UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

The Application of Information Gap Activities to Develop English Speaking
Skill

Trabajo de Titulación para optar al título de Licenciatura en
Pedagogía de los Idiomas Nacionales y Extranjeros

Autor:
García Alban Erika Daniela

Tutor:
Mgs. María Dolores Ávalos Obregón

Riobamba, Ecuador. *2024*

DECLARATION OF AUTHORSHIP

Yo, Erika Daniela García Alban, con cédula de ciudadanía 0650055122, autor (a) (s) del trabajo de investigación titulado: The Application of Information Gap Activities to Develop English Speaking Skill, certifico que la producción, ideas, opiniones, criterios, contenidos y conclusiones expuestas son de mí exclusiva responsabilidad.

Asimismo, cedo a la Universidad Nacional de Chimborazo, en forma no exclusiva, los derechos para su uso, comunicación pública, distribución, divulgación y/o reproducción total o parcial, por medio físico o digital; en esta cesión se entiende que el cesionario no podrá obtener beneficios económicos. La posible reclamación de terceros respecto de los derechos de autor (a) de la obra referida, será de mi entera responsabilidad; librando a la Universidad Nacional de Chimborazo de posibles obligaciones.

En Riobamba, 28 días del mes de Julio del 2024.

Erika Daniela García Alban
C.I: 0650055122

FAVORABLE OPINION OF THE TUTOR TEACHER

Quien suscribe, María Dolores Avalos Obregón catedrático adscrito a la Facultad de Ciencias de la Educación Humanas y Tecnologías, por medio del presente documento certifico haber asesorado y revisado el desarrollo del trabajo de investigación titulado: The Application of Information Gap Activities to Develop English Speaking Skill, bajo la autoría de Erika Daniela García Alban; por lo que se autoriza ejecutar los trámites legales para su sustentación.

Es todo cuanto informar en honor a la verdad; en Riobamba, a los 28 días del mes de Julio de 2024

María Dolores Avalos Obregón

C.I: 0602537847

COMMITEE MEMBERS CERTIFICATE

We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work The Application of Information Gap Activities to Develop English Speaking Skill, presented by Erika Daniela García Alban, with ID number 0650055122, under the tutorship of Mgs. Maria Dolores Avalos Obregon; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

In accordance with applicable regulations, we sign, in Riobamba on July 30, 2024.

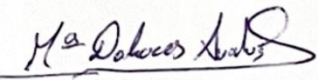Mgs. Monica Cadena
Degree Tribunal President

Mgs. Daysi Fierro
Member of the Degree Tribunal

Mgs. Magdalena Ullauri
Member of the Degree Tribunal

Mgs. María Dolores Avalos Obregón.
Tutor

CERTIFICATE

C E R T I F I C A C I Ó N

Que, Erika Daniela García Alban con CC: 0650055122, estudiante de la Carrera PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, Facultad de CIENCIAS DE LA EDUCACION ; ha trabajado bajo mi tutoría el trabajo de investigación titulado " The Application of Information Gap Activities to Develop English Speaking Skill", cumple con el 10 %, de acuerdo al reporte del sistema Anti plagio Turninig, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 29 de Julio de 2024

_____
Mgs. María Dolores Avalos Obregón
TUTORA

DEDICATORY

This thesis is dedicated to the person who has taught me the meaning of the word love. To my father, who has been my main driving force to complete my professional career. Thank you for teaching me the value of hard work, perseverance, honesty, and the unconditional love of a father for his daughter. Thank you for being with me and accompanying me in every college day. This thesis is a reflection of everything you have taught me and the unconditional support you have given me. I dedicate this achievement to you with all my heart, I love you daddy.

ACKNOWLEDGMENTS

I would like to express my deepest gratitude to those people who have been part of this very important stage of my life.

I will begin by thanking God for his faithfulness to me during each stage of my life. For giving me wisdom, patience, strength and love on this path. Thank you for always being with me and never letting me go.

To my parents Luis and Teresa, who have been present in my education since it began. Who with their love, patience and values have instilled in me the determination to fulfill all my dreams. Thank you beloved parents for your infinite love and unconditional support.

To my dear husband Jordan, who has become my safe place since minute one. Thank you my love for your love, patience, and perseverance in this race of life. Thank you for pushing me to always be better and achieve everything I set my mind to, I love you.

GENERAL INDEX

TABLES INDEX

GRAPHICS INDEX

ILLUSTRATIONS INDEX

RESUMEN

Esta tesis explora el impacto de las information gap activities para el desarrollo de la destreza del habla inglesa en estudiantes de primero de bachillerato de la Unidad Educativa Leonardo Dan Vinci. Para esto se planteó tres objetivos específicos donde se diagnosticó el nivel de la destreza de habla inglesa de los estudiantes antes de las actividades de information gap. Consecuente se aplicó las actividades a los estudiantes para después evaluar la efectividad de la aplicación de las mismas. Para alcanzar estos objetivos se empleó el instrumento de pre test y post test. Los cuales con la ayuda de una rubrica de evaluación se midió cuatro aspectos importantes de la destreza del habla, como pronunciación, fluidez, precisión y vocabulario. De acuerdo a esto, los resultados de esta investigación fueron mixtos. Demostrando una mejora significativa en aspectos como pronunciación y fluidez después de la intervención con actividades de brecha de información. Sin embargo aspectos como fluidez y precisión no alcanzaron a tener un mejor resultado después de la intervención. De tal forma que, se recomienda implementar actividades específicas en relación a la fluidez y precisión, estas con evaluaciones periódicas y retroalimentación efectiva por parte del profesor o compañeros de clase con un nivel más alto. Con el fin de mejorar integralmente la competencia del habla inglesa, apuntando tanto a la mejora técnica como a la motivación y a la participación de los estudiantes.

Palabras claves: Brecha de información, pronunciación, fluidez, precisión, vocabulario

ABSTRACT

This thesis explores the impact of information gap activities for the development of English speaking skills in first year high school students of the Leonardo Dan Vinci Educational Unit. For this purpose, three specific objectives were set where the level of English speaking skills of the students was diagnosed before the information gap activities. Consequently, the activities were applied to the students in order to evaluate the effectiveness of their application. To achieve these objectives, the pre-test and post-test instruments were used. With the help of an evaluation rubric, four important aspects of speaking skills were measured, such as pronunciation, fluency, accuracy and vocabulary. Accordingly, the results of this research were mixed. Showing a significant improvement in aspects such as pronunciation and fluency after the intervention with information gap activities. However, aspects such as fluency and accuracy did not achieve a better result after the intervention. Therefore, it is recommended to implement specific activities related to fluency and accuracy, with periodical evaluations and effective feedback from the teacher or classmates with a higher level. In order to comprehensively improve English speaking proficiency, targeting both technical improvement and student motivation and participation.

Keywords: Information gap, pronunciation, fluency, accuracy, vocabulary.

CHAPTER I

1. INTRODUCTION

Teaching and learning English is a process of constant evolution around the world. It seeks the application of diverse methodologies in order to achieve comprehensive communication skills. Thus, English speaking skill is a crucial component in establishing communication with English language learners. For this reason, this research focuses on the application of information gap activities as a pedagogical strategy to develop English speaking skill.

Despite the implementation of innovative methodological strategies, English speaking skill remain a significant challenge for students. Skills such as fluency or understanding spoken discourse are essential. However, the practice of traditional strategies slows down communication disengagement in the classroom, as mentioned by Tularam, G. A. (2018) these approaches may not provide students with valuable learning skills.

