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The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools

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MOTTO

What is with you must vanish: what is with Allah will endure.

And we will certainly bestow, on those who patiently persevere,

their reward according to the best of their actions,

(Qs. An Nahl/ 16: 96)

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The Effectiveness of Using Information Gap on Developing Speaking Skills for Eighth Graders in Gaza Governorate Schools

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DEDICATION

From my deep heart and great love, this work is dedicated to:

All my teachers at Al-Azhar University, who have always been supporting and encouraging me.

My parents, who donated me their love and care.

My dear uncle, who taught me to be patient and successful.

My brothers and sisters, who waited my success.

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Abstract

The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools

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Abstract

This study aimed at investigating the effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza governorate schools. For achieving this aim, the researcher adopted the experimental approach.

The sample of the study consisted of (70) female students equally divided into (35) students for the experimental group and (35) students for the control one. It was randomly chosen from Al- Majdal Higher Basic School in Gaza east. The researcher designed activities related to speaking topics discussed in *English for Palestine 8* textbook. These activities were based on information gap concept which was used in teaching the experimental group, while the ordinary method was used in teaching the control one in the first term of the school year (2010-2011). An oral speaking test was designed and validated to be used as a pre and post test for the two groups of students. The data were analyzed statistically by using T-test paired sample to measure the differences between the performance of the experimental group in the pre and the post test. T- test independent sample was used to measure the differences in the speaking

skills at each level of the five levels (comprehension, pronunciation, fluency, grammar, and vocabulary) for the experimental and control groups in the post test. The effectiveness of using information gap activities on developing speaking skills was measured by using the effect size technique (Eta Square). The results proved that there were statistically significant differences at (a ≤ 0.05) in the mean scores between the pre & post speaking test of the experimental group in each level of speaking skills in favor of the post test. The results also indicated that there were statistically significant differences at (a ≤ 0.05) in the mean scores of each level of speaking skills in the post test for the experimental group compared with the control group.

In the light of those findings, the researcher suggested some recommendations that are hoped to help syllabus designers, supervisors and English language teachers in developing teaching speaking skills.

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Chapter 1

Background of the Study

1.1 Introduction

Language is a means of control as well as of communication. People can transfer information or messages and express their ideas and emotions with language. Language is also used to express everyone's hopes, ambitions, and thoughts. Moreover, language can serve the human needs in their communication in all sectors, such as industry, military, business, tourism, transportation, sports, international relations, and especially in education.

 In education, English has become the primary language of communication. It is spoken by millions of people all over the world. Genc (2007, p. 6) says that "when we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". In order to achieve a good command of the language, it is important that the students master all these language skills". As any language, English consists of those four skills.

Speaking is one of the basic   skills that requires communicative competence, pronounciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. Brown (1994, p. 103) states that speaking is

a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining social relationship between them. According to Widowson (1994), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others.

Thus, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. By speaking with others, we are able to know what kinds of situations are there in the world. Speaking as a language skill used for communication is recommended in the Holy Qur'an (O mankind ! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted). (Hujurat,13, p. 517).

According to the importance of English and the necessity to master speaking skills, English is used as the first foreign language in Palestine. It has been taught from Elementary School up to Higher Education. English language is learned by the students to achieve higher level in learning English. To communicate well, students must have good capability and self- confidence in speaking.

In fact, Palestinian students, like others, often find some difficulties in mastering speaking skills. Al Ghussain (2001) shows that many complaints are being raised by teachers regarding students' low level in English language. So, it proves that English is really difficult for a lot of students who can use and understand English language. Therefore, students need more opportunity to practice English and use it communicatively inside and outside the language classroom. Florze & Burt (2001) emphasize that "pair and group work activities can provide learners with opportunity

to share information and build a sense of community". As Cook (1996, p. 90) suggests, such activities "force the students to use communication strategies whether they want to or not". In the same respect, Cohen (1998, pp. 18-19) reported that there are many methods that can be used to improve student's speaking skills. These methods should be interesting. One of them is by giving students information - gap activity which might make the students interact easily in speaking activity. Sari (2008, p. 3) says, "the core of information gap method is a corporation between groups and pairs". Information gap activities involve the learners in sharing the information that they have in order to solve a problem, gather information or make decisions (Rees, 2005, p. 156). So, English language learning students should be involved in as many situations as possible where one of them has some information and another does not, but has to get it. In other words, situations containing an information gap between the participants are very useful. Neu and Reeser (1997, p. 127) said that in an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions. Information gap is a useful activity in which one person has information that the other lacks. Another advantage of information gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu and Reeser, 1997, p. 128). Information gap is the activity where learners are missing information they need to complete a task and need to talk to each other to find it (Pramesti, 2010, p. 2).

In brief, information gap is the activity, in which the students may be in pairs or in groups of two or more students. They can be given different pieces of information about a topic to enable them to complete a task by sharing this separated information. Information gap is a useful and interesting technique because it gives every student

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opportunity to speak, and it reflects the way we use language as a means of communication in real life. In addition, speaking with peers is less frightening than presenting in front of the whole class and being evaluated. According to (Ritchards, Platt, and Platt, 1992), "without information gaps, classroom activities will be mechanical and artificial".

The researcher agrees with the previous methodologists that without information gap practice and genuine communication, the appropriate use of language in different contexts is neglected. Students without this knowledge may be able to construct grammatical sentences but still not be able to use them appropriately with other people. Thus, by information gap the teacher is able to improve the students speaking ability because it is an effective technique to apply in classroom. The students become comfortable to speak everything. Teachers only give simple explanation about the activity and review the vocabulary needed for the activity. Students, on their turn, get an opportunity to develop their communicative competence more freely. The previous studies and concepts of experts stressed the importance of information gap activities. So, the researcher is quite sure that teaching speaking by using information gap activities meets these challenges and weakness of students' speaking ability and may improve it. Based on this, the researcher decided to investigate the effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza governorate schools.

1.2 Rationale of the Study

Nobody can deny the fact that speaking is one of the important and essential skills that needs a lot of practice to communicate. People who have ability in speaking will receive the information better. As a matter of fact language is not only taught and learned, but it is

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used as a habit. Therefore, students of English must be able to speak English well because people identify the English mastery with their English speaking. From the researcher`s short experience as a teacher, she noticed that many teachers teach student passively. They let the students only memorize the vocabulary, ask the students to open the exercise book, read the task, and then do the exercise. Then the teacher asks the students to write the words without asking the student to use it in real communication. Hence some students do not know the function of this language exercise. As a result, the students are not interested in the English learning process. They become passive in English learning and they are not able to speak. Therefore, this English teaching / learning process is not effective. In the current study, the researcher tries to propose a solution for the teachers to implement one of the teaching techniques and help students to develop their oral communication skills in English. Information gap is an interesting technique and it can improve students' ability. Accordingly, the researcher decides to investigate the effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza governorate schools. In this respect, the researcher decided to implement the experiment on the eighth graders, because in that time she was teaching the eighth graders.

1.3 Statement of the Problem

The problem is stated in the following major question:

1-What is the effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza Governorate schools?

1.4 Research Questions

The following minor questions emanated from the above major one:

1- What are the speaking skills intended to be developed for the eighth graders in *English for Palestine 8* textbook through adopting information gap activities?

2- To what extent is information gap effective on developing speaking skills in *English for Palestine 8*?

1.5 Research Hypotheses

1- There are statistically significant differences at (a ≤ 0.05) in the mean scores in the pre & post speaking test of the experimental group?

2- There are statistically significant differences at (a ≤ 0.05) in the mean scores of each level of speaking skills in the post test between the experimental group and the control group?

1.6 Purposes of the Study

The study aims at achieving the following objectives:

1- Identifying the speaking skills and sub-skills intended to be developed for the eighth graders.

2- Exploring the effectiveness of information gap activities on developing speaking skills for the eighth graders in Gazan eastern governorate schools.

3- Examining the effect size of information gap activities on the levels of speaking skills suggested in this study.

4- Finally, in the light of the research results, some recommendations, suggestions and pedagogical implications will be expounded for both students and learners who seek to develop speaking skills through using information gap activities.

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1.7 Significance of the Study

It is hoped that this study will be beneficial for the following reasons:

1- It takes its importance due to the absence of the previous studies which deal with the use of information gap activities in teaching speaking skills of English language in Gaza governorate schools.

2- It also gives language teachers and learners an opportunity to begin thinking about the new ways of teaching and learning a foreign language in an attempt to persuade them to examine modern methods and techniques.

3- It sheds light on the importance of communicative approach, teaching speaking skills and information gap activities. This may encourage teachers of English language to design suitable situational contexts and adapt the implementation of information gap to improve the speaking mastery.

4- It can be used to increase the students' achievement in English language and improve their speaking skills.

5- In addition, the findings of this research could be beneficial to syllabus designers and text book writers in putting their selection, sequencing and grading on a more useful and practical basis.

1.8 Definition of Terms

The researcher includes some operational definitions of key terms to support the readers' understanding for this thesis easily. They are as follows:

-Effectiveness: it is the degree of improvement in the students' speaking skills in English language as a result of using information gap technique, and measured statistically by using Eta square of the effect size.

-Information gap: it is where two students or more work together where each has some parts of the answers to some kind of a problem or a question. They have to explain their part of the information to their partner so that they end up with all the information. Precisely, Information gap activities are those in which students exchange information in order to complete a required task.

-Speaking: according to Oxford Advance Learner's Dictionary (1995, p. 827) speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, the speaking skill is the ability to perform the linguistic knowledge in the actual communication.

-The Eighth Graders: are female students aged between (13-14) and study *English for Palestine 8* at the governmental schools.

1.9 List of Abbreviations

- SPSS = Statistical Package for Social Science

- ESL = English as a second language

- EFL = English as a foreign language

- CLT = Communicative language teaching

- CA = Communicative approach

1.10 Limitations of the Study

1- The study aimed at developing speaking skills for the eighth graders (female) at Al- Majdal Higher Basic School by adopting the implementation of information gap activities.

2- The study was limited to teaching English language textbook *English for Palestine 8* which is now in use in the basic schools in Gaza and West Bank Governorates in cooperation with the Ministry of Education and Higher Education.

3- The study was applied in the scholastic year (2010-2011) first semester by implementing information gap activities in unit (7).

4-The study adopted the speaking skills for the eighth graders which were assigned by the Ministry of Education to decide on what the speaking skills are intended to be developed in this study.

1.11 Procedures of the Study

The following procedures were followed in order to answer the questions of the study and investigate the hypotheses:

1. Reviewing the related literature and previous studies related to speaking skills and information gap activities,

2. Choosing the unit that focuses on speaking skills in *English for Palestine 8* textbook as a sample for the study,

3. Designing the instruments of the study which are:

a. A content analysis card for the activities in unit (7) in the textbook *(Student's Book and Workbook)* to decide on what the speaking skills are intended to be developed in this study.

 b. A content analysis card for information gap activities to each exercise in unit 7 in the textbook *(Student's Book and Workbook)* to state whether, it is

an information gap activity or not, and to make the adaptation to implement genuine information gap activity.

c. Pre& post test including the speaking skills, teacher's guide and lesson plans based on information gap activity.

d. Oral speaking rubric to identify student's speaking skills and to record the students' marks in the speaking oral test (pre& post test).

e. Checklist card was designed by the researcher to record the important notes and points through implementing information gap activities.

4- Consulting the specialists and considering their comments and opinions for checking validity of the instruments,

5- Applying the pre- test on a pilot study to find the validity and reliability of the test,

6- Choosing the sample of the study that includes the experimental group and the control one,

7- Applying the pre- test on the sample of the study and computing the results,

8- Implementing the experiment according to the teacher's guide on the experimental group while the control one was taught by the ordinary method,

9-Applying the post- test on the experimental and control groups and recording the results,

10- Analyzing the data statistically by using appropriate statistical analysis,

11- Interpreting the results of the study and giving suggestions and recommendations in the light of the study results.

Summary

This chapter viewed the background of the study by viewing an introduction, statement of the problem of the study, purpose of the study, questions of the study, significance of the study, definition of terms, list of abbreviation, limitations of the study, and procedures of the study.

The remainder of this study will be organized as follows:

Chapter 2: Theoretical Framework.

Chapter 3: Previous Related Studies.

Chapter 4: Research Design and Methodology.

Chapter 5: Results, Discussion, Pedagogical Implications and recommendations.

Chapter 2

Theoretical Framework

Part 1

Definition of Speaking Skills

Functions and Elements of Speaking

The Notion of Teaching Speaking

Goals of Teaching Speaking

Principles of Teaching Speaking

Factors Affecting Students Speaking Ability

Teaching Speaking in Palestine

Speaking *in English for Palestine 8*

Challenges of Teaching Speaking in Palestine

Communicative Language Teaching

Developing Speaking Activities

Characteristics of Successful Speaking Activities

The Evaluation Grading Scale of Speaking Skills

Part 2

Definition and Types of Information Gap

Pedagogical Significance of Information Gap

The Teacher's Roles in Information Gap Activity

Rationale for Information Gap Activities

Deficiencies of Non – gap Classroom Activities

Improvement of Non – gap Classroom Activities

Strategies of Implementing Information Gap Activities

Preparing a Lesson Plan for Information Gap Activity

Summary

Chapter 2

Theoretical Framework

Speaking Skills and Information Gap

The theoretical framework of the current study is comprised of two basic parts. Speaking as one of the most important and essential skills that must be practiced to communicate orally, and the process of implementing information gap activities for developing this oral proficiency (speaking skill).

Part 1

Speaking Skills

The first part aims at discussing the main related points to speaking skills, involves different areas: definition of speaking skills, functions of speaking, the notion of teaching speaking, elements of speaking, goals of teaching speaking, principles of teaching speaking, factors affecting students' speaking ability, teaching speaking in Palestine, speaking in *English for Palestine 8*, challenges of teaching speaking in Palestine, communicative language teaching and developing speaking activities, characteristics of successful speaking activities, and the evaluation grading scale of speaking skills.

2.1 Definition of Speaking Skills

The researcher has found several resources that explain and clarify speaking as follows: Speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological,

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physiological (articulator) and physical (acoustic) stags (Oxford Advanced Dictionary, 1995, p. 13).

Channey (1998, p. 13) stated that "speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts".

Bryne (1998, p. 8) also said that, "speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding".

In the same respect, Nunan (2003, p. 48) agrees with Bryne that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

According to Chastain (1998, pp. 330-358), speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions.

Based on the previous definitions, the researcher concludes that speaking is the process of sharing with other persons, one's knowledge, interests, attitudes, opinions or ideas. These are important aspects of the process of speaking which the speaker's ideas become real to him and his listener. In general, speaking skill is the ability to say, to address, to make known, to use or be able to use a given language in the actual communication. So, in the light of these highlighted definitions, the researcher can compose an operational definition of speaking skill in this study as "Speaking is a skill of comprehending, pronouncing, and being fluent and accurate in using grammar and vocabulary".

2.2 The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule (1991), as quoted in Ritchards (2007, p. 2) "The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Below are the clarifications of these functions:

A.   Talk as Interaction

The ability to speak in a natural way is required in order to create good communication. That is why some students sometimes avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner- learner interaction as the key to teaching language for communication. Since "communication derives essentially from interaction" (Rivers, 2000, p. 543). Consequently, the giving and taking exchanges of information will enable them to create discourse that conveys their intentions in real- life communication.

B.   Talk as Transaction

  This type of speaking refers to situations where the focus is on what is said or done. Burns (1998) as quoted in (ibid, 2007, p. 3) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participations focus primarily on what is said or achieved. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually

focus on meaning. So it is very important for students to obtain those two kinds of talks to master speaking ability, as Donald (2005) suggests, students need to be competent at both 'message-oriented' or transactional language and interactional language, language for maintaining social relationships.

C. Talk as Performance

This refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as performance needs to be prepared in the form of a written text (Richards, 2007, p.6). Consequently, it is very important when teachers teach English take care in applying these functions.

2.3 Elements of Speaking

In learning speaking, it is very important for students to acquire the ability to express their thoughts and opinions. Consequently, this competency should be mastered by the students of language. Following are the elements of speaking ability as Thordores (2001, p.23-26) named it language features:

a-The connected speech:

The effective speakers of English need to be able not only to produce individual phonemes of English, but also to use fluent connected speech. So, the teachers should involve students in oral activities designed specifically to improve their connected speech.

b-An expressive devise:

Is the alteration of speech, volume, and stress of utterances to show the feeling. The use of this devise contributes the ability to convey meaning. Students should be able to organize at least some of such supra- segmental features and devices in the same way if they want to be fully effective communicators.

c-The lexis and grammar:

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Therefore, it is necessary for the teacher to give supply of certain words and language function, such as agreeing and disagreeing, surprise, and so forth.

d-Negotiation language:

It is a way of getting students to practice the language by giving pairs of students different cards, which each has one of these phrases written on them. Students then have to use the language forms written on their cards to interrupt and ask some questions. Therefore, those elements are completely significant for mastering a speaking ability and giving students opportunities to be good communicators.

Furthermore, Harmer (2001, p. 104) states that the other element for the speaking is mental/social processing except the language skill for the speaker, but the rapid processing skill is necessary for effective speakers, such as language processing, interaction, and information processing.

1-   The language processing:

It is important for the speakers to convey their intention to someone else and they process the words or phrases from memory to communicate with people. It helps the students to develop habits of rapid language processing.

2- Interaction:

Most speaking involves interaction with one or more participant. This means the effective oral communication also involves a good deal of listening, and understanding of how the other participants are feeling and a knowledge of how they take turns.

3- Information Processing:

It is related to the perception of someone else concerning the responses to others' feelings in using the language. Students also need to be able to process the information.

Both Thordores and Harmer agree that for a speaker, in order to be able to wage a successful fluent oral production, it is necessary to possess knowledge of the language and skill in using this knowledge.

Thordores (2001) makes a distinction between knowledge of language features (skills). While Harmer (2001) distinguishes between the ability to possess information and language on the spot via mental/social processing. Thus, Thordores (2001) includes under the term language features connected speech, expressive devices, knowledge of lexis and grammar, and negotiation language. So, the learners are involved in actual interaction in the classroom. This interaction must be meaningful and involve an authentic use of language.

2.4 The Notion of Teaching Speaking

Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking skill needs the special treatment. In reality, in daily life most of time people speak more than write; yet many English teachers still spend the majority of class time on reading and

writing practice almost ignoring speaking and listening skills. Based on the statement above, there should be a good balance to practice in classroom. Therefore, some researchers and experts have tried to assign the notion of teaching speaking like Nunan (2003, p. 48) who has clarified it as to teach English language learners to

- produce the English speech sounds and sound patterns;

-use words and sentence stress, intonation patterns and the rhythm of the second language;

-select   appropriate words and sentences according to the proper social settings situation and subject matter;

- organize their thoughts in a meaningful and logical sequence;

-use language as a means of expressing values and judgments, and

-use the language quickly and confidently.

Teaching speaking, in the researcher's opinion, is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

2.5 Goals of Teaching Speaking

As regards speaking is a crucial part of foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills. Because only in

that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances. Nunan (1998, p. 39) sees "mastering the art of speaking" as the most important aspect of learning a language. While, Ur (1996, p. 56) said that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. According to Harmer (1990) the aim of teaching speaking is to train students for communication. Add to, Mabrouk (2003, p. 23) supported that by saying, "students should be able to make themselves understood, using their current proficiency to the fullest". Furthermore, Lawtie (2004, p. 35) asserted that "the success of learning language is measured in terms of the ability to carry out a conversation in the target language". While, Al Mashharawi (2006, p. 4) noted that "speaking is fundamental to human communication. If the goal of teaching language is to enable students to communicate in English, then speaking skills should be taught and practiced in the language classroom".

Abu Sharbain (2009, p. 23) added that "the communicative approach calls for increasing the students' talking time (STT) and decreasing the teacher's talking time (TTT). This comes as a result of providing the learners with opportunities to speak through cooperative independent activities".

Based on the previous explanation, the researcher concludes that the goal of teaching speaking skill is a communicative efficiency i.e. students should try to avoid confusion in the message due to faulty of pronounciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communicative situation.

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2.6 Principles of Teaching Speaking

To achieve the previous goals, teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. Nunan (2003) and Kayi (2006) suggest some principles that help in teaching speaking:

1. The teachers should be aware of the difference between second and foreign language.

2. The teachers should give students chance to practice with fluency and accuracy.

3. The teachers should provide opportunity for students to talk by using group-work and pairwork and limit the teachers' talk.

4. The teachers should plan speaking task to involve negotiation of meaning.

5. The teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.

6. The teachers should ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

7. The teachers should provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."

8. The teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

9. The teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help.

10. The teachers should circulate around classroom to ensure that students are on the right track and see whether they need a help while they work in groups or pairs.

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11. The teachers should reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

In the light of the principles of teaching speaking as mentioned above, it could be concluded that English teachers, when teaching young learners, have constantly to keep in mind the fact that they deal with a mixed class with varied abilities, expectations, motivation level, knowledge and, last but not least, different learning styles. Moreover, English teachers should create a classroom environment where students have real life communication, diagnose problems faced by students who have difficulties in expressing themselves in the target language. Therefore, the teachers need to vary their approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to expand and grow.

2.7 Different Factors Affecting Students' Speaking Ability

In learning speaking, there are a lot of factors that highly influence the processing of speech and that can affect negatively on acquiring speaking ability and obstructing students to speak fluently. According to Ritchards and Reynanda (2005, p. 205), they mentioned four factors that affect students' oral communication ability such as:

a-   Age or Maturational Consentraints

Several experts like Scarsella and Krashen (1990, p. 284) argue that those who begin learning a foreign language in early childhood through natural exposure achieves higher proficiency than those beginning as adults. This fact shows that the aging process itself may affect or limit the adult learners' ability to pronounce the target language fluently.

b-   Aural Medium

listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening which precedes it. So, speaking is closely related to listening which is the basic mechanism through which the rules of language internalize.

c-   Socio- cultural Factors

language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus to speak a language, one must know how language is used in a social context.

d-   Affective Factors

The affective side of a learner is probably one of the most important influences on language learning success or failure. The affective factors relating to foreign language learning are: emotion, self-esteem, empathy, anxiety, attitudes, and motivation. These four factors play an important role in determining the success and the failure of student in learning speaking. Learning to speak a foreign language requires more that knowing its grammatical and semantic rules. Therefore, factors affecting EFL adult learners oral communication skills need to be taken into consideration by EFL teachers in order to provide guidance in developing competent speakers of English. If the teachers are aware of these things, they will teach in a more appropriate way and it will help them to develop students speaking skills.

2.8 Teaching Speaking in Palestine

In the face of the global spread of English, the Ministry of Education generously is supporting the teaching and learning of English in Palestine. The ultimate aim of

English is to develop the students' overall ability in language use. So, in the present curriculum, communicative competence (CC) is the goal. It consists of the knowledge that users of a language have internalized, and which enables them to understand and produce messages in the language. In this respect, the Ministry of Education states that students at the end of grade 8 are expected to achieve these objectives in teaching speaking skills:

- Articulate sounds in connected speech.

- Articulate stress patterns within words.

- Manipulate variation in stress in connected speech.

- Produce basic intonation patterns.

- Summarize the main points of a text.

- Describe a sequence of events based on visual inputs.

- Narrate a story based on visual input.

- Narrate a story based on personal experiences.

- Make a rehearsed or unrehearsed presentation about a familiar topic (self, family, immediate environment or current issues).

- Express like, dislikes, interest, dreams, apology, gratitude, regret, surprise, pleasure, displeasure, agreement and disagreement.

- Respond to direct questions, instructions, suggestions, offers, visual input, etc.

- Respond to referential and inferential questions.

- Respond to conditional , or hypothetical questions.

- Ask questions about routine matters.

- Transcode information in diagrammatic display into speech (Ministry of Education, 1999, pp. 30-31).

The researcher adopted the previous objectives of speaking skills as a source for formulating the content analysis card as one of her study instruments (Appendix 1).

2.9 Speaking in *English for Palestine 8*

Students have learned English for eight years. They are now in Grade 8. The student's book has (18) units, including (16) main teaching units which each one contains six lessons each unit divided into three pairs. Each pair of lessons is on two pages. Although, the skills are integrated throughout the course, there is an emphasis on a particular skill area in each lesson. There are two revision units, unit 9 and unit 18, each designed to take four lessons. These units help the teacher to evaluate the students' learning, but they are also an important part of learning training which encourages the students to be aware during review lessons of the language *(English for Palestine* 8 teacher's book, 2007, p. 5). Grade 8 students who are mostly at the age of between (13) and (14) have to develop their English skills in general to get high English mark and improve their communicative competence skills in English. Throughout the course, students have five periods English lessons per week. Every class period has only forty-five minutes about (36) students in a class. In the classroom, they sit in four rows and every student has a partner in the English class.

2.10 Challenges of Teaching Speaking in Palestine

Palestinian learners like others face difficulties in the ability to communicate orally in English. Several researchers and methodologists said that in Palestine, many students are good at reading, and writing, but not at speaking. Some of these difficulties are summarized by:

- Obeidat (2002, p. 35) said that "Palestinian students face certain difficulties or (problems) related to pronunciation, however, most of these difficulties can be attributed to the differences between English and Arabic".

- Al Wahibee (2004, p. 2) assured that many students are competent in all of the different English skills except speaking.

- Abu Sharbain (2009, p. 22) said that "since the teacher dominates the class talk all the time, the learners have little opportunity to make their contributions. Speaking skill is neglected during the class time.

- El- Majdalawi (2005, p. 45) supported that by saying, "there is little opportunity to learn English through natural interaction in the target language. Also students suffer from language anxiety because of weak oral communication competence and teacher's correction".

- Rabab'ah (2003, p. 45) noted that students find difficulties in using English for communication, when engaged in authentic communicative situations. They often lack some of the vocabulary or language items they need to get their meaning across, and students' limited ability to speak and understand English. They aren't only unable to speak English fluently, but also get low marks and experience failure in their structurally final exams.

- In addition, EL-Khuli (2000, p. 23) said that one of the common difficulties to communicate freely in the target language may be due to the methods of language teaching and the learning environment, which may be said to be unsuitable for learning a foreign language. It puts more emphasis on the other skills than speaking, so little speaking is practiced.

- Moreover, some teachers think this situation is caused by exams because, in Palestine, evaluation of learning relies on pencil-and-paper tests, which is not

helpful to the development of students' oral communicative competence. Add to, some teachers complain that large classes tend to prevent students' talking and lead to teacher-centered interaction. In addition, they lead to noisy classrooms and problems for class management.

