made speech to use as the model for students to notice. If one lesson has two parts, it will be better to complete them in the same week so that the students will not forget what they do and be more engaged to feedback. Delayed posttest should be added to see how much from studying remains. In term of analyzing qualitative data, it would be better to have a second rater to analyze some reasonable proportion. Future research should be cautious of the limitations of the instruments measuring noticing because they can only get the data that the students mention. Future research may use a lab room for the students to listen to their sounds and notice the gap in pronunciation.

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