Previous research has demonstrated the effectiveness of information gap activities, as highlighted by Irona, A., & Ratmanida, R. (2018) information gap activity is very useful in enhancing learners' oral expression in classroom interaction. These activities are based on the communicative approach to English language teaching. That is, it highlights the importance of making use of language for a meaningful purpose in a real context.

Therefore, the main objective of this research is to determine the impact of the application of information gap activities on the English speaking skill of first year of bachillerato students in parallel A of the Unidad Educativa Leonardo Da Vinci. In order to provide an innovative perspective to English teachers to address difficulties in English speaking skill. Hypothesizing that the implementation of information gap activities within the classroom will result in significant improvements in speaking skill.

This study hopes to offer an innovative approach to improving oral proficiency through the application of information gap activities.

1.1. Problem Statement

Learning English in a globalized world is of great importance. That is why English has taken the place of lingua franca on our planet as Rao, P. S. (2019) mentions "English acts as a common and universal language". It allows countries with different cultures to share their ideology, politics, religion, among others. In this context, the ability to speak English becomes an important aspect for those who are not native speakers.

Traditional methodologies for developing English speaking skill do not fulfil the purpose of enabling students to communicate effectively in a lingua franca. This generates in the student's different attitudes such as embarrassment, demotivation, teasing, which

prevents participation in the classroom. Therefore, the implementation of innovative methodologies such as information gap activities are necessary to be applied in the classroom. Information gap activities involve a transfer of given information from one person to another-or from one form to another... (Prabhu, 1987, as cited in Ortiz Neira, R. A, 2019). These activities allow students to share information in order to complete a task. Which leads to, Information Gap activity in English language learning could help learners to develop a communicative and participatory classroom environment (Humaera, I., Jumiati, W. O., & Safei, N. H, 2022).

The effectiveness of the application of the information gap activity depends on how the students participate in it. It is for this reason that this research seeks to determine the impact of the application of information gap activities to develop English speaking skill in the students of the first year of bachillerato parallel A, of the Unidad Educativa Leonardo Da Vinci. Due to the fact that in this classroom the students present a low level in speaking skill. On the other hand, the implementation of innovative methodologies for speaking skill is in decline. This generates a problem within the institution and an alternative is being sought to see how effective it is.

1.2. Problem Formulation

What is the impact of the information gap activities on the English speaking skill of first year of bachillerato students at the Unidad Educativa Leonardo Da Vinci?

1.3. Justification

Information gap activities are pedagogical activities that require groups or pairs of students to exchange information using the language. These activities allow students to interact and communicate with each other, essential skills for learning a new language.

In a globalized world, the English language is crucial for all people. Consequently, many methodologies and strategies have been applied for its development. However, many English language learners continue to have difficulties in English language development. Therefore, information gap activities that encourage communication and interaction could be an effective solution to overcome these obstacles.

The present research is crucial in order to better understand the potential of information gap activities in English language teaching. The results will not only enrich the academic knowledge base, but also in practical applications for a better outcome in relation to English speaking skill. In such a way, it will contribute to the training of individuals in communicative competencies in a global language.

1.4. Objectives

1.4.1. General Objective

To determine the impact of the information gap activities in the English-speaking skill in the students of the first year of bachillerato, at the Unidad Educativa Leonardo Da Vinci

1.4.2. Specific Objective

- To diagnose the level of students' English-speaking skill prior to the information gap activities.
- To apply the information gap activities to develop English speaking skill.
- To evaluate the effectiveness of the information gap activities in relation to English speaking skill.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Multiple intelligences

According to Gardner's theory of multiple intelligences, this is based on the definition of intelligence as the ability to solve problems and the ability to create products in different ways (Garder, 1983).

He emphasizes 7 multiple intelligences among them is linguistic-verbal. This is characterized by the ability to use language. Including the capacity to order sentences or to give verbal meanings.

2.2. Collaborative approach

Collaborative learning is based on communication to face challenges and make decisions to solve them (Valdés-Vásquez, R., & Clevenger, 2015). In other words, collaborative learning is an educational approach in which students work together to achieve a common goal.

2.3. Communicative Language Teaching (CLT)

The communicative approach to language teaching is the starting point for a connection of ideas, feelings and opinions between two or more people. As mentioned by Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F, "All human beings need to communicate to express their ideas, feelings and thoughts, this is the main reason why communicative activities should be integrated into the lesson" (2019). Students are thus involved in a more dynamic learning environment.

2.4. Communicative activities

Communicative Activities are those that allow students to use language in order to convey ideas, emotions, and feelings based on a real context (Torres, 2017). This encourages students to use language in a meaningful and interactive way to achieve communicative goals.

Consequently, Frost (2017), mentions that communicative activity allows for spontaneous communication which encourages students to participate without fear of making mistakes. In addition, the role of teachers in these activities is to correct them at the end of the task so that students do not feel intimidated at the time of being interrupted.

2.5. Characteristics of communicative activities

Vistín (2018), mentions three important characteristics of communicative activities:

- Communicative activities are learner-focused; it means that these highlight student interaction and participation.
- Teachers act as monitors. They intervene if necessary to give instructions, clarify doubts and provide a suitable environment for students to interact and exchange information.
- Mistakes and errors should be accepted and treated as a natural response to the development of communication skills.

2.6. Types of communicative activities

2.6.1. Controlled communicative activities

In these, teachers are in charge of designing and showing how students should use language to communicate their ideas (Torres, 2016). Activities such as information gap and games are part of this type of activity.

2.6.2. Free communicative activities

Torres (2016), mentions that activities such as projects, role plays and debates are free. In which the role of the teacher is minor. The teacher provides clear guidelines, and students use the language as they prefer to communicate.

2.7. Speaking skill

According to Susanti, Mustofa and Zahroh (2021), speaking is a form of speech uttered with the aim of being received and responded to by an interlocutor. Speaking is the main skill in teaching a new foreign language. In such a way that, with the use of it, a communicative purpose can be reached.

2.8. Subs-skills of speaking

2.8.1. Fluency

Refers to a person's ability to communicate confidently in a foreign language, showing natural fluency with few interruptions, automatic corrections or repetitions. In addition, the ability to maintain a prolonged conversation denotes a high level of fluency.

2.8.2. Accuracy

Accuracy has to do with many linguistic factors, such as good pronunciation, diction, and grammar of the target language (Cendra, A. N., & Sulindra, E., 2022). It refers to the use of correct patterns of grammar, pronunciation, and vocabulary through communication.

2.8.3. Pronunciation

Pronunciation is the way a person expresses a word with sound. Prashant, P. D. (2018) says that, Correct pronunciation can be defined as the reproduction of the sounds of the language in such a way that the intended message is conveyed with ease.

2.8.4. Vocabulary

Vocabulary is the number of words a person can know according to his or her language or another language. Considering that for good communication a person must have an extensive vocabulary, as mentioned by Pateşan, M., Balagiu, A., & Zechia, D. (2019), "You cannot communicate well if your vocabulary is limited"

2.9. Information gap activity

The information gap activity is an activity based on completing a task by filling missing   information. The information gap activity indirectly guides learners to build communication among others (Rifaat, A. A., & Suryani, N. Y. Y. Y. Y. (2020). This activity is divided into two processes: where what learner "A" says helps learner "B" respond, consequently learner "B" helps learner "A" answer and so on (Torres, 2017). In the same way, neither knows what the other is going to say, which allows spontaneous and free communication between two students.