- In general, Bygate (1995, p. 3) asserted that "One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims."

- In the same respect, West (1968) as quoted in Fauziati (2002, p. 145) states that to increase students' speaking mastery the teacher must concern with the student –to – student –interaction. The great part of time in the process of learning speaking is dominated by students. Afterwards, it is dominated by the instructor. This maximizes the students' competence in speaking. The students learn what they are going to say with others in front of the class and try to develop their creativity orally.

 The researcher concludes that in order to help students learn English effectively, teachers should change their methods and approaches in teaching, create some strategies which can explore the student's speaking capability, and give students more opportunity to talk and express themselves. The researcher asserted that developing students' speaking skills is one of the most important goals in language teaching in Palestine. Now more than ever before, speaking skills are essential for interactive survival in a global setting.

2.11 Communicative Language Teaching

2.11.1 The Notion and Purpose of Communicative Language Teaching

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are

structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. On the other hand, communicative language teaching (CLT) aims to promote the ability to use the language for effective communication. The development of speaking skills has been awarded particular importance in CLT. Communicative language teaching has been designed "to provide learners with opportunities for communicating in the second language" (Ellis, 1993, p. 91). In relation to communicative language teaching, Revell (1991, p. 5) reminds that 'theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate'. Thus, "it stresses the development of the learners' communicative competence and performance" (Pattison, 1989, p. 19). As Brown (1994, p. 226) describes, it has been the philosophy of communicative language teaching (CLT) for many years to teach foreign languages through communicative approach which focuses 'on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts'. Moreover, Harmer (2001, p. 47) says that communication is the central feature in teaching and learning language. It is between students, creates opportunities for them to participate in the negotiation of meaning to perform a range of language functions, and to attend to both language forms and functions.

Hence, the very starting point for the CA described by Wilkins (1976) as quoted in (Yalden, 1996, p. 67) was how, when, and where the learner can express himself; not

"what the student communicates through languages". This means that a great deal of emphasis is placed on "the communicative purpose(s) of a speech act" (Finocchiaro & Brumfit, 1983, p. 13). More specifically, the interest shifted from form to

meaning. Thus, the CLT came to have characteristics which are explained through the following points.

2.11.2 Characteristics of the Communicative Approach

The following characteristics are outlined by Brown as follows:

1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.

3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4) In the communicative classroom, students ultimately have to use the language, productively and receptively in unrehearsed context (Brown 1994, p. 245).

In addition, Harmer (2001, p. 84-85) suggests that features of CLT imply 'the language learning that takes care of itself', and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task.

As pointed out, the researcher found out that the characteristics of the communicative language teaching asserted on the students' ability to communicate in the target language including not just linguistic structures, but also semantic notions and social functions. Moreover, students work in groups or in pairs to transfer and negotiate meaning in situations (real-life situations) where one person

has information that the other lacks. It is clear that the teacher's role is primarily to facilitate communication and as (Klippel, 1991, p. 8) assured that teachers should be careful not to correct students' errors too frequently because it makes the students hesitant and insecure in their speech. For developing speaking activities there are many aspects that should be taken into consideration when organizing activities that aim at developing speaking skills.

2.12 Developing Speaking Activities

Several methodologists and teaching specialists suggest and describe the organization of activities focused on the development of speaking skills with different names and numbers of stages. Three elementary stages have been suggested: pre-activity stage, during-activity stage, and conclusion stage. For the purpose of this thesis, the researcher adopted these three stages. Primarily, the lessons plan in the current study will be based on Harmer's (2001) theoretical inputs related to organizing pairwork and groupwork, which originally and as suggested, each stage includes certain areas of focus, for which didactic principles have been collected as a synthesis of several sources.

2.12.1 Pre-Activity Stage

The first stage, pre-activity stage, includes two focus areas- 'engage-instruct-initiate sequence' and 'grouping students'.

- **Engage-Instruct-Initiate Sequence**

Firstly, engagement, according to Harmer (2001, p. 59) means "making it clear that something 'new' is going to happen".

As regards giving instructions, this involves a number of aspects that need to be considered for achieving the maximal affectivity of activities:

Firstly, Ur (1991) and Byrne (1991) assert that explaining instructions in mother tongue is acceptable especially with classes whose knowledge of the target language is not on a sufficient level yet.

Secondly, there is a length of instructions. Optimal choice, according to Scrivener (1994, p.98) that is based on sequencing instructions in a sensible order, using short sentences and avoiding or separating instructions clearly from 'the other chit-chat, telling off, joking, etc. Furthermore, Gower *et al.* (1995, p. 41) propose that instructions should be supported with visual clues such: real objects, pictures, gestures and mime or instructions written on the cards.

Thirdly, as a part of initiation, it is most appropriate to tell students how much time they have got and exactly when the students should start the activity (Harmer, 2001, p. 59).

To sum it up, for the 'engage-instruct-initiate sequence', the researcher says that it is necessary to activate students by phrases offering a rationale for the activity together with paying a careful attention to providing instructions with a final time allocation.

- **Grouping Students**

There are different ways of grouping learners, it means dividing them into pairs or groups. Harmer (2001, p. 120-122) suggests four basic ways: friendship, streaming, chance, and changing groups.

2.12.2 During-Activity Stage

During-activity stage, the focus is on 'the roles of the teacher that he or she can take on during activities'. Another focus area concentrates on 'providing feedback during activities'; and, finally, 'the mother tongue use'.

- **The Role of the Teacher**

Byrne (1991, p. 13) divides the roles of the teacher according to the type of interaction activity distinguishing between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager and consultant. On the other hand, the roles that the teacher carries out during accuracy activities will primarily include the roles of conductor, organizer and monitor.

- **Providing Feedback**

According to Richards and Lockhart (1999, p. 188), feedback on students' spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also increase motivation and build a supportive climate.

- **The Use of Mother Tongue**

Nunan and Lamb (1996, p. 98-100) noted down that it is almost impossible to know how, when, and how frequently to use students' first language; however, they agree that the first language use to give brief explanations of grammar and lexis, as well as for explaining procedures and routines, can greatly facilitate the management of learning.

To sum it up, students' use of the first language often presents a difficult obstacle for many teachers; however, not in all cases, e.g. giving instructions or providing explanations, the mother tongue use may play an important role for a better communication between students and the teacher; on the other hand, where the language is the target point of learning, the mother tongue use should be avoided.

2.12.3 Conclusion Stage

This stage will include two focus areas that several methodologists, e.g. Ur (1991), Harmer (2001), and Gower et al. (1995) comment on when describing the ending phase of an activity: stopping the activity, and providing feedback after the activity.

- **Stopping the Activity**

Before the actual process of bringing the activity to the end, however, some pairs or groups may finish earlier than others. Such extra work may include, for example, a further elaboration of the task, getting students to read their books, or asking students to get on with their homework (Ur, 1996, p. 22).

The researcher agrees with Ur's advice, in relation to extra activities, that it is very important to have them ready at hand in order to make students busy not disturbing others, though, especially for the beginners teachers this might be sometimes rather time consuming.

- **Feedback After the Activity**

It is necessary to provide a positive feedback that is likely to motivate students and bring about some kind of improvement, along with pointing out what went wrong during the activity. Furthermore, it is not important to concentrate on who made the

mistakes but rather focus on the mistakes that have been frequent among the students (Harmer, 2001, p. 123).

The researcher asserts that, a language teacher should take into consideration these three important stages when organizing speaking activities for improving his/her student's speaking ability.

2.13 Characteristics of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001, p. 270). This statement is supported by Munjayanah (2004, p. 16) that when people want to speak fluently, sometimes they get difficulties to do it. In order to carry out the successful speaking, they have to fulfill some characteristics of a successful speaking activity. Ur (1996, p. 120) lists some characteristics of a successful speaking activity which can be used to assess the teaching / learning as follows:

1)   **Learners talk a lot:** As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2)   **Participant is even:** Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and contributions are fairly evenly distributed.

3)   **Motivation is high:** Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4) **Language is of an acceptable level:** Learners express themselves in utterances that are relevant, easily comprehensible to teach other and of acceptable level of language accuracy.

2.14 The Evaluation Grading Scale of Speaking Skills

Those who are against oral tests claim that testing speaking is the most complex task to assess with precision; it is difficult to judge utterances the testee answers in real time, while recording is expensive and time-consuming. Many teachers often feel uncomfortable when handling speaking test since it is often difficult to be objective and consistent when testing a large number of students. According to Wijarwadi (2008, p.18), speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates.

However, it does not mean that speaking test can't be measured in a correct way. Several resources explain the way to assess a speaking test and its technique. Rabab'ah (2003,a, p.67-68) said that the ability to speak is tested through an overall impression in most cases, this way seems more practical as the teachers do not need to designate a special day or time for oral fluency exams. By observing students' interaction and participation in class activities he can judge their oral ability.

 In sum, though oral tests are difficult to design and judge, they are important in teaching practices. Based on appropriate criteria, test results describe levels of performance and provide useful information to teachers, students, parents, and others interested in understanding both the quality of a performance and how, in the future, that performance might be improved (New York State Education Department, 2000).

 Hughes (2003, pp. 53-55) listed three general formats for testing speaking ability that are interview, interaction with peers and responses to tape recording. Interview

and interaction with peers are the technique that is used by the researcher to assess speaking ability. In the interaction with peers, two or more students may be asked to discuss a topic. The problem with this format is that the performance of one student may be affected by that of others. One student might dominate the conversation. Therefore, it is important to make pair students with similar level of language proficiency.

So, the teachers can create conditions for positive testing practices by following the suggestions provided by Hughes:

• Test the abilities whose development you want to encourage.

• Ensure the test is known and understood by students and teachers.

• Base achievement tests on objectives.

• Sample widely and unpredictably.

• Make testing criterion-referenced.

• Use direct testing.

Generally, Syakur (1987, p. 3) as quoted in Dewi (2010, p. 2) mentioned at least five components of speaking skill recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an understanding of what both the tester and the testee are talking about or the ability to respond to speech as well as to initiate it.

Brown (1997, p. 4) defined the five components of testing speaking skills as follows:

a. Comprehension: for oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar: it is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate

grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary: one cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation: pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language.

e. Fluency: fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

After reviewing some resources that talk about testing speaking skill, the researcher adopted these definitions for the five components and created a new rating scale that used 1-4 points (Appendix 10).

To conclude, as regards speaking, providing students with as many opportunities to practice the language orally as possible is, from my point of view, an essential aspect of teaching of this productive skill. The classroom should be the learners' centered. Teacher's role is to facilitate students' communication. When providing speaking practice in the classroom, teachers need to ensure that students have motivation to speak and some information or ideas to exchange. The researcher also asserts that it is important to avoid purely grammatical lessons and follow the principles that communicative language teaching offers, with the primary focus on activities that aim at overcoming an information gap and developing the social

meanings of the language. Therefore, designing speaking activities and creating or exploiting information gap can provide reasons to speak or to interact. What maximize students' opportunity to speak is one of the central tasks for language teachers. All of these will lead to a better communication of students' 'thoughts and feelings more clearly and fully as well as being confident in their own ability to verbally tackle new situations and challenges'.

Part 2
Information Gap Activity

As discussed in part 1, one of the principal tenets of the communicative approach to language teaching is that the learners are involved in actual interaction in the classroom. This interaction must be meaningful and involve an authentic use of language. (Basturkmen, 1994, p.50). To help students develop their communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in our learners. The discussions below center on information gap activities as one of the strategies that the researcher used to investigate the effectiveness of these activities on developing speaking skills in the current study.

Hence this part sheds light on the meaning of gap, types of gap, types of information, types of information gap activities, definition of information gap, the pedagogical significance of information gap activities, benefits for students of using information gap, the teacher's roles, rationale of information gap activities, deficiencies of non- gap classroom activity, improvement of non – gap activities, strategies of implementing information gap activities, and preparing a lesson plan for information gap activity.

2.1 The Meaning of Gap

In the current study, the researcher states that gap means the difference. If there are two students, A and B, and if A has some information which B does not, and possibly vice-versa, then there is a difference or gap between the two students. A

task which requires B to find out the information that A has (i.e. a task which closes the gap) will provide a reason for communication.

2.2 Types of Gap

Generally, the activities which depend on bridging a gap could be in the form of the following:

A. The reasoning gap activity: Involves deriving some new information from given information through the process of inference or deduction and the perception of relationships or patterns. The activities necessarily involve comprehending and conveying information.

B. The opinion gap: Everyone has different opinions, feelings and thoughts about the world. Finding out about someone's feelings and opinions helps close the gap between people. The number of personalized activities in many textbooks shows the value of this gap (Liao, 2006, p. 5).

C. The experience gap: All students in classes have had different experiences in their lives, so this type is a good task for communication. Questionnaires can be exploited the experience gap, particularly those that aim to practice past form, e.g. a questionnaire to find out what games people played when they were children.

D. The knowledge gap: Students know different things about the world. This gap can be exploited in brainstorms and general knowledge- style quizzes (Littlewood, 1991, p. 91).

E. The information gap: This is the classic gap exploited by the communicative approach.

Bakshi (2009, p. 2) defined it as "a situation where one person knows something,

which the other does not. This cultivates curiosity/ inquisitiveness, inventive nature, confidence, problem solving, phrasing questions, discovering questions, and above all communication".

2.3 Types of Information

The information involved in the gap can be of two types: supplied-to-the-learner and supplied-by-the-learner.

- **Supplied-to-the-learner**, this kind usually discussed in the literature on information gap, is when the gap is created by giving one or more group members information which others do not have. An example could involve giving one person one version of a picture, giving another version of the same picture to their partner, and asking them to identify the differences between the two pictures. This activity is called spot the difference (Susanti, 2007, p. 12).

- Supplied-by-the-learner, information gaps are those which exist because of unique information which learners already possess. Asking students to interview each other about their families would be an example of unique information which learners supply from knowledge they already possess (Jacobs, 1998, p. 4). Long (1990, p. 34) referring only to supplied-to-the-learner gaps, hypothesized that two-way are better than one-way for promoting negotiation of meaning and that both are better than when no information exchange is required.

2.4 Types of Information Gap Activities

There are two types of information gap activities: one-way and two-way. According to McKay & Tom (1999) as quoted in (The National Center for Family Literacy & Center for Applied Linguistics, 2004, p. 4, ch. IV) say, one-way occurs when one person holds information which other group member(s) do not have. An example of

a one-way information exchange is one in which one person has a picture and describes it to his/her partner who tries to draw it. A two-way information gap activities, both learners have information to share to complete the activity e.g., both have some information about directions to a location, but they have to share the information that they have to complete the directions (Ellis, 1999, p. 95).

According to the previous definition, both one-way and two-way information exchange activities involve an information gap in that information must flow between group members in order for the activity to be completed. The difference lies in whether each group member needs to send as well as receive information in order to complete the activity. It seems that, in two-way information gap, activities have been shown to facilitate more interaction than one-way information gap tasks.

2.5 Definition of Information Gap Activities

The concept of information gap is an important aspect of communication in a CLT classroom. This essentially is based on the fact that in their everyday lives people generally communicate in order to get information they do not possess. This is referred to as an information gap. If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom. By doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task (Ozsevik, 2010, p. 41). While, Harmer (1991, p. 48) defines information gap as a "gap" between the two (persons) in the information they possess, and the conversation helps to close that gap so that now both speakers have the same information". According to (Ur, 1996, p.281) an interesting type of task is that based on the need to understand or transmit information, finding out what is in a partner's picture, for example. Variation on this is the opinion gap where participants exchange views on the given

issue. Stern (1999, p. 32) defined it as "information is known by only one student in a pair and it can be conveyed by different exercises to the other student".

Thus, Information gap activities are communicative exercises in which each of two paired students has information. And it is only through "negotiation of meaning" that the information transaction is made possible. Negotiating meaning presupposes speakers to be able to make use of a series of communication strategies: asking for more clarification, paraphrasing, using circumlocutions.

2.6 The Pedagogical Significance of Information Gap Activities

Information gap activities have increasingly achieved popularity in recent years and have been recommended as a way forward in English language teaching. Below some researchers and specialists agreed the benefits of using information gap activities in teaching English language skills.

To begin with, Liao (2001, p. 38) clarifies that information gap activities give students opportunities to use English inside or outside the class. They also have the genuine communicative value. Besides, Doughty and Pica (1986, p. 320) declare that, information gap activities can promote real communication and facilitate language acquisition. While Raptou (2002, p. 209) says that information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in the class. Viewed from teachers' preparation before teaching, Rees (2002) says that by keeping the notion of a gap between students in mind, it is easy to come up with speaking activities that often require very little preparation but can increase the total amount of student talking time in any lesson.

2.7 Benefits for Students from Using Information Gap Activities

Research also suggests that the presence of information gap activities is beneficial both in teacher-student exchanges and student-student interaction in the form of pairwork and groupwork. Kayi (2006) says that in information gap activities, students are supposed to be working in pairs or in groups. One student will have the information that other partner does not have and the partner will share their information. Furthermore, he adds that information gap activities serve many purposes such as solving problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language. Basturkmen (1994, p. 50) added that, it is not only a more satisfying role for the learners but also promoting authentic language use in the class. Raptou (2002, p. 211) said that the students were all happy to do the activity because it was fun and they knew that it was helping them to increase their confidence in speaking French. He adds that, "I teach core French at the secondary level and students complain that when they go to a French-speaking part of the world, they cannot say what they wish to say in French, even though they have had years of French education. Rosmaliwarnis (2007) in her study showed that students who were taught through information gap activities had better speaking skill. They can motivate the students to speak because they can be free to respond the missing information without memorizing the dialogue. Neu and Reeser (1997, p. 156) added another advantage of information gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task.

Accordingly, (Harmer, 1991, p.49) stated the benefits of information gap activities with the following points:

a-   Information gaps serve as a stimulus to elicit speech. Foreign language learning is always a process of collaboration as well as individual endeavor. The learners interact freely with one another to gather information from their peers, thus creating a casual atmosphere, in which everybody feels comfortable and non-threatened to offer their contributions. If there is an information gap between the learners, lifelike conversation can be ensured always with a more unpredictable, diverse, meaningful, interesting and vivid output.

b-   Information gap activities can be adapted for multilevel learners: from the elementary to the advanced. Generally speaking, the instructor-monitored but learner-participation activities are designed for the beginners and the intermediate, and the instructor-guided but learner-monitored activities are for the advanced and some intermediate.

c-   Information gap activities can not only prove to be useful at the productive stage in the classroom, but also for the receptive stage as well. Or "it possesses a nature of communication both for input and output stages".

While (Hess, 2001, p.3 - 6) classified the benefits of information gap activities as follows:

information gap activities can provide a comprehensive feedback from the learners, such as a wide diversity of opinions, references, and values, many different experiences and styles of learning.

●Information gap activities can serve as a means to share a task jointly and help to establish a kind of atmosphere that encourages learners to help one another or ask for help from their peers. Information gap activities collect intelligence by allowing

each learner to brainstorm information, and then display and contribute to the communication as a unified group. This makes learning always a most effective experience.

Furthermore, "such a collaborative and interdependent learning style will aid the learners in fostering a positive mutual reliance and help them to function better in a highly complex, interdependent society".

●Information gap activities can foster a learner-autonomous learning style. The learners are allowed to have a sense of self owing to the following four factors:

"Collaboration" (having students work together toward common goals); "personalization" (arranging for the kinds of activities that will allow students to express their own opinions and ideas); "individualization" (arranging activities that will allow students to work at their own pace); and that of "enlarging the circle" (including as many students as possible in any activity).

As mentioned above the researcher concludes that information gap activities will give valuable contributions to students. Personalization activities provide the learners with opportunities to express their opinions, suggestions, or taste, to share their real life experiences or ideas, and to apply these issues or concerns to some controversial issues. In these activities, students will have a chance to speak with their partner and exchange ideas. The students will have reasons to interact with their partners or classmates because they have to complete the communicative task. So, information gap activities are effective means to create the students' interaction and to develop the students' speaking skills.

Therefore, teachers need to actively engage students in speaking activities that are enjoyable and that are based on a more communicative approach.

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2.8 The Teacher's Roles in Information Gap Activities

It has already been cited that the teacher is the most important figure in the teaching process, and s/he is the first responsible for the actual standard of teaching English in schools and the level of the students` achievement**.** The following points clarify the teacher's role in activating and developing students' ability as shown by different methodologists:

❖ **Designer and Organizer:** in information gap activities the instructor is like a director in a movie, to design the structure of the class, to make out the content of the interaction, and "to keep the learning process flowing smoothly and efficiently" (Brown, 2001, p. 167). In addition, Byrne (1991, p. 13) compares the teacher to an actor claiming that the teacher 'will have to play different roles at different times'. While Nunan and Lamb (1996, p. 134) point out that the roles that the teachers adopt are dynamic, not static, and are subject to change according to the psychological factors brought by the participants. While Harmer says that, different learners require different activities to get their satisfaction, which leads to the instructors behaving differently according to the demand of their learners. However, "the most effective activities can be made almost useless if the teacher does not organize them properly" (Harmer, 1991, p. 235).

❖ **Participant and prompter**: Liao (2008, p.17) said that "There is no reason why the teacher should not participate as an equal in the activity". He can offer his information, and at the same time stimulate and present new language, without taking the main initiative for communication away from the students themselves. Harmer (2001, pp. 275-276) states that, while taking the role of a prompter, the teacher offers discrete suggestions or lets students struggle out of a difficult situation (when students get lost, cannot think of what to say next, lose fluency),

which can stop the sense of frustration when coming to a 'dead end' of language ideas.

Thus, the teacher needs to talk to the learners in a personal way from time to time, to find out their opinions about the ongoing topic, to encourage some quiet and shy pairs or groups to talk without worrying about mistakes, to offer linguistic support, or to prompt some clues.

❖ **Investigator and assessor**: on one hand, as investigators, the teachers themselves will want to develop their own skills and will hope for a gradually deepening insight into the best way to foster language learning. The feedback regularly enriches the teachers' understanding, pedagogical devising techniques, and activity designing diversities. On the other hand, as assessors, the teachers will see the feedback of how well the learners are performing or performed in the activities, evaluate the appropriateness of the activities they set, and adjust their teaching target in relating to the real situations (Harmer, 1991, p. 242).

Therefore, the successful implementation of the activities relies on the precise organization of the classroom and that the lesson is well prepared. So, teachers should act as follows:

- First, as an organizer, the teacher behaves and acts diversely.

- Second, as a controller, who keeps all attention focused on him/her in the front by presenting, instructing, cueing, nominating, disciplining, inspiring, and assessing.

- Third, as a resource, who is always the learners' most important roughly-tuned comprehensive input and output facilitator.

- Fourth, as a manager, who maintains the whole class running in a cooperative atmosphere but enables each learner to display in his/her own individual areas of expertise freely.

As mentioned above, the teacher is less dominant, but by no means less important than in the traditional classroom activities. He is a facilitator of the communicative process in which he may play the roles of an instructor of language items, organizer of the communicative activity, assessor and error-corrector, passive viewer, and consultant. He may also take part in the information-gap activities as a participant or co-communicator, and observe the students' performance for planning future activities.

2.9 Rationale for Information Gap Activities

Many of the oral-exchange activities preceding the communicative era were mechanical in nature and have little communicative value because there is no real information being exchanged. Bastrukmen(1994, p.50) said that this fault stemmed from the fact that both students in the pair or all students in the group had access to the same information. When the teacher asked the students to transfer this information, they went through the motions of oral interaction but could not, in fact, be said to be really interacting since they lacked anything to exchange and therefore had no reason to interact. And, then the cycle begins again with another student and another display question that everyone already knows the answer to. It's an unrealistic use of language (Talebinezahd, 1999, pp. 20-21).

On the other hand, information gap is a questioning technique in which learners respond to a question whose answer is unknown to the questioner in contrast with "display questions" that both the sender and the receiver know the information. The question is not a real question, and the answer is not a real answer. So, information gaps in this way will be mechanical and artificial.

2.10 Deficiencies of Non – Gap Classroom Activities

The methodologists of the communicative approach insist that interactional speaking activities used in the classroom should be instances of real communication, based on a genuine information gap not mechanical and artificial. Because those activities may lead the learners away from the use of the language for communicative purposes. So, this teaching pattern is deficient for four reasons as quoted in (Liao, 1997, p. 3-4):

Firstly: The non- gap dialogues are found only within classrooms, and are thus alien to real communicative needs of students, such sentences are as " Are you a boy ?", "Have you a nose?" are often regarded as nonsense language because they are rarely heard in real-life situations except in such places as hospitals.

Secondly: There is no function –teaching involved since the teacher teaches only the forms and demonstrates meanings of the sentences, that is, they only demonstrate "signification" rather than "value" of the language (Widdowson, 1994, p. 11). This means by using such dialogues, the teachers only make the sentence meaning clear without teaching how they are used appropriately in real life situation.

Thirdly: Barnes (1976) wrote that students must also be given an opportunity to reevaluate and reinterpret what has been presented to them. They must be given an opportunity to talk things over and explore in order to relate the teachers knowledge to their own world. However, in the teaching pattern, since the question has the one and already known answer, students lack opportunities to create and improvise the language. As a result, what they do in real life is only to repeat what has been learned in classrooms, but they are unable to create novel sentences, thus communication becomes the echo of previously memorized dialogues.

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To remedy this fault, teachers have come to use information-gap activities more and more for oral-exchange work, seeing them as both a valuable aid in setting up a need for learners to communicate and also as a way of ensuring that the transfer is meaningful. The following point clarifies how to improve non- gap activities and help teachers to create real information gap activities which encourage students to communicate orally with each other.

2.11 Improvement of Non – Gap Activities

For improvement of non – gap activities in the classrooms, Ward (1984, p.30) as cited in (Liao, 1997, p. 5) says, "to teach communicative competence, information gap should be used in classroom interaction. This can be assisted by use of "gap" language e.g. heavy use of hypothetical and probability statement, requests for further explanation, restatement of ideas, "true" questions, transforming conventional drills to communicative drills "imaginable situations, and guessing games". In communicative activities, students use the gap language improvisationally and creatively to express communicative functions. These teaching techniques are clarified by (ibid, 1997, pp. 4-5) as follows:

2.11.1 Try to Use the Gap Language

 In the real- life communication, the speakers comment on | and or reply to the ideas being discussed. This exchange of ideas is accomplished by a heavy use of (a) hypothetical statements (If we do this , then __) : (b) probability statements (we may | might \ could | __) ; (c) requests for further explanations (what do you mean ? I do not understand): (d) restatement of ideas (what I mean is __; what you mean to say is __), and true questions asked to gain information (Stubbs, 1983)

Therefore, in order to reduce or even prevent non-gap dialogues and to make teaching realistic to social life, the teacher should often use these sentences and the similar expressions as possible: "What do you mean/ I cannot understand your meaning, please explain. "Please sum up what you said", Do you agree?, Why or Why not?. Thus, students think and use language creatively and improvisationally. More importantly, the teacher should also teach students to use these expressions among students themselves.