2.9.1. Characteristics of information gap activities

- Students have the opportunity to work independently by sharing data
- The activity on information gaps helps learners appreciate their ability to use the target language.
- Communicate without the coordinated intervention of the teacher.
- Improves oral communicative competence
- It actively engages students in the learning process.
- Learners use language to exchange information

2.9.2. Methodological process

Torres (2017), mentions three indispensable steps for the implementation of information gap activities:

- At the beginning of the information gap activity, each pair of students is given similar but different information, usually in handouts labeled A and B.
- They exchange information using relevant language, so that by the end they both have the full amount of information.
- Learners should not look at each other's handouts.

2.9.3. Advantages of Information gap activities

- The teacher did not have to talk all the time as in traditional forms of teaching.
- Students feel free to speak up and make mistakes without being embarrassed.
- Awaken students' interest in having to solve a problem through communication.
- Promotes communication by exchanging information to complete the task

2.9.4. Disadvantages of information gap activities

- The student can be shy about performing tasks with another person.
- Not being on the same level with the partner may lead to unequal access to information.

CHAPTER III

3. METODOLOGY

3.1. Research Approach

The research was carried out with a quantitative approach. This because the information was collected and analyzed from different sources, using statistical and mathematical instruments in order to quantify the results obtained.

3.2. Research Modality

The research is conducted is longitudinal way. Because a period of time was established to study equal groups. It investigates their behavior in order to obtain statistical data.

3.3. Level or type of research

The type of this research is applied, as applied research seeks to generate knowledge with direct application to the problems of society or the productive sector (Lozada, J, 2014).

3.4. Study population

The study population is 11 since the first year group of high school parallel A of the Unidad Educativa Leonardo Da Vinci

3.5. Sample size

Due to the small size of the population, it is necessary to consider the entirety research population.

3.6. Data collection techniques and instruments

3.6.1. Pre test

Based on the first specific objective, the pre-test technique was used, since it was necessary to know what the students' prior knowledge was before the application of information gap activities. Thus, Berry T. (2008) defines pre-tests as ungraded assessments used to determine pre-existing knowledge about the subject matter, which function as a guiding framework for both teachers and students. Therefore, the instrument used was a diagnostic test. According to Adom, D., Mensah, J. A., & Dake, D. A. (2020), Diagnostic tests (also called analytical tests) are tests used by the teacher in order to obtain evidence that specifies students' progress on a given subject. This allowed to recognize the English

speaking level of the students of the first year of bachilleratol parallel A of the Unidad Educativa Leonardo Da Vinci.

3.6.2. Post test

Finally, regarding the last objective, the use of the post-test technique was carried out, since it allows to contrast with the data obtained in the pretest (Castillo, L., & del Carmen, M. 2015). This facilitated the results to know the effectiveness of the information gap activities in relation to English speaking skill.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1. Results

Pre test

The study sample consisted of eleven students in the first year of bachillerato "A" at the Unidad Educativa Leonardo Da Vinci. The numerical results of the pre-test were obtained according to a rubric which contained four aspects such as pronunciation, fluency, accurracy and vocabulary.

Table 1: Pre test results

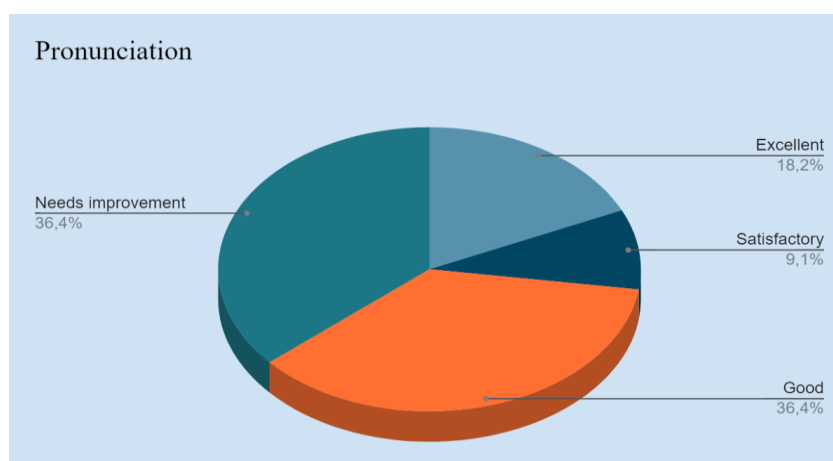| Pre test results					
Level	**Population**	**Pronunciation**	**Fluency**	**Accuracy**	**Vocabulary**
Excellent	11	18,2%	9,1%	0%	9,1%
Satisfactory	11	9,1%	9,1%	0%	0%
Good	11	36,4%	9,1%	9,1%	45,5%
Needs improvement	11	36,4%	72,7%	90,9%	45.5%

Pronunciation:

Figure 1: Pronunciation pre test

The results of the pre-test in relation to pronunciation were distributed as follows: 36.4% of the participants reached a Good level showing adequate pronunciation although

with occasional errors. On the other hand, another 36.4% of the participants reached a Needs improvement aspect, presenting a pronunciation that hinders comprehension due to frequent and significant errors. 18.2% obtained an Excellent aspect, demonstrating clear and accurate pronunciation with almost no errors. Finally, 9.1% of the participants reached the Satisfactory level, indicating a generally clear pronunciation but with some minor errors.

Fluency
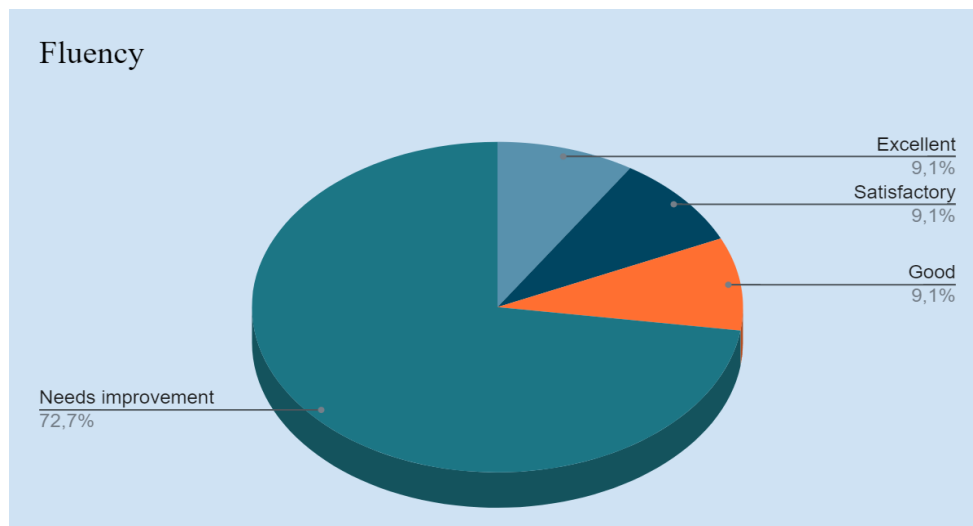
Figure 2: *Fluency pre test*

The results of the pre-test in relation to fluency were distributed as follows: 72.7% of the participants reached Needs improvement presenting a fluency that hinders comprehension, due to frequent and significant errors. On the other hand, 9.1% of the students show an Excellent level demonstrating clear and precise fluency with almost no errors. Similarly, the other 9.1% demonstrate a Satisfactory level indicating clear fluency but with some minor errors. Finally, 9.1% of the students are at the Good level, showing adequate fluency but with occasional errors.