2.11.2 Vary Ways of Asking Questions

Good questions are a way of introducing the information gap, but foolish one prevent the information gap. So teachers should try to avoid asking the foolish questions like " Do you sleep every day ? " or " Can you walk ?.

2.11.3 Transform to Communicative Drills

The non- gap drills are only used to demonstrate meanings or drill structures of the sentences. So, if the teacher really needs to practice of non- gap drills , he should transform them to communicative drills to ensure "the great leap" to communication. Dialogues can be transformed to communicative drill in the following three forms :

(a)   Imaginable Drills

Students learn to gain information in an imaginable situation such as a street to ask for directions, for example, after drilling mechanically the sentence patterns "where is..? ". It is the teacher who may ask students to imagine a situation in which a person in a street asks a stranger for direction and the stranger gives the answer according to his map:

S1: Excuse me, where is the bank?

S2: It is opposite to post office.

This exchange contains the information gap because S1 does not know where the bank is before S2 answers. Therefore, it is more realistic to the social life and also has the communicative needs.

(b) Guessing Games

Students gain information by performing guessing activities. For example, by using the pattern "Have you a….?" the students guess what the pattern's picture is about. First, the teacher may use many object (e.g. apples, pear, orange) to drill the pattern (Have you an apple, pear, orange?) in order to make the meaning and structure clear.

(c) True Questions

Unlike typical substitution drills, these questions are related to the student's life. For example, after modeling a sentence, such as: "My father is a doctor," the teacher asks students to construct similar sentences, in this case, truthfully stating the occupation of someone in their family. If the class is noisy, the teacher can ask: "What are you talking about?", "Why are you not listening?", or "What are you laughing at?".

Thus, by using genuine information gap activities some values may be recorded such as: more communication takes place, motivation can be high, build students' confidence and develop other sub-skills (British council 5th National VTTN ELT Conference, 2009).

2.12 Strategies of Implementing Information Gap Activities

Information gap activities should be implemented via some strategies, which will provoke learning by "a large extent to a learner's own personal 'investment of time, effort, and attention to the second language in the form of an individualized battery

of strategies for comprehending and producing the language" (Brown, 2001, p. 60). The following are some techniques used to implement information gap activities:

2.12.1 Pair work or group work: in order to elicit information and opinions, the learners need to interact among themselves. They should spend most of their time working in pairs or groups, finding out their peers' points of view, transmitting their own conceptions, exchanging ideas, and questing for clues for solutions. Thus, dividing the learners into pairs and groups is an inevitable and important strategy to implement information gap activities. This ensures the successful function of the information gap activities in teaching speaking in which group work can help achieve the goals of anxiety reduction and meaningful communication (Sato, 2003). However, effective group work in the classroom does not occur automatically and thus the teacher's careful involvement is required as in the following steps:

Firstly, the teacher should plan and prepare for the group work activities ahead of the speaking lesson (Sato, 2003) because the good designs of the activities will result in "more negotiation of meaning, more feedback and faster acquisition" (Skehan, 2007, p. 291).

Secondly, the engagement of the teacher in the group work is important (Ellis, 2003, p. 70).

Thirdly, the teacher should allot roles to each member within group reasonably (Sato, 2003). As, Ellis (2003, p. 271) suggests that mixed groups including different proficient members can work better than "homogeneous groups". Additionally, Jacobs (1998, as cited in Ellis, 2003) suggests that "the students are seated in a way that they can talk together easily, keep eye contact, share materials and talk in a lower voice".

In fact, information gap activities assist students to achieve their goals of meaningful communication. Through pair and group work they can get more opportunities to speak and feel more confident about speaking after cooperating to practice. Furthermore, they get enjoyment from learning language, which motivates them to reach a higher level. But teachers should take into consideration that group work in speaking also has its negative effects. For instance, students may overuse the first language or "engage in off-task talk" (Ellis, 2003, p. 168).

2.12.2 Personalization and Individualization: according to Zhang (2004) as quoted in Defrioka (2009, p. 40) information gap activities collect views not only from others but also from one's own contributions as well. It is both speakers' conceptions that close the gap between them. Personalization activities provide the learners opportunities to express their opinions, suggestions, or taste, to share their real life experiences or ideas, and to apply their issues or concerns to some controversial topics. And individualization activities allow the learners to act at their own pace, in their own manner and style, and on the topics or content of their own choice. Then they will "find their own way, taking charge of their learning," and "make their own opportunities for practice in using the language inside and outside the classroom" (Brown, 2001, p. 209).

2.12.3 Interest: interest is particularly important for the implementation of information gap activities. To stimulate learners' involvement, interest requires that the activities be designed with some essential characteristics, such as those in games, role-playing, curiosity-arousing activities; imagination-involving activities; real-life touching experiencing activities; visual or auditory attracting activities; in addition to a clear goal and a meaningful problem-solving process. Making the information

gap activities interesting will ensure a high involvement of learners and keeps the motivation ongoing.

2.12.4 Variety: a variety of information gap activities and techniques are always essential in all teaching and learning. They will accommodate varieties of learning styles and individuals. Constant alteration of activities, techniques and approaches can provoke greater motivation and interest as well as further increased longing to fill in the gaps. Variety also means great several contributions from the learners. If the information gap activities are created with plenty of potentials for learners, the desire to learn from the learners could be greatly increased.

2.12.5 Open Ending: this means "the provision of cues or learning tasks which do not have single predetermined 'right' answers, but a prospectively unlimited number of acceptable responses"(Ur, 1996, p. 309). Open-ended cues in information gap activities supply possibilities at various levels and dimensions. Thus activate an increase in number of learners' responses from elementary to advanced, from simple to sophisticated, and from textbooks to personal experiences. Open-ended strategy allow learners opportunities for choosing appropriate languages, topics and paces, which promotes a significant rise in the proportion of learners' participation.

2.13 Preparing a Lesson Plan for Information Gap Activity

Teachers must be careful during preparing for a lesson plan, so they have to choose the most perfect ways to implement their lessons in a successful way. Here, Hopkins (2002, p. 52) suggests four stages for preparing a lesson plan in the classroom, each of the phases can be explained briefly as follows:

Diagram (1)

| Acting |
| Observing |
| Reflecting |
| Re-planning |
| Acting |
| Observing |
| Reflecting |
| Etc. |
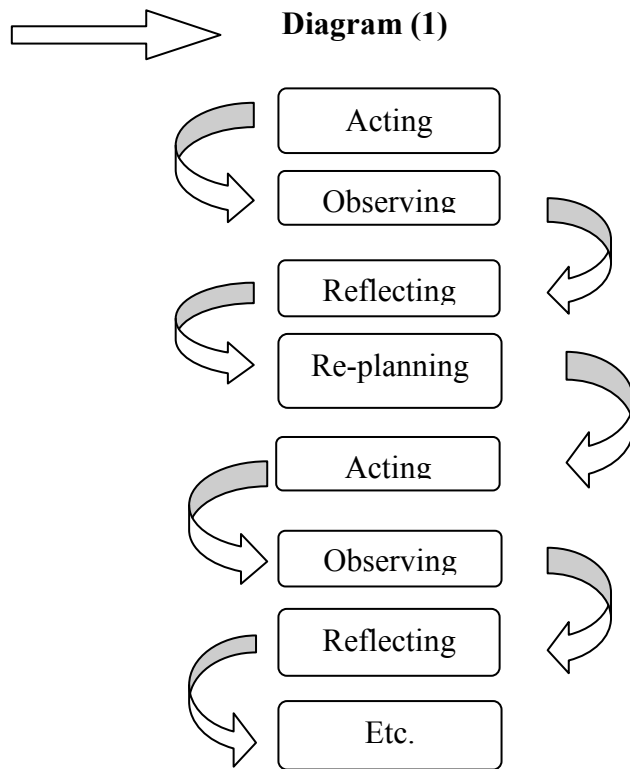
a. Planning

In this phase, the teacher makes the lesson plan and then chooses teaching aids to imply the information gap activity in the form of dialogue, short paragraph, describe and draw material.

b. Acting

-The teacher puts the class into five groups, calling them A, B, C, D , E. To each group he gives one of the pictures. The students in the groups have to memorize everything they can about the pictures-which is in them, what is happening etc. They can talk about the details in their groups.

-The teacher now takes the pictures and asks for one student from each group (A, B, C, D, and E) to form a new five person group. He tells them that they have seen different pictures, but that the pictures taken together. The task is for the students to work out what the story is. The only way they can do this is by describing their

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pictures to each other and speculating on how they are connected. The final stories may be different. The groups tell the whole class what their version is, and the teacher can finally reshow the pictures.

c. Observing

In this phase, the teacher observes the students' response, participation and everything which is found during the teaching and learning process. In speaking learning process, most of the students will be interested in information gap method, and all of them will have the opportunity to speak.

d. Reflecting

After collecting the data, the teacher will evaluate the teaching-learning process. Then, the teacher will evaluate herself by seeing the result of the observation, whether the teaching learning process of speaking using information gap method is good to imply in a teaching learning process. If the first plan is unsuccessful, the teacher should make the next plan (re-planning) to get a good result.

All of the steps above focus on speaking language skills to demonstrate students progression of speaking activities, and it concentrates mainly on the role of the teachers to assist them in implementing their information gap lessons.

Summary

Thus, the previous section focuses on speaking skills and information gap activities as an essential way for interactive survival in a global setting. The teacher is able to improve the student's speaking ability because information gap activities increase student-talk and promote interaction among students for communicative purposes rather than the students become comfortable to speak everything. Thus, information gap is an interesting technique to apply in the classroom. The teacher only gives simple explanation about the activity, reviews the vocabulary needed for the activity,

and encourages interactive dialogues and self-expression, following these stages of planning lessons and implementing it. All may help in developing student's speaking ability.

Chapter 3

Previous Studies

Studies Related to Speaking Skills

Studies Related to Information Gap Activities

Commentary on the Previous Studies

Chapter 3

Previous Studies

Introduction

This chapter includes two sections that aim at reviewing previous studies related to the current study. The first one explores the studies related to developing and teaching speaking skills which is the essential part of the study. The second section presents studies related to information gap activities and their role in developing speaking skills.

First Section: Studies Related to Teaching and Developing Speaking Skills

-    **Abu Sharbain's (2009)** study investigated the difficulties that encounter UNRWA ninth grade teachers of English in performing their roles in light of the communicative approach to teaching speaking in Gaza strip. It also investigated the extent to which teachers perform these roles. The researcher used two tools: an interview and the observation card. Through the interview, the researcher elicits the difficulties from three UNRWA experts. These difficulties were classified into six scopes to form the observation card. The observation card was used to observe (24) male and female UNRWA ninth grade teachers from all areas of the Gaza strip. The study attempted the descriptive analytical approach. The results were statistically analyzed using frequencies and percentages, Mann Whintny test, One Way ANOVA, Scheffe post test, Alpha Cronbach, Split-half method, Gutman correlation coefficient and Spearman correlation coefficient. The results indicated that there is a

general weakness in the level of all roles. Also, there are no differences between male and female teachers in performing their roles and no differences due to the age of the teachers. The researcher recommended that the teachers should avoid acting as the center of the educational process and should avoid dominating the classroom activity. They should pass the responsibility to the students to manage their own learning and to build self confidence and self-autonomy. Overcorrection should be avoided and the teachers should be more tolerant with students' errors to decrease their anxiety. This study has little to do with the current study; however, the research has decided to include it for its theoretical importance that helped the researcher to organize the ideas related to speaking topic (see Ch 2, Part 1).

- **Al-Twairish's (2009)** study attempted to measure the effect of the implementation of the communicative approach (CA) on the listening and speaking skills of Saudi third year secondary students. In order to address this issue, a quantitative study was conducted on two randomly selected classes at Dammam Tenth Secondary School. These two classes were assigned as the sample of the study: an experimental group consisted of (37) students and a control group consisted of (41) students. Various communicative activities were used with the experimental group while the control group was exposed to the traditional method. A pre-test was administered to both groups at the beginning of the experiment to ensure that they had the same language background. At the end of the experiment, a post-test was assigned to both groups to determine whether the CA had positively affected the students' listening and speaking abilities. The findings of the study revealed that: (1) the CA had a positive effect on the students' listening and speaking skills; (2) the experimental group obtained somewhat higher scores in the post-test than in the pre-test, making the

difference between the pre-test and post-test scores statistically significant; (3) the difference between the pre-test and the post-test for the control group was not statistically significant; and (4) the experimental students were more differentiated than the control students, as shown by a statistically significant difference between the mean scores of both groups in the post-test in favor of the experimental students. In light of these results, the researcher recommended that a shift should be made from non-communicative to communicative ELT and students should be encouraged to speak the target language with their colleagues. The previous study has helped the researcher in choosing the experimental approach as the proper method to achieve the purposes of this study.

- **Dewi's (2008)** study aimed at knowing the learning strategies used by three students of the first year in SMA N I Colomadu who have different speaking levels (high, middle, and low). This research used a case study as the type of research. The data in this research were derived from score of the students and information. The researcher used an interview and the observation card for collecting the data. Based on the interview and observation, the researcher draws some conclusions about learning strategies used by the students to develop speaking skills in SMA N 1 Colomadu as follows: S1 is a student who has middle mark in English speaking applies (15) strategies; (7) in metacognitive strategies, (7) in cognitive strategies, (1) in socio-affective strategies. S2 is a student who has middle mark in English speaking applies (14) strategies; (7) in metacognitive strategies, (6) in cognitive strategies, (1) in socio-affective strategies. S3 is a student who has low mark in English speaking skill applies (12) strategies, (5) in metacognitive strategies, (5) in cognitive strategies, and (2) in socio-affective strategies. The final test of students' English speaking skill showed that S1 achieved the highest mark in speaking

English. S2 had a middle mark and S3 had the lowest mark. Most of the mistakes were on the pronunciations. The mistakes of S2 speaking skill were on the pronunciation, vocabulary and grammar. The mistakes of S3 speaking skill were on the pronunciation, vocabulary, grammar and intonation. The researcher has benefited from Dewi's (ibid) in terms of designing the activities and strategies that help in improving speaking skills.

-Sugianto's (2008) study investigated (1) the question -and -answer technique in improving the students' speaking ability of agreement and disagreement expression, (2) the students' difficulties in improving their speaking ability of agreement and disagreement expression by using question and answer technique, (3) the effectiveness of question and answer technique in improving the students speaking ability of agreement and disagreement expression. The subject of this study is limited on the fifth year student of SDN 02 Growong Kidul Juwana-Pati, the researcher took (45) students. The tools of collecting the data were observation, interview, test, and documentation. The researcher used interactive model analysis to get the first and second objective and comparison method in order to get the third objective. The results showed that (1) the implementation of question and answer technique was appropriate in teaching agreement and disagreement expression in SDN 02 Growong Kidul Juwana-Pati, (2) the students had some difficulties in improving their speaking ability of agreement and disagreement expression by using question and answer technique, mainly they had difficulty in pronouncing the consonant symbol and the vowel symbol. (3) The question and answer technique was effective in improving the students' speaking ability of agreement and disagreement expression by indicating the rising percentage of the students' number

who pass the test as much as (55, 3 %), and the rising percentage the students mean score as much as (25, 39 %). The researcher has got the idea of questioning as a strategy as a good method for improving speaking skills.

-Setyowati's (2008) study aimed at knowing the implementation of simulation and the result of teaching speaking to the first year students of SMAN 2 Sukoharjo, and the students' response of teaching speaking by using simulation. The subjects of the study were limited to the first year students of SMAN 2 Sukoharjo. They consisted of (43) students. The researcher collected the data by giving pre-test at the first meeting then applying the teaching action for two cycles. In the last meeting, she gave posttest. In analyzing the data, the researcher described the implementation of simulation and the English skill of each subject before and after conducting the research. After that she compared the result of pre-test and post-test, the researcher also described the students' response of the implementation of simulation. The results of the action showed that the procedures of improving speaking competence through simulation were asking the students to act as other person in different situation, the speaking activities were completed with some props and document in order that the activity looks real. The highest score of pre-test was (57), the lowest score was (32) and the mean score was (44), while highest score of post-test was (82), the lowest score was (59). These results showed that the teaching of speaking process was successful by using simulation. The researcher asserted that teaching speaking by using simulation was effective for the first year students of SMAN 2 Sukoharjo. It can make the students master vocabulary and pronounce the words correctly. In addition, it increased their interest in learning and their confidence to

practice speaking. The researcher has found the idea of using pre &post test is really helpful in collecting data and controlling the variables of the study (see p.103).

- **Wijarwadi's (2008)** study aimed to know the influence of optimizing of Contextual Teaching and Learning in Student Speaking Improvement. This research used the experimental method. The researcher did field research by teaching two different classes using two different methods. In the beginning and in the end of the experiment. The students' speaking ability was tested by using the same instruments of speaking test (pre& post test) in order to know the influence and the effectiveness of using CTL and ALM in teaching speaking skill. Then, the data were analyzed by using product moment theory. The population of the study was (315) students from the first year of SMAN1 Ciputat which consisted of eight classes. The researcher only took two classes that are (X.8) and (X.7) and taught these two classes by using CTL (for experiment class) and ALM (for control class). The researcher took (58) students where (29) students are from experiment class and the rest are from control class. The sample was taken purposively using random sample technique. T-test was used in order to find out the differences of the result/score of student's achievement in studying speaking by using CTL and ALM. According to the result, the researcher concluded that teaching speaking through Contextual Teaching Learning was quite successful. It means that there is a significant influence of using Contextual Teaching Learning in teaching speaking. Therefore, the conclusion was that the students' speaking scores taught by Contextual Teaching Learning were better than taught by Audio-Lingual Method.

- **Novita's (2008)** study aimed to describe the implementation of teaching speaking using role play technique and its result. The data were field note, interview scripts, scores of students. They were taken from informants, events, and documents. The subjects of this study were the eighth year students of SMP Muhammadiyah 2 Surakarta in the academic year 2007/ 2008. Based on the researcher's teaching of speaking through role-play technique, the result of the study showed that the students participation during teaching learning process can be improved by using role-play technique. They involved more actively in teaching learning process than before. Beside that they were more confident, brave and not worried in making conversational dialogue in pairs. By using this technique they can imagine their past experience to play the roles, so they feel easier in doing their exercises and also they were more interested when she gave them quiz. She gave quiz in order that to make them more active and she tried to create a good atmosphere in the teaching learning process. From the students` scores of the pre test, test one, test two and post test, it can be seen that the total of students` scores increased. It can also be said that the result of teaching speaking by using role-play technique to the second year students of SMP Muhammadiyah 2 Surakarta was successful. The researcher has found that the idea of using role play activities was effective in teaching and improving speaking skills, so she intended to use it as one of information gap activities.

- **Widiastuti's (2008**) study aimed at describing the process of teaching speaking through dialogue focusing on the curriculum, method and technique of teaching speaking, teaching media, and system of evaluation at SMK Muhammadiyah 1 Jatinom. In this research, the researcher did the classroom observation and interview to the English teacher. In collecting the data, the researcher focused on dialogue, the

teaching learning-process, the students activities, the teacher's and student's roles, the teacher and student's problem in teaching-learning speaking, and problem-solving by the teacher in teaching speaking. Based on the data analysis, the results showed that teaching speaking by using dialogue for the eleventh year students of SMK Muhammadiyah 1 Jatinom as follows: 1). The curriculum of SMK Muhammadiyah 1 Jatinom especially at the eleventh level uses KBK. In KBK, the goal of teaching speaking is to gain the students to be able to communicate in English on elementary level. Consequently, they can express various feelings or senses; 2). Method and technique of teaching speaking. In teaching speaking the English teacher uses the communicative approach and the dialogue technique; 3). Media of teaching speaking. Media is a very needed to successful teaching learning process, so the English teacher of SMK Muhammadiyah 1 Jatinom uses a blackboard and cassette (CD). To evaluate the students performance the teacher gives comments and marks; this way is very needed for a teacher to know the student's capability and to make the lesson better. Therefore, the result of teaching speaking through dialogue was satisfying. The researcher has found that the use of dialogue was effective activity in teaching and improving speaking skills, so she intended to use it as one of information gap activities (see appendix 3).

- **Al-Qadi's (2007)** study aimed at revealing the main difficulties facing English majors in oral communication skills at the Islamic University of Gaza and suggesting a program for tackling some of these difficulties. To fulfill the aim of the study, the researcher followed the descriptive analytical and constructive methods. She prepared a list of skills that English majors should gain and which are needed for acquiring oral communicative ability. It includes (13) main skills. The researcher

used these skills as a questionnaire to know what skills are important or not from teachers' point of views. The researcher also prepared a diagnostic test containing the difficult skills revealed by experts' opinions by open questionnaire and the researcher suggested a program for tackling difficulties facing students in oral communications skills. The researcher applied her test on English majors as a survey sample. Percentages, means, Pearson correlation and T- test were used to analyze the data statistically. The results show that there were difficulties in oral communication skills and there were no statistically significant differences at ($\alpha \leq 0.05$) between English majors in oral having oral communication skills difficulties due to the gender (male and female). The study recommended that the teacher should focus on the spoken language in the teaching activities and let students communicate with each other; encourage shy students to participate orally by using different activities that depend on project team work and use new methods of teaching English language orally such as, project team including many techniques and activities to enhance the participation with each others. The researcher benefited from the previous study in designing the tools of the current study.

- **Castillo's (2007)** study aimed to report on research carried out with eleventh graders at Colegio de Bachillerato Patria in Bogotá. The main purpose of the research was to establish strategies to help students to improve their oral production in English. Instruments used to collect the data were: field notes, students' and teachers' surveys, students' interviews and audiotapes recordings. Considering the data gathered, this research prompted a more cooperative environment among students in the oral process. Finally it was a way to motivate other teachers in the school to work with these kinds of strategies. Findings of the study show that all the

students at the end of the implementation have different attitude towards group work and the skill of speaking. At the beginning of the process students did not like to work in groups and felt uncomfortable speaking English. After the experience of sharing and learning with others, they found real and concrete reasons to work with their partners. Many values were learned during the process, such as solidarity, responsibility, team spirit, etc. The oral production improvement gave students the opportunity to help and to learn from their partners. They noticed that all of them had something to share and something to be valued in the group and they could express themselves and communicate orally without the pressure of grades or other students' opinions. The previous study has helped the researcher in writing the theoretical framework related to speaking part.

- **Al – Mashharawi's (2006)** study aimed at evaluating teachers' performance in teaching speaking skill communicatively in preparatory stage in Jabalia area. The researcher chose a sample which consisted of (37) teachers (22 males and 15 females). The sample involved the teachers, who taught English at preparatory stage in Jabalia area for the second semester of the academic year (2004 – 2005). The researcher used the observation card and applied it on the sample of study. The researcher used person correlation formula to check the validity of observation card and cooper's equation to check the percentage of agreement between the observers. He used Mann – Whitney test and Kruskal Wallis test to analyze the data of the observation card statistically. The results of the study showed that the female teachers had more interest and desire to apply the communicative approach in teaching speaking more than male teachers. And revealed that there were no statistically significant differences at level ($\alpha \leq 0.05$) between teachers' performance in teaching speaking communicatively in preparatory stage in Jabalia area with

reference to experience variable. The study recommended that it should reduce number of periods, the administrative works and number of students in classes for teachers to have chance to communicate with students easily and intensively. Also, it is more effective if the learning materials include real life situations and interesting communicative activities. Teachers are advised to encourage students to speak freely and fluently in group or pair work. The researcher has benefited from the previous study in choosing properly the statistical tools.

- **Lourdunathan and Menon's (2006)** study aimed to observe how interaction strategy training might affect the development of oral competence. The study also examined the frequency and the types of interaction strategies used and the effectiveness of interaction strategy used after training. For this purpose ten groups of students were introduced to and trained in the use of selected interaction strategies. The analysis indicated that training resulted in a significant use of findings of this study were that: (1) training or explicit instruction in interaction strategies improved group interaction, (2) training resulted in more frequent and varied use of interaction strategies, (3) a limited range of vocabulary or limited language proficiency of the students affected the effective use of interaction strategies and (4) cooperative learning and peer support can be used to motivate limited language proficiency students to contribute more to the general group interaction. From those results, the researcher recommended that the students would have more confidence to use the more difficult interaction strategies such as clarification if they had adequate language support. Also, teachers should use effective strategy training including cooperative learning and peer support because

this encourages students not only to clarify themselves but also to contribute more to the discussion.

- **Lui's (2006)** study aimed to investigate the effects of two teaching strategies, memorization and improvisation, on ESL (English as a second language) student's oral proficiency and how they perceived the strategies and the activities used in the classroom. Participants were (16) year-old nursing students in a Taiwan medical college. They had learned English for at least three and a half years before joining the study, but most of their previous learning was focused on reading and writing. They were divided into three groups, experiencing a memorization strategy, an improvisation strategy, and a strategy combining memorization and improvisation respectively. Data were collected from their oral pre-test and post-test, perception questionnaire, perception interview, college- wide satisfaction survey and in- class observation. Data were analyzed in both quantitative and qualitative ways. The results showed that each of the strategies had significant positive effects on students' oral acquisition, but the improvisation group performed significantly better than the memorization group, and the memorization group did better than combination group. The findings also showed that participants' initial oral language levels made no difference on the rate of oral improvement. The high- level and the intermediate student demonstrated no difference in their preference for the two strategies, but the low – level students showed significant preference for the memorization strategy.

- **AL-Ghunaimi's (2003)** aimed at developing the oral communication skills of the 11th grade learners of English in Gaza via suggesting a video program to teach some functions of English language to the target students. The video program was

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applied through an experimental study including two equivalent groups of the 11th grade students in Shadia abu-Ghazala secondary school for girls. Each group included (37) students, one of them was an experimental group that was taught the functions of language by the suggested program while the other group was controlled and was taught the same functions in the traditional method. The students' achievement was evaluated by valid reliable tests, a listening test and the speaking one. T-test independent sample was used to measure the differences in achievement between the two groups on the listening test and the speaking one whereas T-test paired sample measured the differences between the pre-performance of the experimental group and the post-performance of it on both of listening and speaking. Results revealed that the experimental group scored significantly higher on the post –test of listening and speaking than the control group did. Moreover, the post performance of the experimental group was significantly higher than the pre – performance of it on tests of speaking and listening. The researcher recommended that teachers of English language should try to present the language in a natural atmosphere of social communication and the use of instructional films proved to be effective for that purpose. The researcher intended to include this study, because it is relevant to the dependent variable of the study (developing speaking skills).