Accuracy

Figure 3: Accuracy pre test

As a result of the pretest in relation to Accuracy, two important aspects were obtained, the first, Needs improvement with 90.9% indicating that the students have difficulties in producing the language correctly. On the other hand, 9.1% of the students represent the Good level, which indicates that they use the language adequately but with occasional errors. The levels that the students did not reach were Excellent and Satisfactory.

Vocabulary

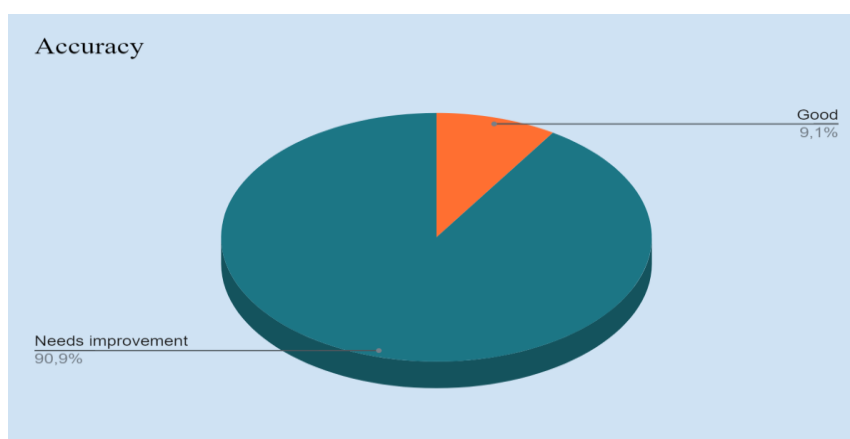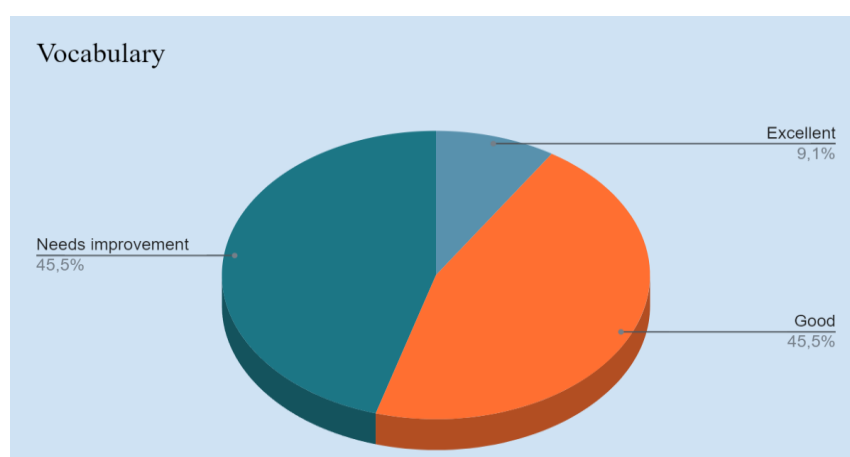*Figure 4: Vocabulary pre test*

The vocabulary results of the pre-test were distributed as follows: 45.5% of the population represents a level of Needs improvement indicating that they have limited vocabulary to be able to express their ideas. Another 45.5% of the students reached a Good level indicating that they have the vocabulary knowledge but with some limitations. On the other hand, 9.1% of the students reached the Excellent level, considering that this represents a wide level of vocabulary. The level that none of the population reached was Satisfactory which indicates a good level of vocabulary with exceptions.

Post test

The results obtained are shown after the classroom intervention of the use of information gap activities to improve English speaking skill.

Table 2: Post test results

Post test results					
Level	**Population**	**Pronunciation**	**Fluency**	**Accuracy**	**Vocabulary**
Excellent	11	27,3%	0%	0%	18,2%
Satisfactory	11	27,3%	9,1%	9,1%	36,4%
Good	11	9,1%	9,1%	9,1%	9,1%
Needs improvement	11	36,4%	81,8%	81,8%	36,4%

Pronunciation

Pronunciation Post test
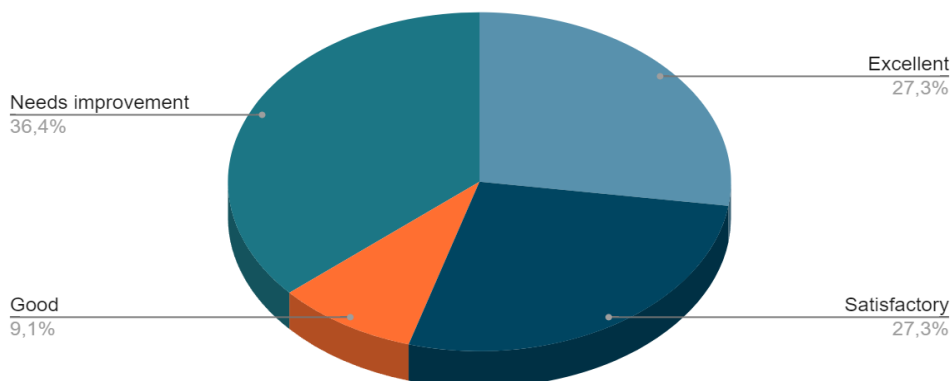
Figure 5: Pronunciation post test

Pronunciation results of the post-test were distributed as follows: 36.4% of the participants reached a Needs improvement level presenting a pronunciation that hinders comprehension due to frequent and significant errors. 27.3% reached an Excellent level, demonstrating clear and precise pronunciation with hardly any errors. Another 27.3% of the participants reached the Satisfactory level showing adequate pronunciation with minor errors. Finally, 9.1% reached the Good level showing adequate pronunciation with occasional errors.

Fluency

Fluency Post test
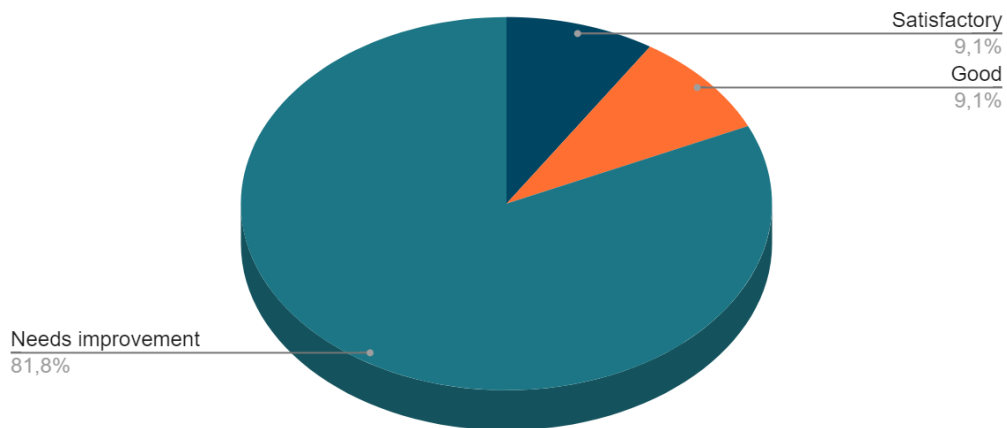
Figure 6: *Fluency post test*

The results of the post-test in relation to fluency were distributed as follows: 81.8% of the participants reached the level Needs improvement presenting fluency that hinders comprehension, due to frequent and significant errors. On the other hand, 9.1% of the students presented a Satisfactory level indicating clear fluency but with some minor errors. Finally, 9.1% of the students are at the Good level, showing adequate fluency but with occasional errors. The aspect that students did not reach was Excellent.