- **Wanous's (2002)** study investigated the effectiveness of a teaching program via the video for learning oral communication in English. It was an empirical study on the 2nd secondary class in the school of Martyrs in Syria. The researcher realized the low level of the students in learning English and the ignorance of teachers for the speaking skill of language. The sample of the study consisted of two groups of students, an experimental group and a control one. The program was implemented

upon the sample of the study. A valid and reliable achievement speaking test was used as a tool of the study and it served as a pre– test and post– test. The results were treated statistically and there were significant differences between the achievement of the two groups of the study for the experimental one including males and females. Accordingly, the video program proved to be effective in developing the speaking skill of English for the students. The study recommended the use of video programs in teaching they present language in its native style in oral communication.

- **El-Matarawy's (1996)** study investigated the effects of using cooperative learning strategy on developing oral communication skills of the first year students in the Department of English at Port Said faculty of education. The purpose of this research was to develop both speaking and listening skills of the prospective teachers of English. This study was applied on all students of the first year in the Department of English at Port Said faculty of education. The researcher applied his study on (30) students (male and female) who were selected randomly for experimental group and others for control group. The researcher used pre-and post tests. The statistical analysis of the results proved that the students of experimental group made progress and improvement during experimentation. The results also confirmed the validity of using the action research method. It is suggested to investigate the effect of using the cooperative learning techniques on developing fluency skills in writing. It recommends the use of the cooperative learning techniques with candidates with different qualifications and in different institutions.

Commentary

The aforementioned studies have provided valuable information indicating that students' speaking skills can be fostered and demonstrated through new approaches and techniques. Surely, the focus was on developing speaking skills in English as a foreign language. Nevertheless, some of the studies' results, such as Abu Sharbain's (2009) and Al- Mashharawi's (2006) were merely based on surveys used to gain descriptive information. Some of these studies are local such as Al-Qadi's (2007), and AL-Ghunaimi's (2003). Others are Arab like EL-Matrawy's (1996), and the others are foreign like Wanous's (2002), Lui's (2006), Lourdunathan and Menon's (2006) and Novita's (2008). This refers to the importance of teaching and acquiring speaking skills. Rather than, those studies investigated the effectiveness of different approaches of teaching and developing speaking skills such as using of role- play and simulation, contextual teaching and learning, communicative approach, memorization and improvisation, the question and answer technique, suggestion a video program, and dialogue technique. To truly ascertain the effectiveness of these approaches and techniques in developing students' speaking skills, there is a need to conduct more true and quasi-experiments. Thus, the first goal of this study was to conduct empirical research to ascertain the effectiveness of using information gap activities on developing speaking skills for the 8th grade.

Second Section: Studies Related to Information Gap Activities in Developing Speaking

This Section explores the independent variable of the current thesis which   is information gap. The researcher has benefited from all the following studies in how

to design, use properly, act in different roles, choosing the suitable organization of groupwork and pairwork, adapt the implementation of information gap activities in *English for Palestine textbook.*

- **Karimi's (2010)** study aimed to find out whether there is any relationship between the use of information-gap tasks in the classroom and Iranian EFL learners' lexical development. For the purpose of this study five different kinds of information-gap tasks were chosen and practiced with the experimental group. Then, with the help of a t-test between the post test results of the experimental and control groups, the results were analyzed. The hypothesis that there would be a relationship between the use of information-gap tasks and lexical development was sustained. Before the treatment, the PET test of (80) items was administered to (100) students, through which (60) students whose scores were between one standard deviation below and above the mean of all scores were selected (homogeneous scores). After specifying two groups exactly by randomly selecting (30) students for the experimental group and (30) students for the control group according to the matching procedure, a teacher-made test of (35) vocabulary items was developed. To standardize the test, the researcher administered it to (30) students with similar characteristics to the experimental and control groups. Then a sixteen-session course of instruction lasted for two months during which for the CG (control group), the conventional techniques of teaching vocabulary, and for the EG (experimental group), the task-based techniques of teaching vocabulary were used (20-25 words each session). The result of the study revealed that the EFL learners' degree of learning increases when they learn new words by the use of information-gap tasks in the classroom. Also the learners in the experimental group – taught through the use

of information-gap tasks – were gradually seen to become less dependent upon teacher's assistance. So, the findings of this research recommended to give students opportunities to develop strategies for interpreting and comprehending language as it is actually used by native speakers.

- **Defrioka's (2009)** study aimed to test to what extend applying information gap activities could improve students' interaction in speaking class. Classroom action research procedures (plan, act, observe and reflection) were used to study the process and participant outcomes. The participants of this research were the third year students of Building Department of SMKN 1 Padang, consisted of (22) students. The research was conducted in two cycles with four meetings for each. The information gap activities were applied at each meeting with different topic of the lesson. In the first cycle, not all of students interacted with the teacher and other friends. Only some of them participated in the class. After analyzing the activities in the first cycle, the cycle II followed the reflection on the first cycle to further develop materials, activities and teaching procedures. The results of the research indicated that the implementation of information gap activities can better improve the students' interaction in speaking class. Student-centered class included pairwork and groupwork that also contributed to improve outcomes. Besides, students were active to interact with their teacher and other students. The students participated at all activities and information gap activities can maximize students' opportunities to speak during the English lesson and provided the potential benefits of student-student interaction. Finally, the classroom action research process itself helped students and teacher reflect on their successes and failures in teaching and learning process. Then, the study recommended that all language teachers should be familiar

with information gap activities which are a very popular and adaptable framework in communicative language teaching. When adopting this framework, language teachers should provide their students with a variety of enjoyable tasks.

- **Ekawati's (2009)** study described the effectiveness of teaching speaking using multidirectional information gap with jigsaw activities viewed from the students' achievement and described the students' response related to the teaching speaking using multidirectional information gap with jigsaw activities. The researcher applied classroom action research as the type of research to the 8th year students of SMP N 1 Susukan. The data of this research were field note, interview script, and the scores of pre-test, and post-test. The researcher used observation, interview and document for collecting the data. The techniques of analyzing data were reducing, displaying or presenting the data and verifying the data. The action was conducted in three cycles and the results of the study showed that: 1) the implementation of multidirectional information gap with jigsaw activities consist of activities covering grouping students into expert group and jigsaw groups discussing the topic. After that the expert group and the jigsaw group exchange the group. The expert group joins the other jigsaw groups to re-explain the topic and after that they go back to their own group. 2) Teaching speaking using multidirectional information gap with jigsaw activities improves the students speaking ability in SMP N 1 Susukan. It is indicated by the improvement of the students speaking components in each cycle, and the improvement of the students' average scores after the researcher gave the treatment. 3) The students' responses after being taught by using multidirectional information gap with jigsaw activities are good. It is indicated by the students'

answers in questionnaire. The students were confident to speak freely in the classroom.

-Sari's (2008) study aimed at describing the implementation of Information Gap, describing whether or not an information gap technique improves the students' speaking mastery and describing the students' response on the information gap in teaching speaking. The study was implemented in SMP N 3 Kebakkramat Karanganyar at the second grade, using action research. The researcher took (40) students as the subjects of the research. The researcher taught speaking English using information gap method. To find the results, the researcher got the information from the students' answers on oral test in the form of pre-test and post test. The result of the research using information gap showed that, the researcher used the CAR (Classroom Action Research) principle to collect the data. The study consisted of three cycles each cycle consisted of four elements. The researcher concluded that by implementing the information gap in teaching speaking, the students had a chance to be active and cooperative in teaching speaking. The students' motivation to speak, to practice speaking, and students' achievement of speaking were improved. The mean of the pre-test was (68.7), the post-test was (71.6), and the improvement result of the implementation was (2.9). Most of the students said that they loved this technique. Thus, the study proved that information gap method can make the students more confident, easy to understand, to cooperate with others, and to practice speaking. They can improve their vocabulary, pronunciation and express their idea or opinion. The researcher at the end of the study recommended that the teacher should learn and be creative to find the way of how to teach speaking using

effective method. S/he must also give motivation and explanation about the importance of speaking in English communication or universal communication.

-Klanri's (2007) study investigated the effectiveness of the two communicative activities, information-gap and role-play in developing students' speaking proficiency in an English as a Foreign Language (EFL) classroom. It also provided an understanding of the dynamics of the learning process in the language classroom which resulted in students' progress in speaking. This study was conducted in a normal language classroom of thirty-eight students in Thailand, and nine participants were targetted: (3) high, (3) medium and (3) low, based on language proficiency levels. Data were gathered from four sources: Speaking Tests as pre test and post test, student diaries, teacher's journal and ethnographic interviews. The Speaking Test used as both pre- test and post- test was analyzed by using mean, standard deviation and t-test dependent measures to test the difference in students' English speaking proficiency between, before and after the two communicative activities program. Results of this study revealed that using the two communicative activities as an innovative program had a significant impact on improving EFL students' speaking proficiency. Quantitative and qualitative data mutually supported the positive conclusions of the study. Based on the findings, recommendations have been provided for teachers in arranging the EFL speaking classroom. The Information-gap and the Role-play are highly recommended as effective methods in the improvement of students' speaking proficiency.

- **Sauro et al (2006)** study described how information gap tasks can be designed as instruments for data collection and analysis and as treatments in interaction

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research. It showed how to develop such tasks and present data on their role in drawing learners' attention to L2 forms that are difficult to notice through classroom discussion alone. Because the tasks presented here are close-ended, precision-oriented and require the exchange of uniquely held information, they promote modified interaction among participants and orient students' attention to form, function, and meaning. These processes can be observed by the researcher during task implementation. Thus, the tasks reduced the researcher`s dependence on externally applied treatments and analytical instruments not integral to the interaction itself. The subjects of the study were six pairs of intermediate level English L2 learners who carried out three types of information gap tasks in their classrooms in Pennsylvania. They first read passages on familiar topics, whose sentences contained L2 forms that were low in salience, difficult to master, but developmentally appropriate. To complete the tasks, learners were required to identify, recall, and compare the forms, their functions, and meanings. The findings of this descriptive study asserted that the tasks offered a classroom-based methodology for the study of attention and interaction in SLA. Information gap tasks had already been shown to promote attention to message form in the interest of achieving precision in message exchange and goal attainment, also data revealed close relationships among learners' attentional processes, their recall of form, function, and meaning, and the interactional processes that supported their efforts.

- **Black's (2006)** study investigated the choice of communication strategies made by intermediate-level nonnative language students when completing a two-way information gap task in a synchronous computer-mediated environment. Findings demonstrated that this type of task can produce complex grammatical structures.

Previous research about information gap activities has shown that students demonstrate ability to produce single word structures unlike the findings in this study. This type of task lends itself to aiding students in reaching strategic competence and improving their ability to use communication strategies to complete linguistic tasks. Results also demonstrated the need for a more specific labeling of the communication strategy to demonstrate the complexity of the use of this strategy by participants in this study. In subsequent studies with a larger testing base, the speed of completion will be tested.

- **Lambert's (2004)** study employed a two-way repeated-measures designed to investigate the relationship between acquisition-sensitive measures of participants L2 production and two task design factors commonly used in planning information-gap tasks across three distinct task types, carefully controlled for complexity. The first factor was goal orientation at two levels (open and closed), and the second was information distribution at three levels (shared, one-way and two-way). Thirty-six intermediate-level Japanese English majors from a two-year women's college in Japan participated in the study. Six pairs (twelve participants) completed one of three task types in each of the six conditions generated by the two independent variables. The six versions of each task were counterbalanced into diagram-based Latin squares to control for performance effect. The effects of the different factors and their interaction were analyzed on measures of the fluency, accuracy and complexity of participants' on-task production, as well as their affective engagement in task performance. A secondary analysis looked at the consistency of the effects across the three distinct task types (interactive, narrative and criteria-based selection) to determine the extent to which any results may have been task specific. It is hoped

that the study will provide an integrated perspective on the effects of these task design factors on L2 production and acquisition

- **Bowker's (1996)** study described the use of an 'information gap' exercise to assess overall language proficiency for placement purposes. The test was based on a gapped text which the candidate must complete by asking the tester appropriate questions and writing down the answers. It represented an attempt to meet the deficiencies of traditional placement tests by testing language in use through the provision of context and purposeful interaction; by testing productive as well as receptive skills; and by providing a task that is less strained than the interview and that is at the same time consonant with a communicative teaching methodology. It is, nevertheless, relatively simple to administer and score, and it is possible to make a distinction between accuracy and fluency in the scoring. Test rankings using this technique have been found to correlate highly with teachers' rankings.

Commentary

In accordance with the above-mentioned studies, results indicated that information gap activities effectively lead to real communication situation and encourage students' ability to speak and participate confidently such as Karimi's (2010), Defrioka's (2009) and Ekawati's (2009). Moreover, the researcher concluded that little attention was paid by researchers to developing speaking skills by using information gap activities especially in Arab countries. This is considered as a great indicator that Arab learners and teachers are in a real need for adopting and adapting information gap activities and according to the researcher's knowledge it is the first study in Palestine that tackles and deals with teaching and developing speaking skills by the use of information gap activities

General Commentary

Reviewing several studies directly relevant to the theme of this study has enriched the researcher's background and extended her scope in this regard. The obtained studies are varied between applied studies and fundamental ones. They were conducted by different researchers in different countries, universities, and schools, administered on different students in different levels from different countries and universities, and adopted different kinds of tools to achieve their aims. There are relationships (similarities and differences) between studies in each domain and between these studies and the current one. The following conclusions can be driven:

Considering the first domain, most of the studies showed that due care should be given to teaching speaking skills. Furthermore, it was indicated that speaking skills need to be more practical by adopting the communicative approach methods.

In respect to the second domain, most studies revealed the significance of using information gap activities in teaching/learning speaking skills. Besides, the studies in this domain highlighted the standards, strategies, and factors which should be adopted in implementing information gap in order to create motivation between learners and acquire the ability of speaking skills.

Previewing those related studies may be reflected on the present study as follows:

- writing the theoretical framework, and introduction.
- designing the lesson plans and teacher's guide for the 8th graders.
- designing the tools of the study.
- using a suitable statistical analysis to get the data.
- discussing the results and giving recommendations and suggestions.

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The current study differs from the previous studies as it discusses a very important and basic skill of English language. It is experimented on the Palestinian eighth graders in Gaza governorate schools whose first language is Arabic. It is the first study in Gaza Strip which is based on teaching speaking skills by the use of information gap activities. Generally, the available literature about communicative approach methods in teaching and developing speaking skills especially in the field of the empirical studies is still in need. By carrying out such a study, the researcher hopes to enrich the empirical studies in this field of teaching/learning speaking skills.

Summary

This chapter reviewed some previous related studies to speaking skills and information gap activities. It also shows how the researcher benefits of those studies and how the present study is different from those studies. The next chapter reviews research design and methodology of the study.

Chapter 4

Research Design and Methodology

Research Design

Population of the Study

Sample of the Study

Variables of the Study

Research Instruments

Statistical Methods

Chapter 4

Research Design and Methodology

Introduction

This chapter introduces a detailed description of the research design, population in the current study, the sample, the variables, the instruments used to answer the questions of the study, the ways of ensuring test validity and reliability, the scoring method, and finally statistical methods used.

4.1 Research Design

The researcher adopted the experimental approach of research. Which is considered as "the only way to approach (Causes and Effect) a method of controlling all variables expect the interest which is manipulated by the investigator to determine if it affects another variable" (Jonassen, 1996). Such an adoption was due to the nature of the research which aimed at finding the effectiveness of using information gap on developing speaking skills. To achieve the aim of this study, two groups were chosen, an experimental one and a control one. Both groups are pre-tested. Then the experimental group was taught speaking by using information gap activities which activated students' oral proficiency in each lesson. And the control group was taught speaking through the ordinary method.

4.2 Population of the Study

The population of the study consisted of all eighth graders at the governmental schools in the eastern Gaza educational area enrolled at the first semester of the school year (2010-2011). The population of the study was (2191) female students in

the governorate schools of Gaza east (Ministry of Education, the annual statistical book, 2009, p. 43).

4.3 Sample of the Study

A sample of (70) eighth grade female students was chosen randomly from Al- Majdal Higher Basic School for Girls in Gaza east. The sample was equally divided into two groups, experimental and control. The following table distributes the sample of the study.

Table (1)

The Distribution of the Sample between the Groups

Groups	Experimental	Control	Total
Female	35	35	70

4.4 The Variables of the Study

To affirm the accuracy of the results, the researcher defined the variables as the dependant variable and the independent one.

- The dependant variable is speaking skills (the speaking skills were chosen according to the result of the content analysis card) (Appendix 15).

- The independent variable is information gap activities.

4.5 Research Instruments

In order to collect the data that help achieve the aim of the research, the researcher employed the following tools:

1. Two content analysis cards, one for speaking skills that are found in unit 7, and a content analysis card for information gap activities. The following points illustrate each of them as follows:

4.5.1 Content Analysis Card for Speaking Skills

a. The Aim of the Content Analysis Card

The researcher carried out a content analysis card for unit 7 out of 9 units for the first semester of the textbook (student's book & workbook) *English for Palestine 8*. The analysis was accomplished in order to decide what the speaking skills are intended to be developed by adopting the implementation of information gap activities throughout the study (Appendix 15).

b. Source of Designing the Content Analysis Card

The researcher referred the Ministry of Education Handbook issued in (1999), the time when Palestinian Curriculum was designed for the first time. The chosen unit was unit (7).

c. Description of the Content Analysis Card

The content analysis card includes (15) of the speaking skills assigned by the Ministry of Education. The researcher classified these skills into five levels (pronounciation, comprehension, grammar, fluency, and vocabulary). For the pronounciation level

there are four sub– skills, the comprehension level has three sub- skills, for grammar level there are five sub- skills, for the fluency level there are two sub- skills, and the vocabulary level has one sub- skill (see table 3). While the following table (2) distributes these skills as a result of the content analysis card (1).

Table (2)

The Distribution of the Speaking Skills into Five Levels

No.	Levels of Speaking Skills	Speaking Skills	No. of Skills
1-	**Pronounciation**	-Articulate sounds in connected speech	One skill
2-	**Comprehension**	-Summarize the main points of a text	Two skills
		-Describe a sequence of events based on visual inputs.	
3-	**Grammar**	-Make a rehearsed or unrehearsed presentation about a familiar topic (self , family, immediate environment or current issues).	Two skills
		-Respond to direct questions, instructions, suggestions , offers, visual input ,etc.	
4-	**Fluency**	Narrate a story based on visual input.	One skill
5-	**Vocabulary**	Express like, dislikes, interest, dreams, apology, gratitude, regret, surprise, pleasure, displeasure, agreement and disagreement.	One skill
	Total		Seven Skills

Table (2) showed that unit (7) in *English for Palestine 8* textbook includes seven skills that were distributed into five levels, and intended to be developed in this study by the use of information gap activities.

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d. Reliability of the Content Analysis Card

To test the reliability of the content analysis card, the researcher used the reliability through members technique as follows:

Reliability Through Members for Speaking Skills

It means how much is the agreement between the analysis results that the researcher has revealed and the analysis results that the experienced teacher in teaching English has revealed (Abu Nahia, 1996). The researcher asked well qualified 8th grade English teachers, to reanalyze the two analysis cards (speaking skills and information gap activities) to show the reliability of the analysis. After that, the researcher used the Holisti equation to measure the reliability between the two analyses made by the colleagues and the analysis made by the researcher before. The following equation is used:

$$Holisti's\ Equation\quad R = \frac{2M}{N1+N2}$$

(R) refers to the consistency; (M) refers to the number of the items agreed upon during analysis, (N1& N2) refer to the elements of the analysis (Otifa,1996, p. 397). The consistency was (97%) and this is a high percentage that allows the researcher to depend on the analysis results. Table (3) shows the points of agreement and disagreement between the two analyses.

Table (3)

Points of Agreement and Disagreement between the Two Analyses of Speaking Skills in *English for Palestine 8* Textbook (Student's Book)

Speaking Skills	Speaking Sub-skills	Agreement Points	Disagreement Points	Sum of the Points	Percentage
1. pronounciation	Articulate sound in connected speech	20	-	20	%100
	Articulate stress patterns within words	18	2	20	%90
	Manipulate variation of stress in connected speech	20	-	20	%100
	Produce basic intonation patterns	20	-	20	%100
2.Comprehension	Summarize the main points of a text	20	-	20	%100
	Describe a sequence of events based on visual inputs	20	-	20	%100
	Narrate a story based on visual inputs	20	-	20	%100
3.Grammar	Respond to direct questions , instructions , suggestions , offers visual inputs, etc.	19	1	20	%95
	Respond to referential & inferential questions	18	2	20	%90
	Respond to conditional or hypothetical questions	20	-	20	%100
	Ask questions about routine matters.	20	-	20	%100
	Transcode information in diagrammatic display into speech	19	1	20	%95
4-Fluency	Narrate a story based on personal experiences	19	1	20	%95
	Make a rehearsed or un rehearsed presentation about familiar topics (self,	19	1	20	%95

Speaking Skills	Speaking Sub-skills	Agreement Points	Disagreement Points	Sum of the Points	Percentage
	family , immediate environment or current issues).				
5-Vocabulary	Express like, dislikes, interests, dreams, apology, gratitude, regret , surprise , pleasure, displeasure , agreement and disagreement.	19	1	20	%95
Total		291	9	300	97%

The analysis results of table (3) proved that the percentage of the agreement between the researcher and the analyzer was high to confirm that the two analyses agreed on the skills to be developed in the current study.

Table (4)
Points of Agreement and Disagreement between the Two Analyses of Speaking Skills in *English for Palestine 8* Textbook (Work book)

Speaking Skills	Speaking Sub-skills	Agreement Points	Disagreement Points	Sum of the Points	Percentage
1.Pronounciation	Articulate sound in connected speech	19	1	20	95%
	Articulate stress patterns within words	19	1	20	95%
	Manipulate variation of stress in connected speech	19	1	20	95%
	Produce basic intonation patterns	19	1	20	95%
2.Comprehension	Summarize the main points of a text	19	1	20	95%
	Describe a sequence of events based on visual	19	1	20	95%

	inputs				
	Narrate a story based on visual inputs	19	1	20	95%
3.Grammar	Respond to direct questions, instructions, suggestions, offers visual inputs, etc.	19	1	20	95%
	Respond to referential & inferential questions	19	1	20	95%
	Respond to conditional or hypothetical questions	19	1	20	95%
	Ask questions about routine matters.	19	1	20	95%
	Transcode information in diagrammatic display into speech.	19	1	20	95%
4.Fluency	Narrate a story based on personal experiences	19	1	20	95%
	Make a rehearsed or unrehearsed presentation about familiar topics (self, family, immediate environment or current issues)	19	1	20	95%
5.Vocabulary	Express like, dislikes, interests, dreams, apology, gratitude, regret , surprise,	19	1	20	95%

		285	15	300	95%
	pleasure, displeasure, agreement and disagreement.				
Total		285	15	300	95%

It is clear from table (4) that the percentage of the agreement between the researcher and the analyzer is (95%). This shows a high reliability of the analysis that allows the researcher to accept the result of the analysis.

4.5.2. Content Analysis Card for Information Gap Activities

a. The aim of the Content Analysis Card

The aim of the content analysis card for information gap activities is to check if the activities and exercises of unit (7) in *English for Palestine 8* (student's book and workbook) are designed in the light of information gap concept or not and make the adaptation to implement a genuine information gap activity.

b. Source of Content Analysis Card

The researcher had reviewed the related studies, literature and teacher's guide, asked and referring to some teachers of this grade and supervisors of English.

c. Description of the Content Analysis Card

After the researcher had reviewed different resources, she found different types of oral information-gap activities including games, jigsaw, role- play, describe& draw, ask& answer, fill the gap, and puzzles. Having given out these activities, the teacher requires the students to complete it by asking each other questions

and/or relating their own information. Then the researcher classified these activities into a list which consists of seven types as mentioned in table (5).

c. Reliability of the Content Analysis Card

To test the reliability of the content analysis card, the researcher used the reliability through members technique as follows:

Reliability Through Members

The researcher herself analyzed unit (7) in the textbook (student's book& workbook) for *English for Palestine 8.* Then she asked 8th grade English teachers to re-analyze it in order to find out the reliability. The researcher used Holisti's equation to count the reliability of the analysis in table (5).

Table (5)

Points of Agreement and Disagreement between the Two Analyses for

Information Gap Activities in *English for Palestine 8* Textbook (Student's book)

No.	Types of information gap activities	Agreement points	Disagreement points	Sum of the points	Percentage
1-	**Game**	12	-	12	%100
2-	**Jigsaw**	12	-	12	%100
3-	**Role play**	11	1	12	%91.6
4-	**Describe & Draw**	12	-	12	%100
5-	**Ask & answer**	10	2	12	%83.3
6-	**Fill the gap**	11	1	12	%91.6
7-	**puzzle**	12	-	12	%100
	Total	80	4	84	95.2

From table (5) it is clear that the percentage of the agreement between the researcher and the analyzer is (95.2%), and this shows the high reliability of the analysis.

Table (6)
Points of Agreement and Disagreement between the Two Analysis for
Information Gap activities in *English for Palestine 8* Textbook (Workbook)

No.	Types of information gap activities	Agreement points	Disagreement points	Sum of the points	Percentage
1-	Game	12	-	12	%100
2-	Jigsaw	12	-	12	%100
3-	Role play	12	-	12	%100
4-	Describe & Draw	11	1	12	%91.6
5-	Ask & answer	12	-	12	%100
6-	Fill the gap	9	3	12	%75
7-	puzzle	12	-	12	%100
	Total	80	4	84	95.2%

 Table (6) shows the high reliability of the analysis between the researcher and the analyzer and it is (95.2%).

4.5.3 Oral Speaking Skills Test

The oral speaking skills test was prepared by the researcher to measure the students' performance level in the speaking skills (Appendix 2).

a.   The Aim of the Oral Speaking Skills Test

The test is one of the study instruments which aimed at measuring the effectiveness of using information gap activities on developing speaking skills for the 8th graders and to help the researcher to test the first and the second hypothesis of the study.

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b. Source of Designing the Oral Speaking Skills Test

The researcher referred to many resources in designing the test. She reviewed the related literature, checked the opinion of juries, supervisors and experienced teachers, in addition to the results of content analysis card of speaking skills and information gap activities in *English for Palestine 8* textbook (student's book and workbook). She designed the test with different types of questions which were based on information gap activities.

c. Description of the Oral Speaking Skills Test

The two oral speaking skills tests administered as pre-test and post test were designed to test students' oral proficiency regarding five aspects: comprehension, pronounciation, fluency, grammar, and vocabulary. The instruments of these tests were a question sheet and some pictures clipped from (http: //www.eslprintables .com). In pre-test, students were asked three questions (initiating a short dialogue, response to one functional expression, then were offered one picture to describe). The post test repeated the pre-test, but the questions asked and the pictures given to a specific student might be the same or different in the two tests. Presumably the questions were all easy to answer for most students. The pictures were also common and easy to respond to. The questions were revealed to the students ten minutes before the test began in order to give students some time to think or talk about the answers, but not enough time to write the answers down and memorize them. In this case, each pair must try to create the appropriate answers to their own questions (fill the information gap). The test looked as an interview, with the teacher and the students interacting in the target language. The test is divided into three major questions as follows:

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Question (1) is "a dialogue" where each two students are supposed to initiate a short dialogue by asking and describing their own experiences with the wild weather to each other. The two students exchange roles by being initiator and responder. This question evaluates the student's ability to take part in a dialogue with another partner. The test was purposely planned to start with an open question in order to encourage the student to speak freely and choose the expressions she can produce concerning her personal information about the weather.

Question (2) this question evaluates the student's ability to produce and pronounce different vocabularies related to the weather by using two different pictures.

Question (3) this question evaluates the student's ability to produce one or two functional expressions related to a communicative social situations which put the student in different situations. The students ask, answer, make sure, advice, comment, describe, invite, and apologize.

-Some Points Considered in Composing the Questions:

1-Each question aimed at evaluating students' performance according to the five criteria of speaking skills that are specifically described in the oral speaking rubric.

2-The questions are suitable to the levels and interests of the target students.

3-Each question is provided by equivalent items to avoid the transfer of answer.

4-Each question is behaviorally formulated.

5-The questions are designed to be corrected by the use of the oral speaking rubric.

D- Instructions of the test (for the applicant)

The instructions were clearly written on an attached paper with the test. According to the instructions, the teacher has to tell the students about the aim of the test that was designed for a scientific research purpose and it has nothing to do with their school

marks. The teacher has to read the question clearly for the student describing the communicative situation intended. The test was introduced to the referee committee to have their remarks and suggestions for modification. (See p. 148)

E- Validity of the Test

The researcher checked both the validity and reliability of the speaking test according to the

trial application of it. The following steps were adopted for that:

- Content Validity

A test is valid when it measures what it is supposed to measure. Bynom (2001, p. 1) defines it as "the truth of the test in relation to what it is supposed to evaluate. To ensure that the test employed in the present investigation is valid, the researcher used referee validity and internal consistency.

1-The Referee Validity

The researcher distributed the test to a panel of referees specialized in English language and methodology at different universities in Gaza strip, English supervisors and experienced teachers in the governorate and UNRWA schools. The researcher invited the referees to validate the suitability of the tasks to the students' abilities, the clarity of the instructions, the suitability of the allotted time and to give their recommendations. In the light of their examining and reviewing the test which was specifically designed to evaluate students' proficiency in speaking *English for Palestine grade 8*, the researcher made the necessary modifications (See appendix 18).

2-The Internal Consistency of the Test

Al Agha (2004, p. 110) asserts that the internal consistency indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Spearman Equation. Table (7) shows the correlation coefficient of each skill with the whole test.

Table (7)

Correlation coefficient of the skills with the Whole Test

Criteria of the Speaking skills	Correlation Coefficient	Level of Sig.
Comprehension	0.735	0.01
Fluency	0.798	0.01
Grammar	0.865	0.01
Vocabulary	0.898	0.01
Pronunciation	0.524	0.01

Out of table (7), the results show that the value of these skills was suitable and highly consistent and valid for conducting this study. They also show that all the skills are statistically significant at the levels (0.01), which show a high internal consistency of the test and assured its validity to be used as a tool of this study.

F- The Reliability of the Test

The test is reliable when it gives the same results if it is reapplied under the same conditions (Al Agha and Al Ostaz, 2004, p. 108). The researcher used the test-retest method, where a pilot study was conducted on (30) students who had the same characteristics of the study sample but not included in it. This step was important to

check feasibility of the test and estimate the time needed for each applicant. It was between (5-7) minutes for each pair. The test was administered for approximately (70) minutes. After an interval of two weeks, the same test was reapplied on the same students. For investigation the test's internal consistency, Cronbach's Alpha formula was applied to the data from the pilot study mentioned above. The value of Alpha reached (0.95), which is considered quite high (Wanous, 2002, p. 268). Thus, the test was found statistically reliable.

G- The Oral Speaking Rubric

An oral speaking rubric is designed to identify student's speaking skills and to record the students' marks in the oral speaking test (pre& post test). Ur (1996) gives a useful scale of oral testing criteria as it is clear in (Appendix 14). In the test, the candidates are tested on fluency and accuracy, and may get a maximum of five points on each of these two aspects, ten points in all. While New Yourk State Education Department (2000) points out that rubrics for assessing speaking performance come in many forms, and the two most frequently used are (1) holistic, which considers a performance as a whole and (2) analytical, which examines a performance by breaking it into its component parts. (See Appendix 11). A model developed by Skehan (1999) incorporates three dimensions of task performance: accuracy, complexity, and fluency. Also, Liang (2002) designs a grading chart which adapted from Weir's (1995) scoring rubric using communicative competence, was based on five criteria: (1) appropriateness, (2) adequacy of vocabulary for purpose, (3) grammatical accuracy, (4) intelligibility, and (5) fluency. (See Appendix 12). Harris (1969) as cited in Wijarwadi (2008, p. 19) presented an oral English rating scale that used 1-5 points to assess student's oral proficiency. Five components are generally

recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension.

The oral speaking rubric adopted in this study is based on Harris's testing scale model with some modifications to rate students' oral performance. According to Harris's model, this study also assessed students' oral performance on five major criteria: comprehension, pronounciation, fluency, grammar, and vocabulary. Each criterion's characteristics are then defined into four short behavioral statements as stated in the frame (Appendix 10). This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive behavioral statements for each point of the scale. The researcher and 8th grade English teacher will objectively see the characteristics of each student's speaking ability whether they achieve 1, 2, 3 or 4 score. Then, it can easily calculate the score. The amount of maximum scores gained is 2o for each question of the oral speaking test. It is gained from the five criteria of speaking as stated above. This amount of score can be described as follows:

Pronunciation : 4

Grammar : 4

Vocabulary :4

Fluency : 4

Comprehension :4

Total: 20

The criteria and the scale in this research will be used to identify the students' mark on the oral speaking skills test and to find out the effectiveness of using information gap activities on developing speaking skills for the 8th graders.

H-Scoring the Test

This step depends on the five criteria of (speaking skills) mentioned above to evaluate the students' performance in speaking English with reference to the suggestions of the specialists and related literature. The five criteria are comprehension, pronunciation, grammar, fluency, and vocabulary. In the present study, for the process of evaluation, the students' performance some steps are accomplished as follows:

- An oral speaking rubric including the five assigned criteria was prepared with three forms for the three questions of the test (Appendix 9).

- Four degrees were given to each criterion, so that the maximum average was (20) marks for each question and the minimum one was (5) marks.

- Two copies of the evaluation forms were assigned for each student. The researcher (as the applicant of the test) scored one of them and an eighth grade English teacher scored the other one in the same session of the test. This method of parallel scoring was adopted in order to avoid subjectivity of evaluation, seeking a high extent of reliability of the evaluation process.

- The mean of the two averages of each student was recorded.

- Finding out of the coefficient correlation, the researcher depended on Holisti's Equation to count the reliability of the tool. The consistency was (84.6%). And this is an acceptable percentage that allows the researcher to depend on the scoring test technique results as shown in table (8).

Table (8)

Holisti Equation of the Scoring Test

Criteria of Speaking Skills	Agreed Points	Disagreed Points	The Total Points	Agreed Percent
Comprehension	24	6	30	80%
Pronunciation	26	4	30	86.6%
Grammar	25	5	30	75%
Fluency	26	4	30	86.6%
Vocabulary	26	4	30	86.6%
Total	127	23	150	84.6%

The features of this oral speaking test led to provide special conditions for the test application concerning the time, evaluation and the setting of the test. Here are some more related remarks:

- The students were evaluated in pairs to provide a natural atmosphere of language communication situation together and exchange roles.

- There was no much fear of 'answer transfer' because the target task was not a mere cognitive one such as memorizing the text or completing a sentence, but a comprehensive functional situation that necessitates interaction between the cognitive affection and psychometric domains.

-The performance of each pair of students was evaluated after they had finished their turn in

responding to each question of the test.

4.6 Pre-test

To ensure that the sample subjects are equivalent in their previous English language proficiency, the researcher applied the oral speaking test before starting the experiment. The results of the subjects were recorded and statistically analyzed by using T-test. Table (9) Shows the mean and the standard deviation of each group in English previous learning. The results analysis indicates that there are no statistically significant differences between the experimental and the control groups at (0.05) level.

Table (9)

T. Test Results of Pre– Test between the Experimental and the Control Groups

Speaking skills	Sample	N	Mean	Std. Deviation	T. value	Sig. level
Comprehension	Experimental group	35	4.29	1.20	0.758	Not sig.
	Control group	35	4.51	1.29		
Fluency	Experimental group	35	3.11	.40	0.770	Not sig.
	Control group	35	3.20	.53		
Grammar	Experimental group	35	3.03	.17	0.853	Not sig.
	Control group	35	3.10	.81		
Vocabulary	Experimental group	35	3.43	.85	0.741	Not sig.
	Control group	35	3.57	.88		
Pronunciation	Experimental group	35	3.09	.37	0.813	Not sig.
	Control group	35	3.03	.17		
Total scores	Experimental group	35	17.03	2.17		
	Control group	35	17.66	3.01	1.155	Not sig.

Table (9) shows results of the pre- test for the experimental and the control groups. The total mean in the experimental sample was (17.03) and the total mean in the control sample was (17.66). T. test counted value was (1.155). It indicates that there are no statistically significant differences between the experimental and control groups at (0.05) level due to the previous learning. Which means that the two groups are equivalent.

4.7 Teacher's Guide

The researcher has prepared a teacher's guide which includes lesson plans for the chosen lessons of integrated skills allowed speaking in *English for Palestine 8* textbook (student's book and workbook*)* for unit (7).

a. The General Aim of the Teacher's Guide and Speaking Skills Lesson Plan

In order to guide the teacher who desires to practice information gap activities and who are in need to develop students' speaking skills, the researcher designed the teacher's guide which was based on adapting the implementation of information gap activities as one of the communicative approach methods.

b. The Sources of Designing the Teacher's Guide

The researcher depended on the review of literature, juries' and teachers' opinions (student's book, workbook, teacher's guide of *English for Palestine 8*), and the results of analysis to design the teacher's guide and lesson plans.

c. Description of the Teacher's Guide

The researcher prepared a teacher's guide contains an explanation for information gap activities and how to deal with integrated skills for oral purposes, the definitions of information gap, objectives of the lessons, speaking skills. The researcher suggested a lesson plan that would make up a model for teaching integrated skills focusing on speaking skills according to the purpose of the study and including the following points: (the objectives, key words, key structure, key function, estimated time, resources and teaching aids, procedures and techniques, and homework).

d. Definition of Information-Gap Activity

Information-gap activity is defined as "a situation where information is known by only one or some of those present. Students use the language they have at their command to bridge the information gap – by asking questions, giving information, etc." (Gower et al., 1995, p. 211). Information-gap activities have an important place in the language classroom. They serve many purposes such as solving a problem or collecting information. Also, they stimulate the learners to manipulate their foreign language skills and linguistic knowledge to the full in order to close the gap. Yet, by adapting these activities the benefits can be extended. By writing the material themselves, the learners have a greater and more involving part to play, and they become task participants rather than task performers.

Stages of Information Gap Speaking Lesson

The teachers must be careful during preparing for lesson plan, so they have to choose the most perfect ways to implement their lessons successfully. The National Center for Family Literacy and Center for Applied Linguistics (2004, p. 49, part II) stated some steps to set a lesson plan by using information gap activities:

- **Objectives**

 The objectives of each lesson are respectively derived from the integrated skill texts. The researcher took into consideration the speaking skills intended to be developed in this study and student centered activities. Students find and share information by asking and answering questions in order to complete a task.

- **Key words**

The key words were chosen from the highlighted words in the lesson.

- **Key structure**

The key structure of each lesson is chosen to apply information gap activities to help in understanding the text. Moreover, it's function is related to the topic and the main theme of the text.

- **Estimated time**

 Each lesson takes two sessions**.** The time varies, but usually ranges between (40) and (45) minutes for each one.

- **Resources and teaching aids**

 The student's book & workbook, the worksheets, the evaluation sheets, video, pictures, maps, newspaper, LCD, lap top and other materials are used as resources and teaching aids . They are selected appropriately for each lesson.

- **Warming up**

In this activity two students share information to complete a task. **In one- way gap activities**, one student has all the information (e.g., one student describes a picture and the other learner draws it). **In two- way gap activities,** both students have some information and must share it with each other to complete the task. Because this activity usually combines speaking and listening with reading and writing, all the skills are practiced.

- **Procedure and techniques**

-The teacher prepares a master handout based on information, language structures, and vocabulary the students have been working on. Then, the teacher deletes pieces of information on two sets of handouts. For example, Handout "A" will have some information deleted that handout "B" will provide. Handout "B" will have other pieces of information deleted that handout "A" will provide. For example, in a

workplace context the master could be a weekly schedule or list of work tasks. The teacher can make one side more challenging than the other, to meet the needs of learners at different levels.

-Pre-teach and practice vocabulary and structures for the particular task. Students should also be familiar with question and answer formulas (e.g., "What time is ___" and "It's at ___"), and ways to ask for clarification (e.g., "Excuse me, can you repeat," or "I'm sorry, I don't understand"). These can be introduced in the first days of classes, and recycled, adapted, and extended over time.

-Explain the information-gap procedures by modeling a sample gap activity with an able volunteer from the class.

-Have students work with a partner. One student in each pair gets Handout "A" and the other gets Handout "B". Ask two students to model the asking and answering of questions in the gap activity before the whole class begins the activity.

-Learners ask and answer questions and record answers until both form "A" and form "B" have been completed.

-Ask students to compare their papers with each other.

-To complete the activity with the whole group, teacher can ask volunteers to come up to the board to fill in information they've gathered from their partners. This helps solidify the knowledge and gives some slower learners or pairs a chance to catch up and check their work without stress.

- **Evaluation**

-Walking around the room observing learners during the activity gives a chance to know how well individual learners use and understand English in the activity and download some notes .

- **Variations**

  The handouts may be menus, store ads, maps, pictures, or charts, as well as readings.

- **Extension Activities and Homework**

Teacher can let students create their own information gap activities about the topics of the lessons they have already learnt, making projects individually or in groups or telling paragraphs on the topic they select.

- **Self -reflection Checklist**

  After applying each lesson plan dealing with the experimental group, a self – reflection checklist was filled by the researcher to identify the area of improvements and interest in the method and techniques suggested. The researcher did the necessary modification after each lesson (Appendix 7).

e. The Validity of the Teacher's Guide

The researcher checked the validity of the teacher's guide by consulting a group of qualified juries who have long experience in teaching methods. According to their recommendation and suggestions, the researcher did the necessary modifications (Appendix 3)

f. The Implementation of the Lesson Plan

The lessons chosen for the experiment were taught by the researcher to the experimental group as follows:

1. The techniques of teaching the experimental group were based on information gap concept and communicative approach which were hypothesized to develop speaking skills while the control group was taught by the ordinary method

2. The researcher herself applied the experiment and prepared all the needed aids and materials (lesson plan, worksheets, lap top, pictures, songs, video, digital camera, and others). The process was videotaped and evaluated by taking students' opinions after each session (Appendix 17).

3. The researcher listened to students` opinions and suggestions all around the sessions to evaluate the process of teaching by using information gap activities.

4. The pre-test of speaking skills was prepared by the researcher with some key words and students` marks were recorded by using oral speaking rubric. It was applied upon the experimental and the control groups on 15/12/2010. The results were recorded and statistically analyzed.

5. The process of teaching the two groups followed the time planned of the experiment included (8) school sessions for each group plus four sessions for evaluation and testing.

6. The post test of speaking skills was applied upon the experimental and the control groups on 9/1/2011.The results were recorded and statistically analyzed. The statistical analysis is illustrated in chapter five.

4.8 Statistical Methods

In order to analyze the pre-test and post-test, the data was computed by means of the statistical package SPSS for Social Sciences. The kinds of analyses that were used included the following :

- Spearman Correlation, and Alpha Cronbach Technique were used to confirm the test validity and reliability.

- T- test Independent Sample was used to measure the statistical differences in means between the experimental and the control groups in the results of the post test.

- T-test Paired Sample was used to measure the differences in developing students' proficiency in speaking between the pre- test and post-test of the experimental group.

- Eta square was used to ensure that the size effect of the information gap activities had not happened accidently.

The researcher further will elaborate on these statistical results in the following chapter.

Summary

This chapter showed the procedures of designing and applying the instruments, the population and sample under study, design of the experiment, a detailed description of the research tool, test validity and reliability, ways of scoring the test, the statistical analysis techniques that the researcher adopted in analyzing the results of the pre and post –test. The next chapter (chapter five) views results, discussion, suggestion and recommendations.

Chapter 5

Study Results, Discussion, Pedagogical Implications, Suggestions and Recommendations

Results

Discussion

Pedagogical Implications

Suggestions

Recommendations

Chapter 5

Study Results, Discussion, Pedagogical Implications, Suggestions and Recommendations

This chapter discusses the findings in relation to giving interpretations and analyzing these findings in the light of the experimentation of information gap as a method of communicative approach. The researcher then comes out with overall suggestions and recommendations depending on the study findings, interpretations and analysis.

5.1 The Answer of the First Question of the Study

The first question was **"What are the speaking skills intended to be developed for the eighth graders in *English for Palestine 8* textbook through adopting information gap activities ?**

To answer this question, the researcher referred to the curriculum centre in the Ministry of Education and adopted a list of speaking skills and sub skills intended to be developed through activities and exercises in *English for Palestine 8* textbook (student's book & workbook). These skills were chosen by the National Team in the curricula centre when they first designed the textbook. The number of these skills were (15) stated in objectives form as follows:

1. Articulate sounds in connected speech.

2. Articulate stress patterns within words.

3. Manipulate variation in stress in connected speech.

4. Produce basic intonation patterns.

5. Summarize the main points of a text.

6. Describe a sequence of events based on visual inputs.

7. Narrate a story based on visual input.

8. Narrate a story based on personal experiences.

9. Make a rehearsed or unrehearsed presentation about a familiar topic (self, family, immediate environment or current issues).

10. Express like, dislikes, interest, dreams, apology, gratitude, regret, surprise, pleasure, displeasure, agreement and disagreement.

11. Respond to direct questions, instructions, suggestions, offers, visual input, etc.

12. Respond to referential and inferential questions.

13. Respond to conditional, or hypothetical questions.

14. Ask questions about routine matters.

15. Transcode information in diagrammatic display into speech **(**Ministry of Education:1999, pp. 30-31).

The researcher classified those skills into five levels: comprehension, pronounciation, fluency, grammar, and vocabulary. Then the researcher analyzed the activities and exercises in unit (7) in the first semester chosen from student's book & workbook to be the sample of the analysis to determine the skills needed to be developed through the use of information gap activities (Appendix 16).

As a result of the analysis, the skills were (7) distributed into the five levels of speaking skills as follows:

- **Pronunciation**

1. Articulate sounds in connected speech

- **Comprehension**

2. Summarize the main points of a text

3. Describe a sequence of events based on visual inputs.

- **Fluency**

4. Narrate a story based on visual input.

- **Grammar**

5. Make a rehearsed or unrehearsed presentation about a familiar topic (self, family, immediate environment or current issues).

6. Respond to direct questions, instructions, suggestions, offers, visual input ,etc.

- **Vocabulary**

7. Express like ,dislikes, interest, dreams, apology, gratitude, regret, surprise, pleasure, displeasure, agreement and disagreement.

5.2 The Answer of the Second Question

The second question was: "To what extent is information gap effective on developing English speaking skills for the eighth graders?"

By testing the hypotheses of the study, the researcher answered this question.

5.3 The Test of the First Hypothesis

The first hypothesis is "There are statistically significant differences at (a ≤ 0.05) in the mean scores of each level of speaking skills in the pre and post test of the experimental group"

To test this hypothesis, mean scores of the experimental group results of the pre-test and post- test were computed. T- test Paired Sample statistics were used to analyze the data statistically. The results are shown in table (10).

Table (10)

T- Test Result of Differences between the Pre & Post Test of the Experimental Group

Levels of Speaking skills	Application	N	Mean	Std. Deviation	T. Value	Sig. Level
Comprehension	pre test	35	4.51	1.29	7.68	0.01
	post test	35	6.57	.92		
Fluency	pre test	35	3.20	.53	9.17	0.01
	post test	35	5.09	1.09		
Grammar	pre test	35	3.40	.81	9.89	0.01
	post test	35	5.60	1.03		
Vocabulary	pre test	35	3.43	.85	14.35	0.01
	post test	35	6.31	.83		
Pronunciation	pre test	35	3.09	.37	5.79	0.01
	post test	35	4.17	1.04		
Total Marks of Speaking skills	pre test	35	17.66	3.01	11.926	0.01
	post test	35	27.89	4.09		

Results of table (10) indicate that the T. computed value is larger than T. tabled in the test, which means there are significant differences at (a ≤ 0.01) between the mean scores of the pre-test and post – test. This shows that using information gap results in improving the speaking skills of each for the experimental group in favor of the post test. This result confirms the result of Defrioka's (2009), Ekawati 's (2009), and Sari's (2008) studies which proved the effectiveness of using information gap activities on developing speaking skills. As a result, the hypothesis is accepted in this study.

5.4 Test of the Second Hypothesis

The second hypothesis is "There are statistically significant differences at (a ≤ 0.05) in the mean scores of each level of speaking skills in the post test between the experimental group and the control group".

To examine this hypothesis, mean scores of both groups` results on the post test were computed. T- test Independent Sample was used to measure if there were significant differences between the control group and the experimental one in the mean scores of the post-test. The following table (11) illustrates the summary of the statistical data obtained from the post test:

Table (11)

T- Test Differences between the Experimental and the Control Groups in the Post Test

Levels of the Skills	Groups	N	Mean	Std. Deviation	T. Value	Sig. (2 tailed)	Sig. level
Comprehension	experimental	35	6.57	0.916	4.73	0.001	Significant
	control	35	5.20	1.301			
Fluency	experimental	35	5.09	1.094	9.34	0.001	Significant
	control group	35	3.11	0.471			
Grammar	experimental	35	5.60	1.034	14.10	0.001	Significant
	control	35	3.06	0.235			
Vocabulary	experimental	35	6.31	0.832	13.34	0.001	Significant
	control	35	3.69	0.758			
Pronunciation	experimental	35	4.17	1.042	6.27	0.001	Significant
	control	35	3.06	0.235			
Total Marks of speaking Skills	experimental	35	27.89	4.085	11.85	0.001	Significant
	control	35	18.11	2.285			

As seen from table (11), T. computed value is larger than T. tabled in the test which means there are significant differences at (a ≤ 0,01) between the experimental and the control groups in speaking skills in favor of the experimental group. This result indicates that using information gap activities is effective on developing speaking skills among the experimental group in contrast to control group who received their speaking lessons by the ordinary method. The result of this study agrees with the results of many researchers like Klanrit's (2007) which confirmed the effectiveness of the two communicative activities, Information-gap and Role-play, in developing students' speaking proficiency in English as a Foreign Language (EFL) classroom. So, the hypothesis is accepted in this study.

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To show the effectiveness of using information gap activities on developing speaking skills for the experimental group, the study used the " Effect Size" technique which is a complement dimension of the statistical significance, depending on the following criterion (Afana, 2001, p. 31):

Table (12)

Scale	Effect Size		
$\eta 2$	**Small**	**Medium**	**Large**
	0.01	0.06	0.14
d	0.2	0.4	0.8

$$\eta 2 = \frac{t^2}{t^2 + df}$$

Table (13)

Eta Square of the Effect Size of the Information Gap Activities on Speaking Skills in the Post Implementation to the Experimental Group

Levels of the speaking skills	Df	T	" $\eta 2$ "	"d"	Effect size
Comprehension	68	4.73	0.25	1.15	large
Fluency	68	9.34	0.56	2.27	large
Grammar	68	14.10	0.75	3.42	large
Vocabulary	68	13.34	0.72	3.24	large
Pronunciation	68	6.27	0.37	1.52	large
Total scores	68	11.85	0.67	2.88	large

A quick look at table (13) shows that the effect size is large for each level of the speaking skills for the total degree of each level. This means that the participants' performance has been changed largely in the post teaching. The descending sequence of the effect size figures under "d" and "$\eta 2$" indicates that the change in grammar level takes the highest degree where the effect size on d = (3. 42) and (0. 75) on "$\eta 2$". The vocabulary level comes next on the rank where the effect size on d= (3.24) and

on "$\eta2$" = (0.72), the fluency level comes on the next rank where d = (2.27) and on "$\eta2$" = (0.56). In the pronunciation level d=1.52 and "$\eta2$"=0.37. Comprehension level comes on the last rank where d= (1.15) and on $\eta2$" = (0.25). According to the results shown in table (12), the effect of the use of information gap activities on the experimental group in teaching speaking skills is large. This may be due to the types of techniques and activities of information gap that used to increase participants` ability and performance in speaking English skills.

5.5 Discussion

Based on the findings of this study, results reveal that using information gap activities as a method to improve students' speaking ability had a significant impact on improving students' speaking proficiency. Meaningful situations were established using pairwork and group work, both important features of Communicative Language Teaching in the language classroom. This novel classroom organization created a positive atmosphere, reducing affective barriers to language learning. Quantitative and qualitative data mutually supported the positive conclusions of the study and pointed out that a relatively substantial amount of improvement has occurred along different areas of the five levels of speaking skills of comprehension, pronunciation, grammar, fluency, and vocabulary levels. As a result after applying information gap activities in speaking class for eight meetings , it can be concluded that:

1. Information gap activities can better improve the students' interaction with the teacher and other students. When they were practicing in pairwork and groupwork, all of them participated. It meant that students' participation in the class also improved. On the other hand, they decreased the amount of teacher talking time.