Accurracy

Accuracy Post test
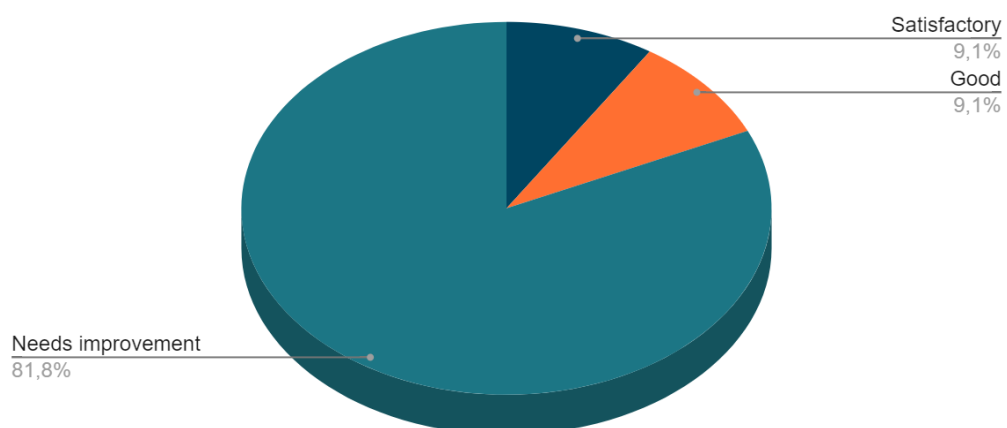
Figure 7: *Accuracy post test*

The post-test results in relation to Accuracy showed three important aspects, the first, Needs improvement with 81.8% indicating that the students have difficulties in producing the language correctly. On the other hand, 9.1% of the students represent the Good level,

which indicates that they use the language adequately but with occasional errors, and another 9.1% of the participants show a Satisfactory level, which indicates a degree of proficiency. The level that the students did not reach was Excellent.

Vocabulary

Vocabulary Post test
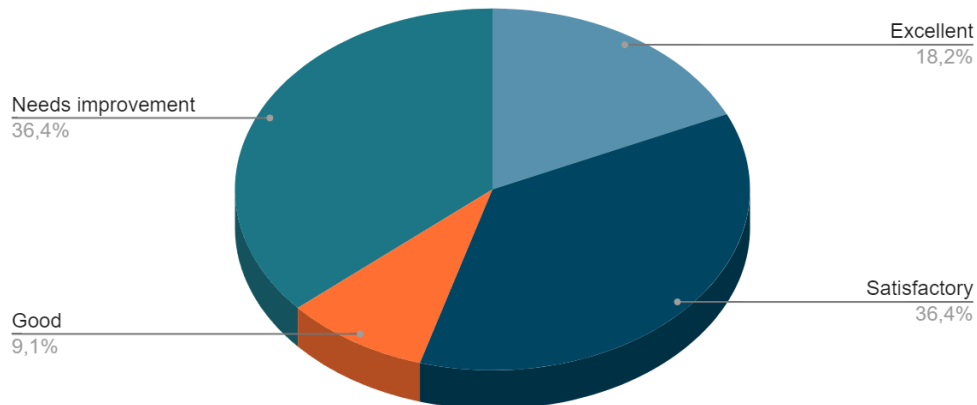
Figure 8: Vocabulary post test

The vocabulary results of the post-test were distributed as follows: 36.4% of the population represents a level of Needs improvement indicating that they have limited vocabulary to be able to express their ideas. Another 36.4% of the students reached a Satisfactory level indicating a good level of vocabulary with exceptions. On the other hand, 18.2% of the students reached the Excellent level, considering that this represents a broad level of vocabulary. Finally, 9.1% of the population had a Good level, indicating that they have the vocabulary knowledge but with some limitations.

Means comparison

Table 3: Means comparison

Level	Pronunciation		Fluency		Accurracy		Vocabulary	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
Excellent	18,2%	27,3%	9,1%	0%	0%	0%	9,1%	18,2%
Satisfactory	9,1%	27,3%	9,1%	9,1%	0%	9,1%	0%	36,4%
Good	36,4%	9,1%	9,1%	9,1%	9,1%	9,1%	45,5%	9.1%
Needs improvement	36,4%	36,4%	72,7%	81,8%	90,9%	81,8%	45,5%	36,4%

Pronunciation

As a result of the information gap activities intervention, the results with respect to pronunciation show a marked improvement in Excellent and Satisfactory. The proportion of students in the Excellent category increased from 18.2% to 27.3%, representing an increase of 9.1%. Similarly, the Satisfactory category experienced a significant increase from 9.1% to 27.3%, an increase of 18.2%. However, it is notable that the Good category decreased significantly from 36.4% in the pre test to 9.1% in the post test, with a reduction of 27.3%. This can be interpreted in two ways, some students improved to the Excellent or Satisfactory categories, or some students may have experienced a decline in performance, moving to the Needs Improvement category.

Fluency

The results of the pre-test and post test in the Fluency aspect show that the most notable result is the disappearance of the Excellent category in the post-test. While in the pretest 9.1% of the students were classified as "Excellent", in the post test no student reached this level. This indicates a decrease in the performance of the more advanced students in terms of fluency. The Satisfactory and Good categories remained constant in both tests, with 9.1% of students in each category in both the pre test and post test. The proportion of students in the Needs Improvement category increased from 72.7% on the pretest to 81.8% on the post test, an increase of 9.1%. This increase is concerning, as it indicates that more students were classified at the lowest level of fluency after the intervention. The results indicate that the educational intervention failed to improve students' fluency and, in some cases, appears to have had a negative impact.

Accurracy

In relation to the result of the Accurracy category, it is notable that in both tests, no student reached the Excellent category, which indicates that none of the students achieved optimal accuracy in their performance. A positive change is the appearance of the Satisfactory category in the post test, with 9.1% of the students reaching this level after the intervention, in contrast to the pretest, where no student was in this category. On the other hand, the Good category remained constant at 9.1% in both the pre test and the post test, so that the intervention did not produce significant improvements or setbacks. Finally, the proportion of students in the Needs Improvement category decreased from 90.9% in the pre test to 81.8% in the post test, a reduction of 9.1%. This decrease indicates an overall improvement in students' accuracy, although most are still at the Needs Improvement level.

Vocabulary

The results obtained in the vocabulary category were very notable. The Excellent category increased from 9.1% on the pre test to 18.2% on the post test. This indicates that the information gap intervention was effective in raising the vocabulary level of some students to the highest level of proficiency. In addition, the Satisfactory category, which had no students in the pre test, reached 36.4% in the post test. On the other hand, the proportion of students in the Good category decreased significantly from 45.5% in the pre test to 9.1% in the post test, which can be interpreted positively or negatively. Finishing with the proportion of students in the Needs Improvement category which decreased from 45.5% in the pre test to 36.4% in the post test. This 9.1% reduction indicates that some students improved their vocabulary level, although there is still a considerable group that needs further improvement.