2. Information gap activities can maximize students' opportunities to speak during the English lesson and provide the potential benefits of student-student interaction. In order to elicit information and opinions from the teacher and friends, the students needed to interact among them. They should spend most of the time working in pairs and groups. The students have reasons to interact and tasks to fulfill.

3. Information gap activities encourage students' practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks. In the light of students' reflections for the tasks used during the study, which were very positive, it showed that students were receptive to the idea of information gap activities while learning English. Translating all the ideas of the findings into the framework of improvement, all language teachers are invited to become familiar with information gap activities which are a very popular and adaptable framework in communicative language teaching. When adopting this framework, language teachers should provide their students with a variety of enjoyable tasks.

In conclusion, the results of this study showed us how important it is to use activities that encourage speaking. Information gap is highly proved as one of the activities that enhance the oral proficiency of the students.

5.6 Pedagogical Implications

The aforementioned findings and discussion have revealed that students' speaking proficiency increases when they learn new lessons by the use of information-gap activities in the classroom. So, teachers must revise their speaking teaching strategies in order to encourage students to expand their communicative ability efficiently as well as quickly.

The students in the experimental group –taught through the use of information-gap

activities– were gradually seen to become less dependent upon teacher's assistance. Therefore, it is suggested that EFL teachers make their students self-dependent in the process of speaking learning.

Actually, language teachers can benefit from these techniques in order to educate more active students who are at the same time better communicators. In this way, language teachers can save great amount of time, energy and money. In other words, instead of wasting their time and energy on a technique which has little practical value, they can concentrate and embark upon these types of techniques which are practically more powerful and useful and which are theoretically supported by many other disciplines, such as psychology, psycholinguistics, sociolinguistics, etc. Also because information gap techniques contain many different types of activities, such as problem-solving, role play, etc. Therefore, students instructed through such techniques rarely get bored and tired. In fact, they are often engaged in these activities so much that they actually forget they are learning a new language. This makes them concentrate on how to communicate the intended meaning not on the language forms. On the other hand, during information-gap activities students are not under pressure to produce correct speech and as a result, their mental barriers and internal resistance are minimized. Here the only thing they need to do is to communicate with others. Moreover, they expressed their joy and happiness when they all participated in each activity. In fact, they were activated, interested, excited , and encouraged to take the task on. This further gives them the opportunity and the ability to put what they already know onto practice.   The findings of this study give students opportunities to develop strategies for interpreting and comprehending language as it is actually used by native speakers. They also help learners figure out the speakers' intention and predict what their interlocutors are likely to say.

In addition, information-gap techniques encourage cooperative relationships among students. This further gives students the chance to work on negotiating meaning. On the other hand, when students work in small groups, the amount of the communicative practice they receive will be maximized. In this way, students also learn to pay attention not only to communicating the intended meaning, but also to the social context of the communicative event. There is still another advantage to information-gap techniques. That is, these activities teach students to take more responsibility for their own learning. They should act as active participants not as passive recipients, in order for them to carry out the tasks. Here the students are given opportunities to express their own ideas and opinions, and in so doing they have a choice not only about what to say, but also how to say it.

5.7 Suggestions

The findings of this study suggested some implications for the teaching of speaking to Palestinian 8th graders. It is clear from the results of the two hypotheses that the experimental group subjects' speaking ability has improved. Therefore, this study will suggest the following with regard to the developing of speaking skills:

1. Speaking has to be emphasized over the other language skills.

2. Information gap activities have to be an integral part of the speaking class syllabus.

3. Information gap activities must be emphasized over and over again. Students' interaction creativity ought to be encouraged.

4. Teachers should expect lots of noise in such classes. Therefore, they need to encourage their students to speak and practice. They should keep an eye on all students. Encouragement can work if a teacher's tone is friendly and humorous.

5. Since most of the Palestinian students evaluate their English proficiency based on how they interact in real life situations, more authentic topics should be introduced into the classrooms. Some ways of doing this are to have the students speak and listen to native speakers on tapes and try to imitate them by repeating every phrase or sentence they utter, to make field trips or ask the students to visit places where native speakers are found, and/or have native speakers come to class as guest speakers and allow students to interact with them.

5.8 Recommendations

In the light of the results reviewed throughout this study, the researcher finds it is important to give some recommendations to develop students' speaking proficiency for the curriculum designers and decision makers, school administrations and supervisors, teachers, researchers, and students.

5.8.1 Recommendations to Curriculum Designers and Decision Makers

1. To increase speaking proficiency, the syllabus of English curriculum should emphasise the productive skills of speaking. In dealing with a large number of students in the Palestinian classrooms. Pairwork and group work should be recommended in classroom instruction for all subject areas.

2. Information technology should be brought into the classroom in various forms of activity, task or project. It can benefit language teaching such as films, radios, videos, which are available in many EFL settings, along with newspapers and magazines. These affordable sources enable the EFL students to increase their opportunities in

learning to speak proficiently, including the provision of the Internet interacting with native speakers on a variety of topics.

3. For teacher training, it is important to develop Palestinian teachers competencies to have opportunities to improve their English speaking proficiency as well as the other language skills. In doing this, a workshop or a conference on language teaching should be provided.

4.The curriculum designers must consider continuity, sequence, and integration in building

 learning materials.

5. Students should be provided by models of good techniques and activities to participate

orally.

6. The administrators of English programs and the speaking teachers should be very selective. They should suggest books that stress speaking through the use of information gap activities.

7. Speaking teachers need to be trained on how to develop and present dialogues for their students. The environment is also very important.

5.8.2 Recommendations to Teachers

1. Teachers should establish learning environment to compensate for the authentic atmosphere in language learning using pairwork and group work which help in carrying out the learning process to be successful.

2. The teachers should learn how to enhance their ability in teaching English and to be creative to apply various techniques in teaching speaking in order that the students are interested in learning speaking.

3. The teachers should expose students to the natural use of English with native speakers, so that they can observe and acquire the verbal and non-verbal speaking skills.

4. Teachers should encourage shy students to participate orally by using different activities of information gap that depend on project team work.

5. The teachers should provide motives for the students who keep speaking at class and for the students who present a summary of the English programs they watched at home such as the news related to weather.

6.Teachers should give every student equal opportunities to express themselves, especially pay attention to those introverted students.

5.8.3 Recommendations to Students

1. To have a good result in speaking activities, the students need to extensively practice speaking in their daily activities with her or his friend. They should prepare themselves especially before joining the class.

2. They must pay attention to the lesson and teacher's explain related to the material.

3. They should be more active in the class.

4. They should expand their ability by participating in different daily situations.

5.8.4 . Suggestions for Further Studies

To other researchers who want to conduct research with the same subject, the researcher hopes that this study may be useful as a reference.

1. Conduct other studies similar to the present study but in other skills of language such as (listening, reading, writing).

2.Conduct an analytical study to the Palestinian English curriculum to identify the main speaking skills that should be focused on during speaking lessons.

3.Conducting a study entitled "A suggested program for training teachers on how to adapt information gap activities to develop language skills."

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Appendices

Appendix (1)

Al- Azhar University- Gaza

Deanery of Postgraduate

Studies

Department of Curriculum & Teaching Methods

Dear Mr./ Mrs.……………………….

The researcher is conducting a study entitled: **"The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools "**. So, as to obtain Master Degree in Curriculum and Methodology.

In order to achieve the purpose of the study, the researcher prepared the following instruments:

1.   Content analysis card for sample unit of the *English for Palestine8* Students' book and workbook.

2.   Oral Speaking Skills Test

3.   Teacher's guide based on information gap technique

4.   Lesson plan for unit 7 lessons 1,2, 5 and 6.

You are respectively requested to check each instrument and write your response correspondingly. Your notes and response will be highly appreciated.

Thanks a lot

The researcher: Rania Jondeya

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Content Analysis Card

The researcher analyzed the speaking skills in all exercises of unit 7 in the Students′ book and workbook for eighth graders as a sample. Also, she analyzed all exercises of unit 7 in the Students′ book and workbook as a sample to find whether it implemented and contained information gap technique. Please you are respectively invited to rate,

1. Does the content analysis card meet its purpose?.......................
2. Is the number of the sample unit (one unit) satisfactory?........................
3. Does the content analysis meet the operational definition?
4. Does the content analysis card meet the first study question which is

   "What are the speaking skills intended to be developed for the eighth graders in *English for Palestine 8* textbook through adopting information gap?"

   …………………………………………………………………………
   …………………………………………………………………………..
   …………………………………………………………………………
   …

Analysis Card to *English for Palestine 8*
Student's Book and Workbook Unit (7) for Speaking Skills

The Purpose of the Analysis

1-The analysis aims to explore speaking skills involved in unit 7 of *English for Palestine 8* Student's Book and Workbook intended to be developed by adopting information gap activities.

2- The Analysis aims to check if the activities and exercises of unit (7) in *English for Palestine 8* textbook (student's book and workbook) are designed in the light of information gap concept or not and make the adaptation to implement genuine information gap activity.

The Sample of the Analysis

The sample involves just unit (7) which is selected to practice the experiment from the textbook of the 8th grade which contains 9 units for the first semester.

Unit of the Analysis

Each exercise in unit 7 in the Student's book and Workbook represents a sample unit of the analysis.

Elements of the Analysis

Analysis of the unit depends on:

1. Exploring the speaking skills and sub- skills,

2.Exploring the activities of speaking skills that practice information gap,

3.Exploring the activities that contain speaking skills in integrated skills in each lesson of unit (7)in the student's book and workbook.

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4. Exploring the information gap activities in the student's book and workbook.

Unit of Registration

The registration unit is the unit which contains the purpose of the analysis.

Limitation of the Analysis

1.The analysis deals with speaking skills devoted by the Ministry of Education to be achieved in the 8th grade *English for Palestine* student's book and workbook.

2.The analysis cover fifteen speaking skills.

3. The analysis deals with the types of information gap activities which classified by the researcher.

4.The analysis covers seven types of information gap activities.

Description of the Content Analysis

The content analysis card(a) includes (15) of the speaking skills assigned by the Ministry of Education. The researcher classified these skills into five levels (pronounciation, comprehension, grammar, fluency, and vocabulary). For the pronounciation level there are four sub– skills, the comprehension level are three sub- skills, grammar level are five sub- skills and the fluency level there are two sub- skills, and the vocabulary level has one sub- skill. The researcher checked all the activities and exercises of the lessons in unit (7) in order to assign the speaking skills in each one and working out to develop them.

The content analysis card(b), after the researcher had reviewed different resources. She found different types of oral information-gap activities include games, jigsaw, role- play, describe& draw, ask& answer, fill the gap, and puzzles. Having given out

these activities, the teacher requires the students to complete it by asking each other questions and/or relating their own information

Operational Definition of the Terms

The researcher defines the terms as:

Speaking Skills

 are the speaking skills which determined by the Ministry of Education and divided into five criteria (comprehension, pronounciation, fluency, grammar, and vocabulary) that used in the oral speaking rubric to evaluate students' oral proficiency". Keeping in mind that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Information Gap

 is a communicative approach method based on corporation between groups. In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions. It includes partial texts; incomplete plans and diagrams; jigsaw stories with each student in the pair/group seeing, reading, or hearing a different part; and gapped information grids. Precisely, information gap activities are those in which students exchange information in order to complete a required task.

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Appendix (2)

Oral Speaking Test for the Eighth grade

Please look at the test and you are gently invited to check its suitability in terms of :

1. The purpose of the test

2.The time of the test

3. The scores according to the rubric

4.The instructions

……………………………………………………………………………..

……………………………………………………………………………

Dear student:

This test is designed for a specific research purposes. The result of it will not affect your school scores. So you are requested to be examined orally .

Instructions:

1. You have to work with your partner

2.The test consists of (4) main questions.

3.You have to be relaxed not hesitant, think before answer and speak aloud with clear voice.

4.You have to draw just one card of each main question, it means you have to answer or talk about four items of the test.

5.You and your partner are allowed to talk within 5 minutes.

The researcher appreciates your cooperation

and wishes you good luck.

First Draft of the Oral Speaking Test

Note: Questions with anticipated answers.

*Question.*1   (2 minutes)

Make a dialogue between you and your friend talk about (the weather in Palestine)

You can use these key words (Winter – Summer – Snow –hot- cold -stormy – rain heavily ..)

Fatima   : Is it always hot in Palestine?

Mona   :Well, it's hot in summer, but it's cold in winter.

Fatima   : Is it stormy here ?

Mona   : No it isn't. We have a nice weather in Palestine.

Fatima   : Does it snow?

Mona   : Sometimes. Last winter, we had a bad storm. It snowed heavily

Fatima :Wow! I don't believe it.

Question.2:   *(3 minutes)*

Tell to your friend your own story about the last bad snow storm, and ask your friend about his own story.

Ask your friend some questions through relating the story.

For example;

- Where were you when it started snowing heavily ?

-What did you do?

- How did you feel?

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- What happened next?

-Did anybody injure?

-How many days did it take?

Question.3   *(2 minutes)*

What would you say in the following situations:

1-Offer to your friend to have breakfast.

SA:………………………………………………..? (Make an offer)
SB:…………………………………………….(give a response)

2-Describe the weather to your friend .
SA:……………………………………………… (use…..raining heavily).
SB:…………………………………………….(make advise)

3- Express:" you feel cold"
SA:………………………………………………
SB: …………………………………………….(give advice)

4-Tell to your friend that you lost your umbrella
SA:…………………………………………………..
SB:…………………………………………….(Reply..)

5-Your friend in America he asks you about the weather in Palestine.
Your friend:…………………………………………?(make a questions)
You:…………………………………………………………..

6-Express your feeling about weather, and asks your friend "What about you? "
SA:………………………………………………………
AB:…………………………………………………

Question.4   *(3 minutes)*

-Describe to your friend your own picture and let her draw, then make a

comparison with your own.

SA: It's raining heavily, in the right of the picture there are girls walking in the

street beside them there is a car. Each of them holds an umbrella. They are going to

go inside the door. This door is school's door. There is some cars in the street red, green, and yellow, one of them is a van. There is a lot of rain on the ground.

SB: draws and asks some questions:

-How many girls are there?

-Which door? How many cars ? and

- What are their color? What are they holding?

-Where is rain?

Question.5   *(2 minutes)*

-Spot the differences in your pictures and tell it to your friend ,let your friend tell

you the differences in her own two pictures. Make a summary about all of them

SA: In my picture There is 1)………….2)……………..3)………… 4)………..

SB: But   in   my   picture

the1)……………….2)……………..3)……………4)…………

Final Draft of the Oral Speaking Test

Grade :8th   *English for Palestine*

Unit: 7

Time :5 minutes

Instructions for the teacher:

To achieve the aim of the test, it is advisable to do the following:

1-Read the question clearly to the students providing a description for the situation.

2. Give students an opportunity to share each other to prepare the answer.

3-Let each pair of the students exchange roles in the dialogue.

4-Follow their performance carefully in order to evaluate it according to the five norms of the evaluation form .

5-Fill in the evaluation form after the student finishes her/his turn and leaves the room.

Answer the following questions

Question.1 :   **Make a dialogue between you and your friend talk about (the weather in Palestine)**.

Question.2 :

   a) Try to describe and spot the differences in your picture and tell it to your friend, let your friend tell you the differences in her own picture. Make a summary about all of them

SA: In my picture There is 1)………….2)……………..3)………… 4)………..

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SB: But   in   my   picture   there   is

1)………………2)……………..3)…………4)…………

What is different?

Find five things in Picture B which are different from Picture A.

Picture A

Picture B

b) **Describe to your friend your own picture and let your friend describe her picture for you**.

What's the weather like?

What would you say in the following situations:

1-Offer to your friend to go for skiing .

SA:………………………………………………..? (Make an offer)

SB:……………………………………………..(give a response)

2-Describe the weather to your friend .

SA:………………………………………………… (use…..raining heavily).

SB:………………………………………………..(make advise)

3- Express:" you feel cold"

SA:…………………………………………………

SB: …………………………………………….(give advice)

4-Tell to your friend that you have lost your umbrella

SA:………………………………………………………..

SB:……………………………………………………….(Reply..)

5-Your friend in America asks you about the weather in Palestine .

Your friend:………………………………………?(make a questions)

You:………………………………………………………..(response)

6-Express your feeling about weather , and asks your friend "What about you? "

SA:………………………………………………………….

AB:…………………………………………………

Good luck

Appendix (3)

Teacher's Guide and Lesson Plan

Please, check the teacher's guide and lesson plan then you are kindly invited to rate them in the terms of the following:

1. The clarity of instruction

2. Meeting the study purpose

3. Suitability to the students′ level

4. The time of the session

5.   The layout

6.   *Any further comments are highly appreciated*

…………………………………………………………………..

…………………………………………………………………..

……………………………………………………………………

Teaching Speaking Skills in Integrated Skills in Unit (7) in *English for Palestine*

***8th* according to Information Gap Activities**

Dear teachers,

It is well- known that, in *English for Palestine* 8 Students book and workbook deal with the four major language skills; listening, speaking, reading, and writing. Speaking lessons are about three lessons mixed with another skill such as: language and speaking, listening and speaking. Also, it is found that, there are some lessons have activities and exercises that practice speaking skills such as, vocabulary and listening, reading and vocabulary, and writing lessons. In addition to the exercises in workbook.

Lessons 1&2 are vocabulary and listening followed by language and speaking, lessons 3&4 are reading and vocabulary followed by language and speaking, lessons 5&6 are listening and speaking followed by writing activities. Each lesson contains at number of speaking activities. This is what the researcher focused on. The current study introduces activities based on information gap as one of the communicative approach methods to help the teacher in teaching speaking skills in every lesson in unit (7). These activities will encourage student-centered approach by getting the students involved in the task and speak with his partner under the guidance of the teacher.

Therefore, The activities which are prepared for the current study will help the teacher to assist student encounter a gap situation which encourage student to ask and talk to each other to fill the gap information, solve a problem and make a decision after interpreting and comprehending the context. This means that students are going to be more

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responsible for their learning while the teacher is a facilitator who creates a suitable environment for learning and preparing lessons and roles to students. The main tool in these activities is leading questions which help the students to fill the gap and have a complete information**.**

The researcher has prepared a teacher guide which includes lessons plans for the chosen lessons of integrated skills allowed speaking in student's book and workbook *English for Palestine 8.*

The General Aim of the Teacher's Guide and Speaking Skills Lesson Plan

In order to guide the teacher who desires in practicing information gap activities and in need to develop students**'** speaking skills, the researcher designed the teacher's guide which is based on the adapting the implementation of information gap activities as one of the communicative approach methods.

The Definition of Information-gap Activity

Based on the related literature the researcher defines 'Information Gap' as a method of the communicative approach based on corporation between groups. In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions. It includes partial texts; incomplete plans and diagrams; jigsaw stories with each student in the pair/group seeing, reading, or hearing a different part; and gapped information grids. Precisely, information gap activities are those in which students exchange information in order to complete a required task.

And she defines 'Speaking Skills' as the speaking skills which determined by the Ministry of Education and divided into five criteria (comprehension, pronounciation, fluency, grammar, and vocabulary) that used in the oral speaking rubric to evaluate students' oral proficiency". Keeping in mind that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

The Teacher Guide's Consists of the Following

1. The general aims of the lessons included in the study.

2. Learning objectives of each lessons.

3. Teaching resources.

4. Activities used by the researcher to help students in learning.

5. Procedures to be followed by the teachers.

6. Worksheets & Evaluation sheets.

General Aim

The lesson plan and the activities in this study aimed at developing speaking skills in *English for Palestine8.*

Specific Objectives

By the end of the lessons students are expected to be able to:

1. Articulate sounds in connected speech

2. Summarize the main points of a text

3. Describe a sequence of events based on visual inputs.

4. Narrate a story based on visual input.

5. Make a rehearsed or unrehearsed presentation about a familiar topic (self, family, immediate environment or current issues).

6. Respond to direct questions, instructions, suggestions, offers, visual input ,etc.

7. Express like ,dislikes, interest, dreams, apology, gratitude, regret, surprise, pleasure, displeasure, agreement and disagreement.

Teaching Speaking through Information Gap

The following steps are followed to help the teachers to achieve the teaching of speaking skills successfully:

1. Identifying the objectives of the lessons.

2. Preparing warming-up materials in an interesting way.

3. Identifying the topics and formulating them in a question form or problem solving.

4. Preparing the teaching material needed for the lesson.

5. Forming the problem into sub questions.

6. Preparing the activities which students are going to carry out.

7. Evaluating the students' performance.

8. Guiding students to implement what they have learnt in new situations.

Unit 7 Wild weather

Lessons 1 and 2

Vocabulary and listening

sun/sunny

cloud/cloudy
thick cloud

rain/rainy
heavy rain

wind/windy
strong wind

snow/snowy
heavy snow

bad storm   **snowstorm**

1 Discuss the weather.

Talk about the weather today and last weekend, and the forecast for tomorrow.

2 Look at the picture below and answer the questions.

a Who is the boy, and where have you seen him before?
b What do you think is happening and why?

3 🔊 Listen to check your answers.

Mike and Sami are having school lunch and talking.

Mike Is it always hot in Palestine?
Sami Well, it's usually hot in summer, but it's often
          cold and wet in the mountains in winter. It
          sometimes snows, too.
Mike Snow in Palestine? You're **joking**!
Sami No, we had a very bad snowstorm last winter.
          And that was after it had rained heavily.
          Everything froze and it was very dangerous.
Mike Well, **let me** tell you about our family holiday
          in Scotland last winter.
Sami What happened?
Mike Dad and I went climbing one day. At the beginning, the weather was lovely and sunny.
          But then it suddenly got dark and very cold. We had climbed quite high by that time.
Sami Did you come down?
Mike We started, but it began snowing heavily, and we couldn't see anything. We got
          completely lost!
Sami So what did you do?
Mike We stopped and made a snow hole to try to keep warm and safe.
Sami Did the storm **go on** for long?
Mike Until next morning. We got really hungry because we hadn't brought much food – just
          a picnic lunch.
Sami What happened **in the end**?
Mike Luckily, Dad had told Mum our route, and she called the Mountain Rescue team.
          When their **helicopter** flew over, we **waved** and they saw us. We were so happy!

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Unit 7 Wild weather

Lessons 1 and 2

Vocabulary

1 Match weather words that go together.

2 Use word pairs from **1** to write captions for the pictures.

a The cloud was very thick.

b The _____
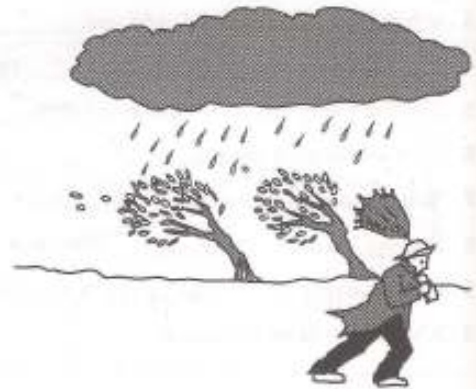
c _____   d _____

3 Match the expressions to the steps in telling a story. Write the expressions.

At the beginning	But then it suddenly	Let me tell you about
Luckily	My brother and I got a boat one day	So what did you do?
What happened?	What happened in the end?	

Andy   (1) Let me tell you about our family seaside holiday last summer.

Yassir (2) _____

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Date : / /	Unit : 7
Class: Grade 8th.	
SB. page : 42	Lesson : 1 Time:2 sessions

Subject : The Wild Weather

Table of contents

Skills to be Emphasized

Speaking skills through practicing listening and new vocabularies.

Behavioural Objectives:

By the end of the lesson, most of the students are expected to be able to **: -**

1- articulate sounds in connected speech

2- describe a sequence of events based on visual inputs.

3-respond to direct questions, instructions, suggestions, offers, visual input ,etc.

4- use the words connected with weather in meaningful sentences.

5- practise listening to a dialogue between Sami and Mike.

6- Talking about the weather by using the past simple and the past perfect for two

connected actions and to emphasize that one action was first.

7- use the words highlighted in the texts in a meaningful sentences.

New language

- *Key Vocabulary*

Thick - joking – snowstorm – let me – go on – in the end – helicopter – waved.

- *Key structure*
- The past simple + the past simple

When they got lost , they stopped.

- The past perfect + the past simple .

  After it had rained heavily, the snowstorm came.

- *Key function*

Talking about the past simple + the past simple

i.e. : When did you meet Amal?

  I met her , when I was at school?

  Talking about the past perfect + the past simple

i.e. : When did the snowstorm come?

  After it had rained heavily, the snowstorm came.

Revised items

Sun/ sunny, cloud/ cloudy- rain/ rainy- wind/ windy, snow/ snowy .

  Resources : Student's book – Work book - Flash cards - Magnetic board - slides - pictures - working sheet - Word cards - colored chalks, cassette.

Step	Procedures
	Greetings
Warming up **Info. Gap "two way" act.1.** *(essing game)* **5 min**	▪ T. divides the class into five groups (1 to 5) each group consists of six students, and every group has a leader. ▪ Now in this activity, the teacher gives each leader a picture about different words connected with the weather (sun- cloud- rain- wind- snow). ▪ T. asks each leader to hide the pictures from her partners in order to create an information gap between ss. ▪ T. asks the leader to stand on the front of the class, and act the word in her picture by saying, " When it rises, we feel hot or warm." So, guess what's it? ▪ Her group tries to give the correct answer. If they give her the correct answer they are winners and have a mark. If they didn't give the correct answer, the question transfers to another group.

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	Each group acts like this. • At the end of the activity, all groups paste the pictures on the board. Then, the teacher asks a pair of ss. to ask and answer each other some questions like this: • What type of weather do you like? and why? • Do you like swimming or skiing, which is more? And why? • Have you an experience with a bad weather? Explain what happened?
presentation **Info. Gap " two way" act.2.** **5 min** **(Acting)** ***Practice*** **Ex.1** **Info. Gap " two way" act.3.** **Sing a song** **10 min**	T. asks each group to give the adjectives of the weather's words (sunny, cloudy, rainy, windy, snowy), and writes them on the board under the pictures of the weather's words. T. asks ss. to repeat C. / G./ I. T. asks groups to stand up in a circle and the teacher stands in the middle and gives each group a picture describing the weather by using the previous adjectives (sunny, cloudy, rainy, windy, snowy) to sing the song (What's the weather ?). T. asks all leaders to hide the pictures in front of them. T. sings rhythmically (What's the weather?) by pointing to the first group. Ss. in the first group chant the answer (It's sunny), displaying the picture in front of them all the time. Then it can be done vice versa, the teacher acts out the answer or points at the pictures and students say (What's the weather?) The leaders stand in the middle and commands the others. This is done in fast speed and rhythm. Ss. altogether say (What's the weather?), altogether sing (It's sunny), (It's rainy)…. At the end of this activity, the teacher displays the video on the weather song . Altogether ss. sing the song with the video .