4.2. Discussion

Pronunciacion

The application of the information gap activities resulted in a noticeable improvement in the students' pronunciation. This is indicated in the results by increasing their percentage in the Excellent and Satisfactory categories. This result has been consistent with other previous studies. Such as the study of Sartika, D. (2016) where their results show a positive progression of students' oral proficiency in the five aspects studied, including pronunciation. The improvement in the Excellent and Satisfactory categories suggests that information gap activities could be a valuable tool for educators seeking to improve their students' pronunciation. However, a limitation of this study is the sample size, which may not be representative of the general student population. Future research should consider using more robust experimental designs to validate these findings.

Fluency

The results based on the fluency aspect indicate that the educational intervention failed to improve students' fluency and, in some cases, appears to have had a negative impact. The disappearance of the Excellent category and the increase in the Needs Improvement category indicate an overall decrease in fluency performance. This finding contrasts with previous studies such as that of Ortiz Neira, R. A. (2019) which after the application of information gap activities students demonstrated improved oral fluency proficiency. The author mentions that this could have been due to the practice and repetition and internalization of the process of the activities. The mismatch of my finding with that of the previous study suggests that factors specific to our intervention, such as the design of the activities or their implementation, may have limited their effectiveness. The lack of improvement in fluency and the decrease in advanced learners' performance suggest that the educational intervention needs to be revised and possibly redesigned. Future research should explore different approaches to improving fluency, evaluating interventions that include more diverse and personalized practices.

Accurracy

In relation to the results of the Accuracy category, it indicates a general improvement in the accuracy of the students, having a change in the Satisfactory level with 9.1%. Additionally, the proportion of students in the Needs Improvement category decreased from 90.9% in the pretest to 81.8% in the posttest, a reduction of 9.1%. This decrease indicates an overall improvement in student accuracy, although the majority are still at the Needs Improvement level. These results indicate that the intervention had a limited but positive impact on students' accuracy. Studies such as Lightbrown, P., & Spada, N. (2013) indicate that performing in classroom interaction does not guarantee that learners will continue to improve in certain aspects of their second language, especially accuracy in linguistic features. Thus, improvements in accuracy may be slow and require prolonged interventions. The results have important implications for teaching accuracy in foreign languages. The improvement in the Needs Improvement category suggests that the intervention had a positive, but limited impact. This indicates that future interventions must be more intensive and targeted to achieve significant improvements in accuracy.

Vocabulary

The results obtained in the vocabulary category were very remarkable. The Excellent level increased from 9.1% to 18.2%. In addition, the Satisfactory category, which had no students in the pretest, reached 36.4% in the posttest, and the 9.1% reduction in the Needs improvement level indicates that some students improved their vocabulary level, although there is still a considerable group that needs further improvement. This demonstrates that the information gap intervention was effective in increasing vocabulary level in some students. Similar research agrees with this research, such is the case of Abdul, N. B. (2013) who mentions that the application of information gap activities to develop English speaking skills

improves aspects such as oral vocabulary accuracy in students among others. The observed improvement in vocabulary levels suggests that information gap activities are a valuable tool for educators. These activities not only helped some students reach higher proficiency levels, but also reduced the number of students at the Needs Improvement level. Thus, future research should explore different types of information gap activities and their impact on vocabulary, as well as evaluate the effectiveness of these interventions over the long term.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The problems that were most identified in the students were in the diagnostic phase with the pre-test. Here it was possible to measure the students' level of English speaking, resulting in some deficiencies in the evaluated aspects such as pronunciation, fluency, accuracy and vocabulary.

The information gap activities were applied to the students for the internalization of knowledge and development of English speaking skill. In such a way that students were able to interact and communicate with each other using the English language.

The application of information gap to develop English speaking skill has been shown to reveal a mixed picture. Showing significant improvement in pronunciation and vocabulary in the students. But on the other hand mixed results in accuracy and negative results in fluency.

5.2. Recommendations

It could be recommended to perform a more in-depth diagnosis of the students. That is, to be able to measure the level of English speaking with a rubric that covers more important aspects such as the student's confidence in speaking, interaction with the teacher, among others.

It is recommended to expand and diversify the types of information gap activities to maximize their impact on the development of English speaking skills. In addition, monitoring by the teacher in each group or pair is recommended to ensure that everyone is using the language and participating.

Finally, to address deficiencies in fluency and accuracy, information gap activities with specific strategies to improve these aspects are recommended. Periodic formative assessments that focus on fluency and accuracy, as well as feedback from the teacher or higher level classmates can be very helpful.

BIBLIOGRAPHY

Abdul, N. B. (2013). The implementation of information gap activities to improve students' speaking and reading skills. *Exposure*, 2(1), 68-75. Retrieved from: https://d1wqtxts1xzle7.cloudfront.net/100427154/pdf-libre.pdf?1680156019=&response-content-disposition=inline%3B+filename%3DThe_Implementation_of_Information_Gap_Ac.pdf&Expires=1719095880&Signature=eQbKQxoRPq7X5Z6Xw6V0QTQsemme20MPv5MvwpL7MQiIoQ4hJ5bwrS2tNqdQoq31XljconSx4z40huR9DfXh4mRqVJUtef4E98esqFcwx-f0aTK-tC3q8CUK1ymVaJVvfkezKjTU0iR91jlJW3C2bhYjvMM5XjABzjY8cbTbKSXvvs-sF5Z0VJqgE-PVuUQOmwk9potZA1b~bZO~Ru59nAHAD4P-I1XAD9rdRtXGBxHBLRrsX1xAoDQYTqS4558rtJRqqVzCIlyHcf9U9Bol-BKixzBsj~bawaMcDKBJUX-UXpCR9p3HI~GPnBClSalVOCDzTTmbaC2rDKhHzVikMg__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

Adom, D., Mensah, J. A., & Dake, D. A. (2020). Test, measurement, and evaluation: Understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, 9(1), 109-119. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1246414.pdf

Berry, T. (2008). Pre-test Assessment. ERIC. Retrieved January 10, 2024, from https://files.eric.ed.gov/fulltext/EJ1052549.pdf

Castillo, L., & del Carmen, M. (2015). Estrategias metacognitivas en la optimización del aprendizaje de los marcadores discursivos en estudiantes del programa de estudios básicos de la universidad ricardo palma, año 2015. Retrieved from: https://alicia.concytec.gob.pe/vufind/Record/USMP_2beeb2ea787428768d7d9547c669bc20

Cendra, A. N., & Sulindra, E. (2022). SPEAKING ACCURACY, FLUENCY, AND BEYOND: INDONESIAN VOCATIONAL STUDENTS'VOICES. *LLT Journal: A Journal on Language and Language Teaching*, 25(2), 379-394. Retrieved from: https://d1wqtxts1xzle7.cloudfront.net/101667505/2860-libre.pdf?1682872734=&response-content-disposition=inline%3B+filename%3DSpeaking_Accuracy_Fluency_and_Beyond_Ind.pdf&Expires=1714342401&Signature=edxFJPrOs75O~ZPfA0aesuf2f1Dxaj0b~1R0c-VBUaDpjMxSL5lsZfE4gkNUEXx6iZ3aZKS-vSMGv7g-Ya7J63UGJRppZbXf~Lw~PIDqz~TeBeVwotOn1sL7foqNsHlMkln3zcW~l9Ad06HjpbF0wIDqHzTZx5FhrL84PLxyJH~ylddvoS80-LJhu2D2NoVwCcUbTwboe-V5Yn3hYWM4vOD1mZEzZ5t~LYuMI642nAxExa69Ddhi4LnLaJo0TyGg03jzTMjmlMZ2duKepkB9yosZM4hYtmAiX5ea0DfRvqPC398sLXC62AbNYoRs69SJ83uFBGOMqUYIjZXBeP4m-g__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