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These are the song's words:

What's the weather

It's Sunny

What's the weather

It's Rainy

Altogether that's the weather

Sun   Rain   Wind   Snow

What's the weather

It's   Hot   Cool   Cold   Warm

What's the weather

It's   Cloudy

What's the weather

It's   windy

Altogether that's the weather

In the Summer

It's   hot

In the Winter

It's   not

In the Spring

It's   no …<mark>….</mark>

Within the Autumn

No a ….<mark>..</mark>

What's the weather

It's Frosty

What's the weather

Ex.2 **Pre-listening** **Info.gap "** **two way** **act.4** **5 min** —— —— *Presentation* **Info.gap "** **two way** **act.5** **5 min** **Acting and** **guessing** **what?** *Practice* *listening to* *a cassette* *5 min* **Ex.3** **Info.gap** **"two** **way"act.6** **ask** **&answer** **Fill the gaps** *Summative* *evaluation* **10 min**	T. asks ss. to close their books. T. gets a student giving him a picture. The student holds the picture trying to describe it to her partners by saying (father and his son, they are from Scotland . They are skiing and looking very afraid). **So, "who is in the picture? And Say what the situations might be?.** T. checks Arabic meaning for the new vocabulary (joking, let me, go on, in the end, helicopter, waved) by displaying pictures and flash cards.

It's Clawing

Listen to the speakers and complete the tables.

T. gives two different worksheets for students to complete the gaps and practice speaking after listening.

T. explains the activity making sure that Ss understand the task.

T. tells ss. that they have to complete the gaps to make a complete idea.

T. plays the cassette and ss. listen to the conversation to complete the table.

Note: Blue colored questions are possible questions to be asked by students to fill the gaps, and underlined sentences are possible answered to the questions asked.

Student A:	**Student: B**
Altogether that's the weather	
Mike:...........................? What did Mike ask Sami?	Mike: Is it always hot in Palestine?
Sami: Well it is usually hot in summer , but it is often ....in winter. How is the weather in winter?	Sami: Well it is usually hot in summer, but it is often cold and wet in the mountains in winter. It sometimes snows, too.
Mike : Snow in Palestine ? You are joking!	Sami:................................. What did Sami reply to Mike?

	Sami: <u>No, we had a very bad snow storm last winter.</u> <u>And that was after it had rained heavily.</u> <u>Everything froze and it was very dangerous.</u>	And, when it was? …………………………….. And, What happened? ……………………………..
	Sami: What happened? Mike:……………………. <u>What did Mike answer Sami?</u> <u>How was the weather at the beginning?</u> …………………………… <u>Then, suddenly. What happened?</u> ……………………………. <u>And, what did you do?</u> ……………………………….	Mike: <u>Dad and I went climbing one day.</u> <u>At the beginning, the weather was lovely and sunny.</u> It suddenly got dark and very cold . We had climbed quite high by the time .
	Sami: <u>Did you come down?</u> Mike:………………………. <u>What did Mike answer Sami?</u> <u>Then, What happened?</u> …………………………………	Sami:…………………………… <u>What did Sami ask Mike?</u> Mike: <u>We started, but it become snowing heavily,</u> <u>Then, we couldn't see anything. We got completely lost!</u>
	Sami: So, what did you do? Mike: <u>we stopped and made a snow hole to try to keep warm and safe.</u>	Sami: So, what did you do? Mike:………………………. <u>What did Mike answer Sami?</u>
	Sami:………………………….? <u>What did Sami ask Mike?</u>	Sami <u>Did the storm go on for a long?</u>

	Mike: <u>until next morning.</u> <u>We got really hungry</u>. <u>Because we hadn't brought much food.</u>	Mike:…………………………… <u>What did Mike answer Sami?</u> <u>How did you feel?</u> …………………………………… <u>Why?</u> ....
	Sami:……………………….? <u>What did Sami ask?</u>	Sami: <u>What happened in the end?</u>
	Mike: <u>luckily, Dad had told Mum our route ,</u> <u>and she called the Mountain Rescue team.</u>	Mike:…………………………… <u>What did Mike answer Sami?</u> <u>And, What did your mother do?</u> ………………………………………

Workbook **Ex.1** **Info. gap act.7 "one way"** **Fill the gap** ***Summative evaluation*** **10 min**	T. plays the recorder once again to help students check their answers. T. checks Ss.' answers, corrects , evaluates and encourages them. T. gives two ss. different worksheets to fill the gaps with adjectives that goes with weather's noun or vice versa. **Student A:** |	Adjective	Noun
---	---	---
1-	…………	rain
2-	strong	wind
3-	…………	storm
4-	thick	………………	 ***Possible questions*** : *- What's the adjective that goes with rain?* *-What's the noun that goes with the adjective* thick?

Student B:

	Adjective	Noun
1-	heavy	rain
2-	strong	………………..
3-	bad	storm
4-	thick	cloud

__Possible questions__ :

- *What's the noun that goes with the adjective strong?*
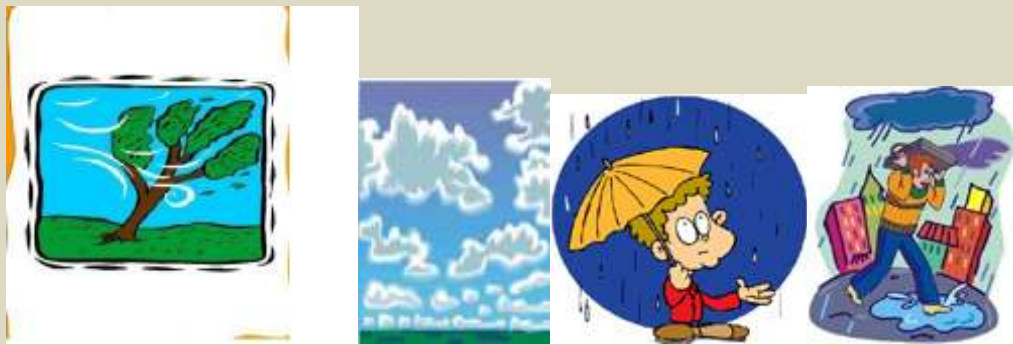
__Workbook__
Ex.2
Info.   gap
act.8"one
way"
describe   and
draw.
10 min

T. gives ss. pictures about types of the weather and asks them to say a sentence describing the weather by using the previous adjectives .

T. asks each group to describe their picture to each other until to draw it.

__Homework__

T. asks ss. to answer ex.3 at home" Workbook", and create their own information gap activities.

4 Read and mark the sentences true (✔) or false (✗). Correct the ones that are false.
a Winter weather is often bad all over Palestine. ☐
b Sami remembers that it rained heavily after it had snowed. ☐
c Mike and his father went climbing in Canada. ☐
d It got dark and very cold after they had climbed quite high. ☐
e They tried to come down the mountain after it had started snowing. ☐
f They made a snow hole to keep themselves alive through the storm. ☐
g Mum came to rescue them in a helicopter the next morning. ☐

Language and speaking

We often use the past simple + past simple for two connected actions.
  When they **got** lost, they **stopped**.
  When their helicopter **flew** over, they **saw** us.

To emphasise that one action was first, we often use
the past perfect with the past simple. We form the
past perfect from *had* + past participle.

  It suddenly **got** dark. We **had climbed** quite high by that time.

We often put the two actions in one sentence.

Action 1   Action 2
├─────────────────┼──────────────────→ Time
It had rained heavily. The snowstorm came.

After it **had rained** heavily, the snowstorm **came**.
Luckily, Dad **had told** Mum, and she **called** Mountain Rescue.

Compare the punctuation.

When they got lost, they dug a hole.   After it had rained heavily, the snowstorm came.
They dug a hole when they got lost.   The snowstorm came after it had rained heavily.

5 Work with a partner. Take turns at making statements.

Look at the list. Say what had happened by the time it started snowing at 11.30.

A At 8.00 Dad had explained the route to Mum.
B At 8.30, he and Mike ...

8.00   Dad (explain) the route to Mum
8.30   he and Mike (leave) the hotel
8.35   they (start) walking up the valley
8.55   they (begin) to feel hot because of the sun
9.00   they (take off) their thick sweaters
9.15   they (start) to climb the mountain
11.20   they (start) to feel cold, and they (put on) their sweaters again
11.25   they (turn) round, and they (start) to come down the mountain

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Andy (3) _____ , and we went fishing.

(4) _____ , the weather was lovely. (5) _____ got very windy and cloudy. Then the engine stopped, and the wind started carrying us out to sea.

Yassir (6) _____

Andy We tried to start the engine again and again, but we couldn't.

Yassir (7) _____

Andy (8) _____ , a big fishing boat saw us and came to help.

Past simple + past simple

4 Use the sentence parts to write about Sami and the snowstorm in Palestine. Start each sentence with *When* ...

a / Sami (get up) / (feel) cold

When Sami got up, he felt cold.

b / he (look) outside / (see) snow everywhere

_____

c / (open) the window / strong, cold wind (blow) in

_____

d / (go) outside / (fall) flat on his back

_____

_____

e / (walk) down the road / school / (see) three car crashes

_____

_____

5 Complete Ricky's story of winter's arrival in Canada. Put the verbs in the correct tenses – past simple or past perfect.

Winter (1) ____arrived____ (arrive) very suddenly last Saturday night. We

(2) __had watched__ (watch) the weather forecast on Saturday evening, so we

(3) _____ (be) not very surprised to see snow on the ground on Sunday

morning . But it was very, very deep. More than a metre (4) _____ (fall) in

the night, and it (5) _____ (almost hide) Mum's little car. And at

the side of the house, it (6) _____ (blow) as high as the windows, too.

Later in the morning, we (7) _____ (walk) down the hill to the lake. It

(8) _____ (freeze) completely in just one night!

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Date : / /	Unit : 7
Class: Grade 8th Language and Speaking	Lesson : 2 Page: 43 Time:2 sessions

Step	Procedures
Presentation *language & structure* Practice info-gap" two way"act.10 ask& answer	T. reads the language box explaining to ss. that we use the past simple + the past simple for two connected actions. -When they read the lesson they answered the questions. -When she reached the school, she met their friends. T. gives ss. incomplete sentences and ss. have to complete them by other actions to make a complete ideas like this: -When my father reached home, I…………….…..... T. asks pairs of ss. to tell sentences like this.(SA: says the first sentence and he doesn't know his partner's answer . So, he asks "Then , What happened?). Thus , there is an information gap between them. Then, T. explains to ss. that we use past perfect + past simple to emphasise that one action was the first. T. asks ss. to give the form of the past perfect, and form sentences by using past perfect + past simple. T. writes the rule and sentences on the board.
Practice Info. gap act.11 "one way"	T. gives each two partners a worksheet to fill the gaps of the following pictures and say **what had happened or happened**. 1. He ………for the lift for over 10 minutes so he…….. late. 2. . He …….. a shower. The water …………………… 3. After my football team ……..the cup twice, we……back homes.

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4. Paul………. ……reading the book before his father ……………

5. He………. such delicious cookies before he ……all of them.

6. He………….very quickly so he ……………...late for school?

Ex.5 Info. gap act.12 "two way" Ask & answer _Summative evaluation:_ Info. gap act. 13" ask & answer" to fill the gaps"	T. asks the groups of ss. to work out different worksheets of two timetables of Mike's story . Ss. take turns to make sentences with the past perfect of the events by asking and answering each other. **The two groups of Ss try to ask each other about the timetable and events to complete each other list.**

Group " A"

	Time	Event
1 -	8.00	**At 8.00 Dad had explained the route to Mum.**
2 -	?	**When had Mike and his father left the hotel?**
3	8.35	**They started walking up the valley.**
4 -	8.55	**Why had they begun to feel hot at 8.55 ?**
5 -	9.00	**They had taken off their thick sweaters.**
6	9.15	**What had they started to do at 9.15?**

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-		
7 -	11.20	They had started to feel cold, and they put on their sweaters again.
8 -	11.25	<u>What had happened at 11.25?</u>

Group "B"

	Time	Event
1 -	8.00	<u>What had Dad explained to Mum at 8.00?</u>
2 -	8.30	He and Mike had left the hotel at 8.30
3 -	8.35	<u>Where had they started walking at 8.35?</u>
4 -	8.55	They had begun to feel hot because of the sun.
5 -	9.00	<u>What had they taken off at 9.00?</u>
6 -	9.15	They had started to climb the mountain.
7 -	11.20	<u>How had they felt at 11.20?and What had they done again?</u>
8 -	11.25	They had started round, and they Started to come down the mountain.

Rounding up	T. gives ss. worksheets to answer ex.4 in their workbook. Ss. in pairs will ask and answer each other questions like the following : 1. / Sami (get up)/ (feel) cold . **Student A.** will ask student B. the following question: How did Sami feel when he got up?

	Student B. will answer :
	
	 He felt cold.
	
	 2. / he (look) outside / (see) snow everywhere
	 Student . A
	 What did Sami see when he looked outside ?
	 Student . B
	 He saw snow everywhere .
	
	 3. / (open the window / strong cold wind (blow) in.
	
	     Student . A
	
	     When did the strong cold wind blow in?
	
	 Student . B
	
	     When he opened the window.
	
	 4. (go) outside / (fall) flat on his bike.
	     Student . A
	
	     What happened when he went outside?
	
	     Student . B
	     He fell flat on his back.
	
	 5. / (walk) down the road/ school / (see) three car crashes.
	     Student . A
	
	     What did Sami see when he walked down the road to school?
	
	     Student . B
	     He saw three car crashes.
	
	 T. reminds the students about what they have learnt.
	     T. asks Ss. to say when they use past simple + past simple and past perfect + past simple.

Homework	T. asks ss. to do homework in their workbook at page **39 ex . 5**.

Lessons 5 and 6

Listening and speaking

1 ◼◼ **Look at the first picture, listen to Part 1 and answer these questions.**

a Who are the two men, and where are they?

b What has happened recently?

Amundsen's mission to the North Pole by plane: 21st May–16th June 1925

2 ◼◼ **Look at these six pictures, listen to Part 2 and do these activities.**

a Number the pictures 1–6 as you listen.

b Listen again and write the time and/or date that Amundsen gives.

On the ice for 3 _____
Amundsen's team prepare to fly home in one plane.

8.00 p.m. _____
Plane lands near Spitzbergen. Local fishing boat rescues Amundsen and his men.

5.10 p.m. 21st May
Amundsen's team leave Spitzbergen in two planes to fly to N Pole.

9.30 p.m. _____
Team fill plane with fuel, start their run across the ice.
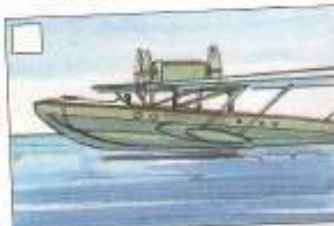
In the air for _____ hours
Plane climbs slowly into the air, turns south.

5.00 a.m. _____ May
Planes fly for 12 hours, develop engine problems – land near pole.

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Lessons 5 and 6

1 Write the dates. Use these abbreviations.

01/...	= first	=1st	03/...	= third	= 3rd
02/...	= second	= 2nd	04/...	= fourth	= 4th

a 05/02 = _5th February_   d 22/01 = _____

b 03/10 = _____   e 27/09 = _____

c 05/08 = _____   f 31/12 = _____

2 Write more dates.

a Today's date: _____   b Your birthday: _____

3 Write the times. Use these abbreviations.

> a.m. (abbr): between 12.00 at night and 12.00 in the middle of the day
> p.m. (abbr): between 12.00 in the middle of the day and 12.00 at night

a ten o'clock in the morning _10.00 a.m._   d three forty-five in the afternoon _____

b half past two in the afternoon _2.30 p.m._   e seven forty in the morning _____

c quarter past four in the morning _____   f eleven thirty-five at night _____

4 ▣ Listen to the tape and do the dictation.

a He got very hungry because _____

b By early March, the men _____

c These famous journeys were _____

5 Write the newspaper story about Amundsen.

a Paragraph 1:

More journeys followed Amundsen's race with Scott. _After he had returned to Norway_

from the South Pole, he tried _____

_____

_____

b Paragraph 2:

This is what happened when Amundsen and his team began their journey to the Arctic.

Amundsen's team left Spitzbergen in two planes to fly to the North Pole at 5.10 p.m. on

21st May. After the planes _____

_____

_____

_____

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Date : / /2010	Class: Grade 8th
Unit : 7 Lesson : 5 SB page : 46	Time:2 sessions

Subject : The Wild Weather

   Listening and Speaking

Table of contents

Behavioural Objectives:
   By the end of the lesson , most of the students are expected to be able to : -

1. summarize the main points of a text

2. make a rehearsed or unrehearsed presentation about a familiar topic (self, family,

   immediate environment or current issues).

3.narrate a story based on visual input.

4.express like ,dislikes, interest, dreams, apology, gratitude, regret, surprise,

pleasure, displeasure, agreement and disagreement.

5.practise Listening to a conversation between David West and Amundsen.

6.transfer the information to captions.

7.using learners' writing for oral information-gap activities.

8.use the words highlighted in the texts in meaningful sentences.

 New language:
 ▪*Key Vocabulary:*
Lands, p.m., a.m.
 ▪*Key structure &* Key function:

XXXXXXXXXXXX
 Resources :
 ▪ S.B. - W.B. - Flash cards - Worksheets - Word cards-colored**.**

Steps	Procedure
	Greeting
Warming up Info-gap act.1 "one way " Play a guessing game	T. asks a student to come on the front of the class and play the guessing game "Where am I?"by describing the place , for example, It's very hot. There are a lot of tall trees. There are a lot of insects. I can see a monkey .(the students can guess the place (in this case, the jungle).
Introduction "Ex.1 students book ." Info-gap act.2"two way" ask &answer	T. introduces the lesson by asking Ss some questions: -Have you ever made any journey ? where? -Have you seen a journey to the north pole on TV ? what did you see in it?
Pre- listening **Info-gap act.3"two way "** **Describing picture** **Info-gap act.4"two way "Play a guessing game**	T. holds a picture and tells to ss. to guess "Who is in the picture' describing it (there are two men one of them is a Norwegian explorer who sailed and won the race to the south pole. ? Correct answer (Roald Amundsen). The second man is from the newspaper, America Today, and he wants to held a meeting with Mr. Amundsen. So, who is? Correct answer (David West). - T. displays the picture pointing to the two men "Mr. Amundsen and David West". - T. asks ss. to guess "What our lesson today about?" *{Amundsen's journey to the north pole and his rescue story}.*

While listening	T. asks ss. to listen carefully to the dialogue between Mr. Amundsen and David West" to get the answer of question "1-b". - T. tells to ss. to be conscious in pronouncing the stress sentence as they hear.
Post listening Info-gap act.4"two way	T. asks ss. to listen to part 2and do the activities "a and b" in their textbook p.46. T. gives each pairs of ss. a different picture from those six pictures in their textbook p. 46, and gives other pairs of ss. a different picture from those six pictures in their textbook p. 46 but with a difference in each one made by the teacher. - Now T. asks each pair to communicate with each other by asking and describing their pictures to their partners to spot the difference between the two pictures. - Other groups act like this.
Summative evaluation2. Info-gap act.6"two way role play	T. selects pairs of ss. to come in front of the class and one draws a card from the box , on this card there is a question one of the pairs will ask and the other will answer by looking on the caption pasted on the board . Q.1: What happened on 21th May? Q.2: How many planes did Amundsen's team use to leave Spitzbergen? Q.3: Where did the plane land? Q.3: Who did rescue them? Q.4: How long did Amundsen's team stay on the ice? Q.5: When did the team fill plane with fuel? T. asks a pair of ss. to come in front of the class and act the role of a doctor and a patient in order to practice a sentence stress: Doctor: So you are Manal Hamadah. Patient**: No**, doctor**. I'm Maha** Hamadah. Doctor: Sorry, now , Maha you are twelve years old .

	Patient: **No** , **I**'m **fourteen** years **old**. Doctor: Oh, dear, and you've got a bad toothache. Patient**: No**, **I**'ve got a bad **cold**.
Homework	T. asks ss. to write at home a story about their own experience with the bad weather and create their own information gap activities making questions and leaving gaps.

3 📼 Practise your pronunciation: sentence stress

a Listen for the main sentence stresses and repeat the sentences.

My name is David West.   I'm from the newspaper, America Today.

b Listen for the main sentence stresses and mark them. Repeat the sentences.

Hello, Mr West.   Nice to meet you.   Welcome back from the Arctic.

4 Work with a partner. Read and act out.

West	My name is David West. I'm from the newspaper, America Today.
Amundsen	Hello, Mr West. Nice to meet you.
West	It's very good to meet you! Welcome back from the Arctic.
Amundsen	Thank you. Now, how can I help you?
West	Mr Amundsen, could I ask you some questions about your journey?
Amundsen	Yes, of course. Let's sit down and have a cup of tea, and then we can talk.
West	Thank you very much.
Amundsen	You're very welcome.

5 Work with a partner. Look at **2** and tell the story.

Writing

6 Read the topic sentence and finish the paragraph. Use the newspaper headlines.

More journeys followed Amundsen's race with Scott. After he had returned ... ⇨ WB 42 **5** a

AMUNDSEN RETURNS TO NORWAY FROM SOUTH POLE

AMUNDSEN TRIES MANY TIMES WITHOUT SUCCESS TO REACH NORTH POLE BY SEA

(Then in 1923, ...)   AMUNDSEN DECIDES TO REACH POLE BY PLANE

7 Read the topic sentence for paragraph 2. Use information from the picture story to help you continue. ⇨ WB 42 **5**

This is what happened when Amundsen and his team began their journey to the Arctic.

Unit task

8 Write a true story. Follow these steps. ⇨ WB 43 **6**

Think of a short, simple, true story about yourself (or somebody who you know). It should be about bad weather (eg a very bad thunderstorm) and escaping from it.

6 Write a short, simple, true story about yourself (or somebody that you know). Follow these steps.

a Write notes of the main events.
b Note useful language. (Look back through this unit for ideas.)
c Start with a topic sentence that begins like this.

<u>This is what happened when (I)</u> _____

_____

_____

_____

7 Review new vocabulary.
Complete the puzzle with 11 of these new words. Find new word number 12 and 13 in the puzzle.

appear	before	end (in the –)	explorer	flag	frozen	go on
group	helicopter	ice	joke	let	lose (a race –)	ocean
	scientific	snowstorm	strength	wave		

1 Let's ... our arms and then they may see us.
2 Water changes to ... at 0°C.
3 Fuad is a great ... , and he has been to many parts of the world.
4 So, tell me, what happened in the ...?
5 The wind got worse and snow started falling. Soon it was a ... .
6 Temperatures fell to –20°C and everything was ... .
7 The Pacific is the ... between Asia, Australia and North and South America.
8 To learn more about global warming, scientists are doing lots of ... studies.
9 Does Tariq have the ... to lift 250 kilos?
10 The accident wasn't funny, so don't ... about it.
11 Let's all work together as a ... .
12 _____
13 _____

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Date : / /2010	Class: Grade 8th
Lesson 6 Writing	Time:2 sessions SB page : 47

Behavioural Objective:

1.summarize the main points of a text.

2. make a rehearsed or unrehearsed presentation about a familiar topic (self, family,

immediate environment or current issues).

3.narrate a story based on visual input.

4.using learners' writing for oral information-gap activities**.**

- **Procedures:**

STAGE ONE: *Setting the written work.* Exercise 5 workbook page 42

The teacher asks the students to write a three-paragraph essay about Amundsen's newspaper

story. The teacher and the students suggest three topics, one for each paragraph:

• Amundsen returns to Norway from South Pole

• Amundsen tries many times without success

• Amundsen decides to reach pole by plane

-The teacher tells the students that their work will be read by other students and will be the basis

for oral work.

STAGE TWO: *Writing.* The students write, going through the usual procedures of planning,

rough drafting, etc. When finished, they hand their work in to the teacher, who corrects it. The

written work is then handed back to the students, who rewrite it in light of the teacher's corrections

or comments.

STAGE THREE: *Deleting.* The teacher asks the students to write out another copy, leaving

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blanks in the information and/or omitting some information altogether. It is important to tell the students that these deletions will be used by their partners as prompts for asking questions, and also that the writers must check carefully that they themselves can form the questions and that enough of the text is left to be a logical basis for the following pair/group work.

Examples of blank written:

Two-Way Information Gap Activity

Student A:

Read the story to your partner. When you find a blank _____, ask your partner for help.

More journeys followed Amundsen's race with…(1)….After he had returned from the South Pole , he………(2)………..

In ……(3).., he decided to reach the North Pole by…(4)……

Amundsen's team left Spitzbergen ……(5)……. planes to fly to the North Pole at…………(6)…………

After the planes had flown for………(7)…….hours, they both developed engine problems and landed near …(8)…….on 22nd May.

They needed to………(9)…………..and make the ice flat enough for the plane to get into the air. That took……(10)…..weeks.

Finally, they were ready and all of them climbed on board.

The plane took off , slowly rose into the air and turned …(11)……

There were in the air for …(12)….hours and landed on water near ……(13)………..at 8.00 p.m. on 16th June.

1- Who was with Amundsen's race?

2- What happened after he had returned from the South Pole?

3- When did he decide to reach the North Pole?

4- How did he decide to reach the North Pole?

5- How many planes did Amundsen's team use to leave Spitzbergen?

6- When did they fly to the North Pole?

7- How many hours had the planes flown?

8- Where did the two planes land?

9- What did they need to do?

10- How many weeks did the plane take to get into the air?

11- Where did the plane turn?

12- How many hours they were in the air?

13- Where did they land at t 8.00 p.m. on 16th June?

14- Excuse me , could you spell Spitzbergen?

15- Excuse me, can you repeat?

Examples of omitted information *written*:

Student B:

Listen to the story. Help your partner with words on the list.

More journeys followed Amundsen's race with Scott. After he had returned from the South Pole , he tried many times without success to reach the North Pole.

In 1923, he decided to reach the North Pole by plane.

Amundsen's team left Spitzbergen in two planes to fly to the North Pole at 5.10 p.m. on 21st May 1925.