Frost, (2017). Effective Communication Activities. Bizfluent. Retrieved from: https://bizfluent.com/about-5305266-effective-communication-activities.html

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. Retrieved from: https://www.academia.edu/36707975/Frames_of_mind_the_theory_of_multiple_inte ligences

Irona, A., & Ratmanida, R. (2018). Using Information Gap Activity in Classroom Interaction to Advance the Students' Speaking Ability. *Journal of English Language Teaching*, *7*(1), 216-223. Retrieved from: https://ejournal.unp.ac.id/index.php/jelt/article/view/9736

Lightbrown, P., & Spada, N. (2013). How Languages are Learned: Oxford Handbooks for Language Teachers Oxford: Oxford University Press. Retrieved from: http://www.saint-david.net/uploads/1/0/4/3/10434103/how_languages_are_learned.pdf

Lozada, J. (2014). Investigación aplicada: Definición, propiedad intelectual e industria. *CienciAmérica: Revista de divulgación científica de la Universidad Tecnológica Indoamérica*, *3*(1), 47-50. Retrieved from: https://dialnet.unirioja.es/servlet/articulo?codigo=6163749

Ortiz Neira, R. A. (2019). The impact of information gap activities on young EFL learners' oral fluency. *Profile Issues in TeachersProfessional Development*, *21*(2), 113-125. Retrieved from: http://www.scielo.org.co/scielo.php?pid=S1657-07902019000200113&script=sci_arttext&tlng=en

Pateşan, M., Balagiu, A., & Zechia, D. (2019). Vocabulary acquisition. In *International Conference Knowledge-Based Organization* (Vol. 25, No. 2, pp. 300-304). Retrieved from: https://intapi.sciendo.com/pdf/10.2478/kbo-2019-0098

Prashant, P. D. (2018). Importance of pronunciation in English Language communication. *Pronunciation and Communication*, *7*(2), 16-17. Retrieved from: http://www.voiceofresearch.org/doc/Sep-2018/Sep-2018_5.pdf

Rao, P. S. (2019). The role of English as a global language. Research Journal of English, 4(1), 65-79. Retrieved from: https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir(65-79).pdf

Rifaat, A. A., & Suryani, N. Y. Y. (2020). The application of information gap activity to improve speaking skill of nursing students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *8*(1), 189-197. Retrieved from: https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/1322

Sartika, D. (2016). Teaching speaking using the information gap technique. *English Education Journal*, *7*(3), 273-285. Retrieved from: https://jurnal.usk.ac.id/EEJ/article/view/4583

Susanti, L., Mustofa, M., & Zahroh, F. Z. F. (2021). Improving English speaking skills through small group discussion. *Journal of English for Academic and Specific Purposes (JEASP)*, *4*(2), 243-253. Retrieved from: https://ejournal.uin-malang.ac.id/index.php/jeasp/article/view/14430/9009

Torres, M (2017). *Basic Language Methodology: Cooperative Learning GuideBook for Training English Teachers.* UNACH.

Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2019). The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills.

English Language Teaching, *12*(1), Retrieved from: https://files.eric.ed.gov/fulltext/EJ1200055.pdf

Tularam, G. A. (2018). Traditional vs Non-traditional Teaching and Learning Strategies-the case of E-learning!. *International Journal for Mathematics Teaching and Learning*, *19*(1), 129-158. Retrieved from: https://cimt.org.uk/ijmtl/index.php/IJMTL/article/view/21

Valdes-Vasquez, R.,& Clevenger, C. M. (2015). Piloting collaborative learning activities in a sustainable construction class. Internacional Journal of Construction Education and Research, *11*(2), 79-96. Retrieved from: https://www.tandfonline.com/doi/full/10.1080/15578771.2014.990122

Vistín Zúñiga, F. L. (2018). *Observation of the communicative activities used by the teacher to develop the speaking skill in students of Décimo año de Educación Básica class "E" at Unidad Educativa Riobamba, in Riobamba city, Chimborazo province, during the academic term 2017-2018* (Bachelor's thesis, Riobamba). Retrieved from: http://dspace.unach.edu.ec/handle/51000/4875

Instruments
Pre test

Universidad Nacional de Chimborazo

Pedagogía de los Idiomas Nacionales

y Extranjeros

Pre test

Name: **Curse:**   **Date:**

General Instructions:

- Read each question carefully before responding.
- Use clear and concise language.
- The maximum time for each response is 2 minutes.

Let´s speak!

1. Personal Introduction

Please introduce yourself and provide the following information:

- Full name
- Age
- Place of birth
- Favorite hobbies or activities

2. Description of an Image

Observe the provided image and describe it orally. Ensure to include relevant details and use a varied vocabulary.

Universidad Nacional de Chimborazo

Pedagogía de los Idiomas Nacionales

y Extranjeros

Post test

Name: **Curse:**   **Date:**

General Instructions:

- Read each question carefully before responding.
- Use clear and structured language.
- The maximum time for each response is 3 minutes.

Let´s speak!

1. Recent Experience

Share a recent good or bad personal experience you have had. Be sure to organize your ideas in a coherent and detailed way.

2. Image Comparison

Observe the two provided images and compare them. Describe the similarities and differences between them. Use a varied vocabulary.

Test rubric

Rubric Evaluation
Speaking skill

Name:

Aspect	Excellent (2,50)	Good (2)	Satisfactory (1,50)	Needs Improvement (1)
Pronunciation	Pronunciation is clear and precise, with almost no errors. Intonation and accent sound natural.	Pronunciation is generally clear, with a few minor errors that do not interfere with understanding.	Pronunciation is understandable, but frequent errors occasionally hinder comprehension.	Pronunciation is often difficult to understand due to constant errors.
Fluency	Speaks fluently without inappropriate pauses. Uses a correct and varied range of grammatical structures and advanced vocabulary.	Generally fluent, with some pauses that do not disrupt communication. Uses adequate grammatical structures and vocabulary with a few minor errors.	Acceptable fluency with frequent pauses. Limited use of connectors. Vocabulary and grammatical structures are limited, with frequent errors.	Speaks with many pauses and hesitations. Vocabulary is very limited and there are many grammatical errors that affect comprehension.
Accuracy	Speaks with accuracy and assurance. Responds effectively without hesitation.	Generally speaks with accuracy, though may show some minor doubts.	Speaks with some insecurity, noticeable pauses and hesitations.	Speaks with a lot of insecurity, many pauses, and a clear lack of accuracy.

Vocabulary and Content	Content and vocabulary are relevant and detailed, demonstrating a good understanding of the topic. Ideas are well-organized and presented logically.	Content and vocabulary are relevant and generally detailed. Ideas are clear but could be better organized.	Content and vocabulary are somewhat relevant, but lacks depth and detail. Organization of ideas is sometimes confusing.	Content and vocabulary are of little relevance or off-topic, with a lack of detail and understanding. Ideas are disorganized and difficult to follow.