After the planes had flown for <u>twelve</u> hours, they both developed engine problems and landed near <u>the north pole</u> on 22nd May.

They needed to <u>repair one of the planes</u> and make the ice flat enough for the plane to get into the air. That took <u>three</u> weeks.

Finally, they were ready and all of them climbed on board. The plane took off , slowly rose into the air and turned   <u>south</u>. There were in the air for <u>22 </u> hours and landed on water near <u>Spitzbergen</u> at 8.00 p.m. on 16th June. Yes , it's S –p- i - t- z- Ok, it's S –p- i - t- z- b-e –r g- e-n. Thanks a lot.

Appendix (4)

Procedures to Use Picture Differences Activity

1. Student form two pairs within each team

2. One pair receives a picture similar to a picture held by the other except that there are from five to ten differences.

3. Each discusses its picture without letting the other pair sees it.

4. Pairs talk to each other to find the differences between their pictures. Pairs should not look at each other's picture. The recorder in each group notes the differences.

5. Team can compare lists or share and discuss them with the whole class.

Appendix (5)

Procedures to Use Draw a Picture Activity

1.Students form pairs within their teams.

2. One pair gets a simple picture of anything and the other pairs gets a blank sheet paper.

3. The pair with the picture must describe what it sees while the other pair without the picture.

4. When the drawing is complete the two pairs compare it to the actual picture and discuss similarities and differences.

Appendix (6)

Procedures to Use Jig Saw Activity

1. Teacher explains the activity carefully. This is an information gap activity.

2. Each student has different information. The only way to finish the task is through asking and answering questions.

3. The teacher stresses that students should not show each other the information they have got.

4. Teacher allocates pairs in each group.

5. Each pair tries to prepare questions to get the information they lack.

6. Students work together. They ask and answer questions until all the members have all the information.

Appendix (7)

Teacher's self-reflection

After applying each session of lessons plan , a self- reflection checklist will be practiced to identify the area of improvements and interest in the approach suggested . The researcher makes the feedback after each lesson and accordingly did the necessary modification.

After carrying out the experiment which is the tool of th study entitled "**The Effectiveness of Using Information Gap on Developing Speaking Skills for Eighth Graders Governorate Schools** ".The researcher will evaluate the experiment from her point of view and her own observations to the process of teaching according to the following scale:

No.	Items	Yes	No
1.	Were the objectives of the experiment achieved?		
2.	Was the time which allowed for the activities enough?		
3.	Were the students got involved sufficiently in pairs and groups?		
4.	Were the activities suitable for information gap technique?		
5.	Were the worksheets appropriate to the three levels of speaking skills?		
6.	Were the worksheets suitable to the stages of the lesson plan?		
7.	Were the information gap activities enjoyable and interesting for the students?		

Any further comments are possible after practicing the experiment.

…………………………………………………………………………………………

Appendix (8)

Students' Reflection

Date: /   /

No.	Activities	No.	Group members
1 .		1.	
2.		2.	
3.		3.	
4.		4.	

1.We made sure everyone understood and interested in.   Yes…….

                                                                                              No……

2. We stayed in our group and were on task.   Yes…….

                                                                                              No……

3. We finished the task perfectly.   Yes……

                                                                                              No……

4. We helped and shared each other.   Yes……

                                                                                              No……

5. We worked quietly and actively.   Yes……..

                                                                                              No…….

6. We performed our roles and achieved it.   Yes…….

                                                                                              No…….

-One thing we did well was

………………………………………………………..

-One thing we did not well was

……………………………………………………….

-Suggestions to improve our work.

……………………………………………..

Appendix (9)

Oral Speaking Rubric

Name:…………………………   Grade 8

Evaluation for Question 1.

Criteria	Excellent (4 marks)	V. Good (3 marks)	Good (2 marks)	Fair (1 mark)
Comprehension				
Fluency				
Grammar				
Vocabulary				
Pronunciation				
Total	/20			

Comment:…………………………………………………………………………….

Evaluation for Question 2.

Comment:…………………………………………………………………………….

Criteria	Excellent (4 marks)	V. Good (3 marks)	Good (2 marks)	Fair (1 mark)
Comprehension				
Fluency				
Grammar				
Vocabulary				
Pronunciation				
Total	/20			

Evaluation for Question 3.

Criteria	Excellent (4 marks)	V. Good (3 marks)	Good (2 marks)	Fair (1 mark)
Comprehension				
Fluency				
Grammar				
Vocabulary				
Pronunciation				
Total	/20			

Comment:…………………………………………………………………………….

The Researcher's Oral Speaking Rubric for Testing Speaking Skills

Evaluation Criteria	4	3	2	1
Comprehension	*Student demonstrates full comprehension by answering all questions with explanation and elaboration .	*Student has no difficulty with expected answers to all questions , without elaboration .	*Student is uncomfortable with information and is able to answer only simple questions .	*Speech irrelevant to topic. * No answer , or may sighs or nonsense utterances.
Mark				
Fluency	Effective communication in short terms	Gets ideas across, but hesitantly and briefly	Very hesitant and brief utterances , sometimes difficult to understand	Little or no communication
Mark				
Grammar	*Makes few errors in the following areas: *Verbs in utterances when necessary with appropriate subject or verb agreement * Noun and adjective agreement	*Makes several errors in structure which don't affect overall comprehensibility	*Makes several errors which may interfere with comprehensibility	*Makes utterances which are so brief that there is little evidence of grammar and comprehensibility
Mark				
Vocabulary	*Incorporates a variety of old and new vocabulary. *Uses idiomatic expressions appropriate to topic	*Utilizes a variety of old and limited new vocabulary. *Attempt to use idiomatic expressions appropriate to topic.	* Relies on basic vocabulary.	*Uses limited vocabulary. .
Mark				
Pronunciation	*Speaks clearly and imitates accurate pronunciation.	*Speaks clearly and attempts accurate pronunciation.	* Speech is comprehensible in spite of mispronunciations	* mispronunciations impede comprehensibility
Mark				
Total	20			

Appendix (11)

New Yourk Education Department: Informal Speaking Rubric

Dimension	4	3	2	1
Initiation	Eagerly initiates speech, utilizing appropriate attention-getting advices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. And speaks evenly.	Sometimes initiates speech, using attention- getting devices. Asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
Response	Almost always responds appropriately to questions or statements.	Frequently responds appropriately to questions or statements.	Sometimes responds appropriately to questions or statements.	Rarely responds appropriately to questions or statements.
conversational Strategies	Clarifies continues conversation, using all or some of the following strategies:* Circumlocutio n *Survival strategies * Intonation * Self-correction * verbal cues	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
Vocabulary	*Incorporates a variety of old and new vocabulary. *Uses idiomatic expressions appropriate to topic.	* Utilizes a variety of old and limited new vocabulary. * Attempts to use idiomatic expressions appropriate to topic. * Speaks clearly and attempts accurate pronounciation.	Relies on basic vocabulary. * Speech is comprehensible in spite of mispronunciations.	*Uses limited vocabulary . * Mispronunciatio ns impede comprehensibilit y.
structure	Makes few errors in the following areas: * Verbs in utterances when necessary with	Makes several errors in structure which do not affect overall comprehensibility.	Makes several errors may interfere with comprehensibility.	Makes utterances which are so brief that there is little evidence of structure and comprehensibilit

	appropriate subject or verb agreement * Noun and adjective agreement. * correct word order and article adjectives .* Errors do not hinder comprehensibility.			y is impeded.
Cultural Appropriateness	Almost uses or interprets cultural manifestations when appropriate to the task(e.g., greeting, leave taking, gestures, proximity, etc.)	Frequently uses or interprets cultural manifestations when appropriate to the task.	Sometimes uses or interprets cultural manifestations when appropriate to the task	Rarely uses or interprets cultural manifestations when appropriate to the task

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Appendix (12)

Liang's Scoring Rubric and Actual Scoring Sheet of Oral Task

Total Scores100	Items and Percentage
Appropriateness 20%	
0-5	Unable to function in the spoken language.
6-10	Able to operate only in a very limited capacity: responses characterized by sociocultural inappropriateness.
11-15	Signs of developing attempts at response to role, setting, etc., but misunderstandings may occasionally arise through inappropriateness, particularly of sociocultural convention.
16-20	Almost no errors in the sociocultural conventions of language; errors not significant enough to be likely to cause social misunderstandings.
Adequacy of vocabulary for purpose 20%	
0-5	Vocabulary inadequate even for the most basic parts of the intended communication.
6-10	Vocabulary limited to that necessary to express simple elementary needs; inadequacy of vocabulary restricts topics of interaction to the most basic; perhaps frequent lexical inaccuracies and/ or excessive repetition.
11-15	Some misunderstandings may arise through lexical inadequacy or inaccuracy; hesitation and circumlocution are frequent, though there are signs of a developing active vocabulary.
16-20	Almost no inadequacy or inaccuracies in vocabulary for the task. Only rare circumlocution.
Grammatical accuracy 20%	
0-5	Unable to function in the spoken language; almost all grammatical patterns inaccurate, except for a few stock phrases.
6-10	Syntax is fragmented and there are frequent grammatical inaccuracies; some patterns may be mastered but speech may be characterized by a telegraphic style and/ or confusion of structural elements.
11-15	Some grammatical inaccuracies; developing a control major patterns, but sometimes unable to sustain coherence in longer utterances.
16-20	Almost no grammatical inaccuracies; occasional imperfect control of a few patterns.
Intelligibility 20%	
0-5	Sever and constant rhythm, intonation and pronunciation problems cause almost complete unintelligibility.
6-10	Strong interference from L1 rhythm, intonation and pronunciation; understanding is difficult, and achieved often only after frequent repetition.
11-15	Rhythm, intonation, and pronunciation require concentrated

	listening, but only occasional misunderstanding is caused or repetition required.
16-20	Articulation is reasonably comprehensible to native speakers; there may be marked 'foreign accent' but almost no misunderstanding is caused and repetition required only frequently.
Fluency 20%	
0-5	Utterances halting, fragmentary, and incoherent.
6-10	Utterances hesitant and often incomplete except in a few tock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.
11-15	Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length.
16-20	Utterances, whilst occasionally hesitant, are characterized by evenness and flow hindered, very occasionally, by grouping, rephrasing, ad circumlocutions; inter-essential connectors are used effectively as filters.

Appendix (13)

Harris's oral English rating scale

No	Criteria	Rating Scores	Comments
1-	**Pronunciation**	5	Has few traces of foreign language
		4	Always intelligible, thought one is conscious of a definite accent.
		3	3 Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2-	**Grammar**	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	3 Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible
3-	**Vocabulary**	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities

		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4-	**Fluency**	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often farced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5-	**Comprehension**	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said can comprehend only .social conversation. spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

Appendix (14)

Ur's Oral Testing Scale

Accuracy		Fluency	
Little or no language produce	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very Hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native- like or slight foreign accent	5	Easy and effective communications, uses long turns	5
Total score out of 10:…………..			

Appendix (15)

Analysis Card for Information Gap Activities in Unit 7 Lesson 1&2 Student's Book & Workbook

Types of Information Gap Activities	Student's Book lessons1&2	Information Gap	Workbook lessons1&2	Information Gap
1-Game	Ex.1	X	Ex.1	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.2	X	Ex.2	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.3	x	Ex.3	X
2-Jigsaw		x		x
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.4	X	Ex.4	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X

		Information Gap		Information Gap
7- Puzzle		X		X
1-Game	Ex.5	X	Ex.5	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X

Analysis for Information Gap Activities in Unit 7 Lesson 3&4 Student's Book & Workbook

Types of Information Gap Activities	Student's Book lessons 3&4	Information Gap	Workbook lessons 3&4	Information Gap
1-Game	Ex.1	X	Ex.1	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.2	X	Ex.2	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		/		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.3	X	Ex.3	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X

1-Game	Ex.4	X	Ex.4	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		/		X
7- Puzzle		X		X
1-Game	Ex.5	X	Ex.5	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.6	X	Ex.6	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		/		/
7- Puzzle		X		X
1-Game	Ex.7	X	Ex.7	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		/		X
6-Fill the Gap		X		X
7- Puzzle		X		X

Analysis for Information Gap Activities in Unit 7 Lesson 5&6 Student's Book & Workbook

Types of Information Gap Activities	Student's Book lessons 5&6	Information Gap	Workbook lessons 5&6	Information Gap
1-Game	Ex.1	X	Ex.1	x
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		/		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.2	x	Ex.2	x
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.3	X	Ex.3	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.4	X	Ex.4	X
2-Jigsaw		X		X
3-Role play		/		X
4-Describe &Draw		X		/
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.5	X	Ex.5	X
2-Jigsaw		X		X
3-Role play		X		X

4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.6	x	Ex.6	X
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		X
1-Game	Ex.7	x	Ex.7	x
2-Jigsaw		X		X
3-Role play		X		X
4-Describe &Draw		X		X
5-Ask& Answer		X		X
6-Fill the Gap		X		X
7- Puzzle		X		/
1-Game	Ex.8	x	-	-
2-Jigsaw		X		
3-Role play		X		
4-Describe &Draw		X		
5-Ask& Answer		X		
6-Fill the Gap		X		
7- Puzzle		X		

Signature: Miss. Rania Jondeya
…………………………….

Appendix (16)

Analysis for Unit 7 Student's book & workbook *lesson 1&2 in the Light of speaking Skills* as Determined by the Ministry of Education "*English for Palestine 8*"

Speaking Skills as Determined by the Ministry of Education	Student's book-unit. 7 lessons 1&2					Workbook-unit.7 lessons 1&2				
	Ex.1	Ex.2	Ex.3	Ex.4	Ex.5	Ex.1	Ex.2	Ex.3	Ex.4	Ex.5
1-Pronounciation										
-Articulate sounds in connected speech.	/	/	/	/	/	/	/	/	/	/
-Articulate stress patterns within words.	/	/	/	/	/	/	/	/	/	/
-Manipulate variation in stress in connected speech	/	/	/	/	/	/	/	/	/	/
-Produce basic intonation patterns .	/	/	/	/	/	/	/	/	/	/
2-Comprehension										
-Summarize the main points of a text.	/	/	x	/	/	x	/	x	/	/
-Describe a sequence of events based on visual inputs.	/	/	/	x	x	/	/	x	/	/

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Skill										
-Narrate a story based on visual input.	/	/	/	x	x	x	x	x	/	/
3- Grammar										
-Respond to direct questions , instructions , suggestions , offers, visual input ,etc.	/	/	x	x	/	/	/	/	/	x
-Respond to referential and inferential questions	/	x	x	x	x	x	x	x	x	x
-Respond to conditional, or hypothetical questions.	x	x	x	x	x	x	x	x	x	x
-Ask questions about routine matters.	x	x	x	x	x	x	x	x	x	x
-Transcode information in diagrammatic display into speech.	x	x	x	x	x	x	x	x	x	x
4-Fluency										
-Narrate a story based on personal experience.	x	x	/	x	x	x	x	x	/	/
-Make a rehearsed or unrehearsed presentation about a familiar topic (self , family , immediate environment or current issues).	x	x	x	/	x	x	x	x	/	/
5- Vocabulary										
-Express like ,dislikes, interest , dreams, apology ,gratitude ,regret, surprise , pleasure, displeasure , agreement and dis.	x	x	x	x	x	x	x	x	x	/

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Analysis for Unit 7 Student's book & workbook *lesson 3&4 in the Light of speaking Skills* as Determined by the Ministry of Education *"English for Palestine 8"*

Speaking Skills as Determined by the Ministry of Education	Student's book-unit. 7 lessons 3&4							Workbook-unit.7 lessons 3&4						
	Ex.1	Ex.2	Ex.3	Ex.4	Ex.5	Ex.6	Ex.7	Ex.1	Ex.2	Ex.3	Ex.4	Ex.5	Ex.6	Ex.7
1-Pronounciation														
-Articulate sounds in connected speech.	/	/	/	/	/	/	/	x	/	/	/	/	/	/
-Articulate stress patterns within words.	/	/	/	x	x	/	x	/	/	/	x	/	/	x
-Manipulate variation in stress in connected speech.	/	/	/	/	/	x	x	x	/	/	/	/	/	/
- Produce basic intonation patterns.	/	/	/	x	/	x	/	/	/	/	/	/	/	/
2-Comprehension														
-Summarize the main points of a text.	x	/	/	/	/	x	/	x	x	x	x	/	/	/
-Describe a sequence of events based on visual inputs.	x	x	x	/	x	x	x	x	x	/	x	x	/	/

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Skills													
-Narrate a story based on visual input.	x	x	/	x	x	x	x	x	x	x	/	x	/
3- Grammar													
--- Respond to direct questions, instructions, suggestions, offers, visual input, etc.	/	x	/	x	/	/	x	/	/	x	/	x	x
-Respond to referential and inferential questions.	x	/	x	/	x	x	x	/	/	/	/	/	/
-Respond to conditional, or hypothetical questions.	x	x	x	x	x	x	x	x	x	x	x	x	x
-Ask questions about routine matters.	x	x	x	x	x	x	x	x	x	x	x	x	x
-Transcode information in diagrammatic display into speech.	x	x	/	x	x	/	x	/	x	x	/	x	x
4-Fluency													
-Narrate a story based on personal experience.	x	x	x	x	x	x	x	x	/	x	/	/	/

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-Make a rehearsed or unrehearsed presentation about a familiar topic (self , family , immediate environment or current issues).	x	x	x	x	x	x	x	x	x	x	x	x	x /
5- Vocabulary													
-Express like ,dislikes, interest , dreams, apology ,gratitude ,regret, surprise , pleasure, displeasure , agreement and disagreement.	x	x	x	x	x	x	x	x	x	x	x	x	x

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Analysis for Unit 7 Student's book & workbook *lesson 5&6 in the Light of speaking Skills as Determined by the Ministry of Education "English for Palestine 8"*

Speaking Skills as Determined by the Ministry of Education	Student's book-unit.7 lessons 5&6								Workbook-unit.7 lessons 5&6						
	Ex.1	Ex.2	Ex.3	Ex.4	Ex.5	Ex.6	Ex.7	Ex.8	Ex.1	Ex.2	Ex.3	Ex.4	Ex.5	Ex.6	Ex.7
1–Pronounciation															
-Articulate sounds in connected speech.	x	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Articulate stress patterns within -words.	/	/	/	/	x	x	/	x	x	x	x	/	x	/	/
-Manipulate variation in stress in connected speech.	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
- Produce basic intonation patterns.	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
2-Comprehension															
-Summarize the main points of a text.	/	/	x	/	/	/	/	x	x	x	/	x	/	/	/

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Skill													
-Describe a sequence of events based on visual inputs.	x	/	/	/	x	x	/	/	/	/	x	x	/	/
-Narrate a story based on visual input.	x	/	/	x	x	x	/	x	/	x	x	x	/	/
3-Grammar														
- Respond to direct questions, instructions, suggestions, offers, visual input, etc.	/	/	/	/	/	x	/	/	/	/	/	/	/	/
-Respond to referential and inferential questions.	/	x	x	/	x	x	/	x	x	/	/	/	/	/
-Respond to conditional, or hypothetical questions.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
-Ask questions about routine matters.	x	x	x	x	x	x	x	x	x	/	x	x	x	x
-Transcode information in diagrammatic display into speech.	x	x	/	x	/	x	x	x	x	/	x	x	x	x
4-Fluency														

-Narrate a story based on personal experience.	x	x	x	x	x	x	/	x	x	/	x	x	/
-Make a rehearsed or unrehearsed presentation about a familiar topic (self , family , immediate environment or current issues).	x	x	x	x	x	x	/	x	x	x	/	x	x
5- Vocabulary													
-Express like ,dislikes, interest , dreams, apology ,gratitude ,regret, surprise , pleasure, displeasure , agreement and disagreement.	x	x	x	x	/	/	/	x	x	/	x	x	x

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Appendix(17) Documentation Photos

Appendix (18)
Referee Committee

No	Name	Qualification	Institute
1.	Pro. Dr. Hassan Abu Jarad	Ph. D in Linguistics	Al- Azhar University
2.	Dr. Abdullah Kuraz	Ph. D in Literature	Al- Azhar University
3.	Dr. Awad Keshta	Ph. D in Methodology	Islamic University
4.	Dr. Mohammad Abu Mallouh	Ph. D in Methodology	Al-Qattan Centre
5.	Mrs. Maha Barzaq	MA. in Methodology	Al-Qattan Centre
6.	Mrs. Yosra El- Kahlout	MA. in Methodology	Ministry of Education
7.	Mr. Jehad Almusalami	MA. in Methodology	Al-Quds Open University
8.	Mrs. Haleema Isleem	MA. in Methodology	Jabalia Preparatory School UNRWA
9.	Mrs. Tahani El Helu	B. A in English Language	Al- Majdal Higher Basic School

Appendix (19)

Permission &Testimony

Palestinian National Authority

Ministry of Education & Higher Education

Asst. Deputy Minister's Office

السلطة الوطنية الفلسطينية

وزارة التربية والتعليم العالي

مكتب الوكيل المساعد للشؤون التعليمية

الإدارة العامة للتخطيط التربوي

الرقم: و ت م / مذكرة داخلية (٤٤٦)

التاريخ: 2010/12/19م

التاريخ: 9/ محرم / 1432

السيدة / مدير التربية والتعليم – شرق غزة،   حفظها الله،

تحية طيبة وبعد...

الموضوع / تسهيل مهمة بحث

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحثة

"رانيـة سميـر فرحات جنديـة "، والتي تجري بحثاً بعنوان "فعاليـة اسـتخدام قيـوة المعلومـات فـي تنميـة مهـارات التحـدث باللغـة الانجليزيـة لـدى طلبـة الصـف الثامـن الاساسـي بمحافظـة غـزة "، في تطبيق أدوات الدراسة على عينة من طلبة الصف الثامن بمديريتكم الموقرة، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام ...

د. زياد محيي ثابت

الوكيل المساعد للشؤون التعليمية

أ. محمود مهلر

نسخة لـ:

- السيد/ وزير التربية والتعليم العالي
- السيد/ وكيل الوزارة المساعد لشؤون التعليم العالي

غزة هاتف (08 – 2849711 – 2861409 Fax (08-2865909)) 08 – 2865909) فاكس 08 – 2861409 – 2849711) Gaza

السلطة الوطنية الفلسطينية

وزارة التربية والتعليم العالي

مديرية التربية والتعليم – شرق غزة

مدرسة المجدل الأساسية أ/ البنات

الرقم الوطني: ٣٦١١٤٠٢٧

التاريخ: ٢٠١١/١/١٧م

الموافق: ٢٢/ صفر/ ١٤٣٢هـ

المـوضـوع/ إفـــــادة

تشهد إدارة مدرسة المجدل الأساسية "أ " للبنات بأن الطالبة / رانيا سمير فرحات جندية قد قامت وتطبيق التجريبية وأدواتها الخاصة بالبحث العلمي علي عينة الدراسة المكونة من فصلين دراسيين في المدرسة ... الفترة الممتدة من يوم ... ٢٠١٠ إلى ٢٠١١/١/١٠م .

وقد أعطيت لها هذه الإفادة بناءً على طلبها

ولا تتحمل المدرسة أية مسؤولية،،،

وتفضلوا بقبول فائق التحية والتقدير،،،،

مديرة المدرسة

عواطف عبد الفتاح حمد

٢٠١١.١.١٧

فعالية استخدام فجوة المعلومات في تنمية مهارات التحدث لدى طلبة الصف الثامن في مدارس محافظة غزة

إعداد الباحثة/ رانية سمير جندية

إشراف

د. سمر سلمان أبو شعبان   **د. باسل سليم سكيك**

مستخلص الدراسة

هدفت هذه الدراسة إلى التحقق من فعالية استخدام فجوة المعلومات في تحسين مهارات التحدث للغة الإنجليزية لدى طالبات الصف الثامن في مدارس محافظة غزة. و لتحقيق هدف الدراسة و الإجابة عن أسئلتها طبقت الباحثة المنهج التجريبي على عينة الدراسة المكونة من مجموعتين متكافئتين من طالبات الصف الثامن في مدرسة المجدل الأساسية العليا للبنات، و قد تكونت العينة من (70) طالبة قسمت بالتساوي إلى (35) طالبة للمجموعة التجريبية و (35) طالبة للمجموعة الضابطة تم اختيارهم بالطريقة العشوائية البسيطة من مدرسة المجدل الأساسية العليا.

و في ضوء النتائج التي أسفرت عنها بطاقتي تحليل المحتوى قامت الباحثة بتصميم بعض الأنشطة المتعلقة بمهارات التحدث الواردة في كتاب اللغة الانجليزية للصف الثامن الأساسي و التي تبنت مفهوم فجوة المعلومات. و قد تم تدريس هذه الأنشطة لطالبات المجموعة التجريبية بينما درست المجموعة الضابطة باستخدام الطريقة العادية من الفصل الدراسي الأول للعام 2010-2011. كما قامت الباحثة بإعداد اختبار شفوي لقياس قدرة الطالبات على استخدام مهارات التحدث للغة الانجليزية، و من ثم تم حساب الصدق بالرجوع إلى مجموعة من المحكمين و حساب معامل الثبات باستخدام ألفا كرنباخ. و بعد انتهاء التجربة، قامت الباحثة بتطبيق الاختبار البعدي على المجموعة التجريبية من اجل التحقق من صحة الفرضيات و ذلك باستخدام :

T-test Independent sample لإيجاد الفروق في أداء المجموعة التجريبية في الاختبار البعدي و القبلي، و اختبار -T-test paired sample لقياس الفروق في أداء المجموعة التجريبية بالنسبة لمستويات مهارات التحدث الخمس

(الفهم، اللفظ، المفردات، الطلاقة، و اللغة). أظهرت نتائج الدراسة على أنه يوجد فروق ذات دلالة إحصائية عند مستوى الدالة $(a \leq 0.05)$ في أداء المجموعة التجريبية في الاختبار القبلي و البعدي كما أظهرت النتائج أيضا أن هناك فروق ذات دلالة إحصائية عند مستوى الدالة $(a \leq 0.05)$ بين مستويات مهارة استخدام ت البعدي التحدث في مستويات المهارات الخمس المقترحة في الدراسة لصالح الاختبار البعدي، و قد تم حساب فعالية فجوة المعلومات على تحسين مهارات التحدث باستخدام معامل ايتا Eta Square. و في ضوء نتائج الدراسة أوصت الباحثة كل من (مصممي المناهج، مشرفي، و مدرسي اللغة الانجليزية) بضرورة الاستفادة من نتائج الدراسة الحالية في تدريس مهارات التحدث.