Elaborate by: *Erika García*

Illustrations

Diagnosthic phase

Ilustración 1: *Student gives pre test lesson*

Ilustración 2: *Scoring with the pre test evaluation rubric*

Aplication
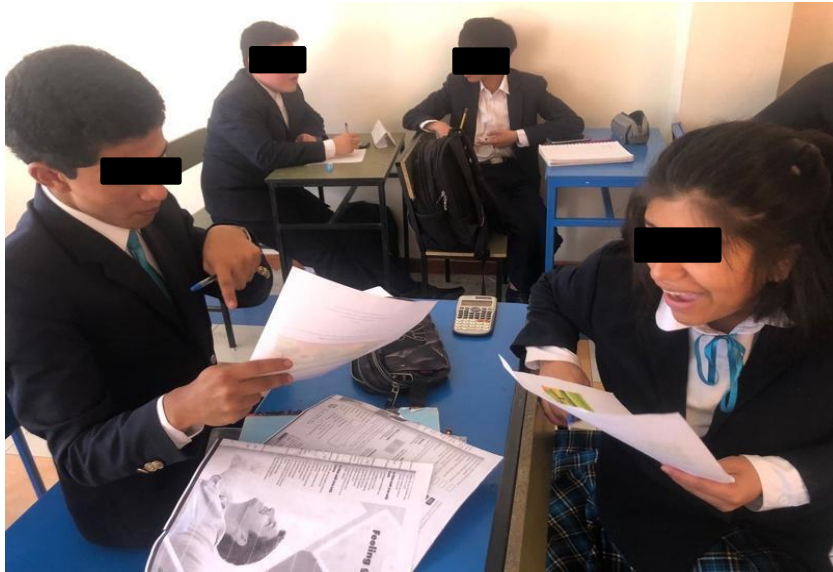
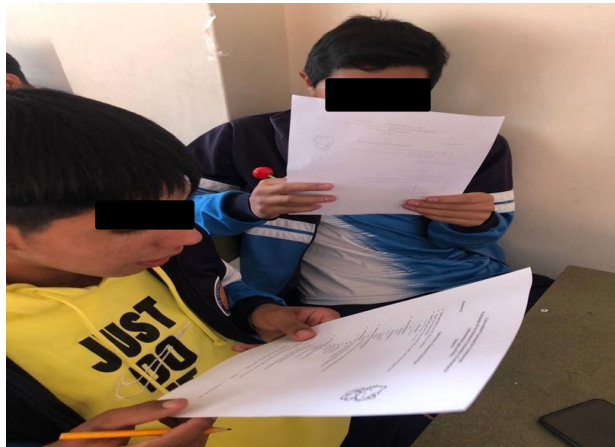*Ilustración 3:* *Describing objects and places*

Ilustración 4: *Planning a trip*

Ilustración 5: *Job Interviews*

Ilustración 6: *Problem Solving (Climate Change)*

Ilustración 7: Planning an event (Party)

Evaluation phase

Ilustración 8: Student gives post test lesson

Ilustración 9: Scoring with the post test evaluation rubric

Pre test and Post test

Ilustración 10: *Pre test*

Universidad Nacional de Chimborazo

Pedagogía de los Idiomas Nacionales

y Extranjeros

Pre test

Name: Vale Cevallos   Curse: 1 BGU   Date:

General Instructions:

- Read each question carefully before responding.
- Use clear and concise language.
- The maximum time for each response is 2 minutes.

Let´s speak!

1. Personal Introduction

Please introduce yourself and provide the following information:

- Full name
- Age
- Place of birth
- Favorite hobbies or activities

2. Description of an Image

Observe the provided image and describe it orally. Ensure to include relevant details and use a varied vocabulary.

Ilustración 11: *Post test*

Universidad Nacional de Chimborazo

Pedagogía de los Idiomas Nacionales

y Extranjeros

Post test

Name: Vale Cevallos   **Curse:** 1 BGU   **Date:**

General Instructions:

- Read each question carefully before responding.
- Use clear and structured language.
- The maximum time for each response is 3 minutes.

Let's speak!

1. Recent Experience

Share a recent good or bad personal experience you have had. Be sure to organize your ideas in a coherent and detailed way.

2. Image Comparison

Observe the two provided images and compare them. Describe the similarities and differences between them. Use a varied vocabulary.

Rubric evaluation

Ilustración 12: Pre test

Pre test

Rubric Evaluation
Speaking skill

5,50
10

Name: Vale Cevallos

Aspect	Excellent (2,50)	Good (2)	Satisfactory (1,50)	Needs Improvement (1)
Pronunciation	Pronunciation is clear and precise, with almost no errors. Intonation and accent sound natural.	Pronunciation is generally clear, with a few minor errors that do not interfere with understanding.	Pronunciation is understandable, but frequent errors occasionally hinder comprehension.	Pronunciation is often difficult to understand due to constant errors.
Fluency	Speaks fluently without inappropriate pauses. Uses a correct and varied range of grammatical structures and advanced vocabulary.	Generally fluent, with some pauses that do not disrupt communication. Uses adequate grammatical structures and vocabulary with a few minor errors.	Acceptable fluency with frequent pauses. Limited use of connectors. Vocabulary and grammatical structures are limited, with frequent errors.	Speaks with many pauses and hesitations. Vocabulary is very limited and there are many grammatical errors that affect comprehension.
Accuracy	Speaks with accuracy and assurance. Responds effectively without hesitation.	Generally speaks with accuracy, though may show some minor doubts.	Speaks with some insecurity, noticeable pauses and hesitations.	Speaks with a lot of insecurity, many pauses, and a clear lack of accuracy.
Vocabulary and Content	Content and vocabulary are relevant and detailed, demonstrating a good understanding of the topic. Ideas are well-organized and presented logically.	Content and vocabulary are relevant and generally detailed. Ideas are clear but could be better organized.	Content and vocabulary are somewhat relevant, but lacks depth and detail. Organization of ideas is sometimes confusing.	Content and vocabulary are of little relevance or off-topic, with a lack of detail and understanding. Ideas are disorganized and difficult to follow.

Ilustración 13: *Post test*

Post test

Rubric Evaluation
Speaking skill

Name: Vale Cavallos

Aspect	Excellent (2,50)	Good (2)	Satisfactory (1,50)	Needs Improvement (1)
Pronunciation	Pronunciation is clear and precise, with almost no errors. Intonation and accent sound natural.	Pronunciation is generally clear, with a few minor errors that do not interfere with understanding.	Pronunciation is understandable, but frequent errors occasionally hinder comprehension.	Pronunciation is often difficult to understand due to constant errors.
Fluency	Speaks fluently without inappropriate pauses. Uses a correct and varied range of grammatical structures and advanced vocabulary.	Generally fluent, with some pauses that do not disrupt communication. Uses adequate grammatical structures and vocabulary with a few minor errors.	Acceptable fluency with frequent pauses. Limited use of connectors. Vocabulary and grammatical structures are limited, with frequent errors.	Speaks with many pauses and hesitations. Vocabulary is very limited and there are many grammatical errors that affect comprehension.
Accuracy	Speaks with accuracy and assurance. Responds effectively without hesitation.	Generally speaks with accuracy, though may show some minor doubts.	Speaks with some insecurity, noticeable pauses and hesitations.	Speaks with a lot of insecurity, many pauses, and a clear lack of accuracy.
Vocabulary and Content	Content and vocabulary are relevant and detailed, demonstrating a good understanding of the topic. Ideas are well-organized and presented logically.	Content and vocabulary are relevant and generally detailed. Ideas are clear but could be better organized.	Content and vocabulary are somewhat relevant, but lacks depth and detail. Organization of ideas is sometimes confusing.	Content and vocabulary are of little relevance or off-topic, with a lack of detail and understanding. Ideas are disorganized and difficult to follow.