

**MINISTRY OF EDUCATION AND TRAINING
PHAN THIET UNIVERSITY**



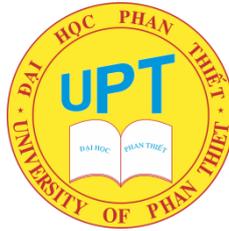
NGUYEN HOANG NGUYEN NGOC

**TEACHING ENGLISH SPEAKING FOR PRIMARY
STUDENTS THROUGH INFORMATION GAP
TECHNIQUE AT PARIS ENGLISH CENTER**

**MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE**

Bình Thuận Province - 2023

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CODE: 8220201

MASTER'S GRADUATION PROJECT

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Binh Thuận Province – 2023

CERTIFICATE OF ORIGINALITY

I certify my authorship of the Graduation Thesis for the degree of Master submitted today entitled “Teaching English Speaking for Primary Students Through Information Gap Technique at Paris English Center in Binh Thuan Province”.

I hereby declare that this thesis was carried out by myself under the guidance and supervision of Associate Professor Doctor Le Dinh Tuong; and that the work contained and the results in it are true by author and have not violated research ethics. The data and figures presented in this thesis are for analysis, comments, and evaluations from various resources by my own work and have been duly acknowledged in the reference part.

In addition, other comments, reviews and data used by other authors, and organizations have been acknowledged, and explicitly cited.

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Author

Nguyen Hoang Nguyen Ngoc

RETENTION AND USE OF THE GRADUATION THESIS

I hereby declare that I, Nguyen Hoang Nguyen Ngoc, a graduate student in Master English Language, accept the request of Phan Thiet University for the retention and deposits of my original Master's thesis at the Faculty of Foreign Languages for the purposes of study and further research under the preservation of the Faculty of Foreign Language Department.

Binh Thuan, 20 August 2023

Author

Nguyen Hoang Nguyen Ngoc

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Author

Nguyen Hoang Nguyen Ngoc

ABSTRACT

In language skills, speaking has become an essential part of teaching and learning as a means of effective communication in any language. However, there are issues for the teachers who want to improve students' speaking ability, especially primary level students. Lack of vocabulary, sentence patterns, and monotonous nature of the learning activities are the biggest problems that teachers have to deal with. Therefore, the Information Gap technique has investigated effective strategies for enhancing students' language abilities. This article's aim is to investigate how this method enhances students' competence and students' response towards the implementation of Information Gap Technique at Paris English Center, Phan Thiet, Binh Thuan Province. In this study, the author uses quantitative design in two groups including experimental and control group with pretest and posttest. After conducting Information Gap Technique, students are willing to speak in front of the classroom, and enthusiastic in speaking activities.

Key words: Information Gap Technique, speaking skills, second language teaching and learning, task-based approach

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CHAPTER 1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

1.1.1 The role of language

Cook Vivian (2013) stated that “language is at the centre of human life”. Language helps humans to express their thoughts and ways of seeing the world. The world is becoming more and more multilingual and globalized, so knowing multiple languages is crucial. Language connects people to the outside world. People can explore the cultures in different countries through language and improve the best version of themselves. A more receptive viewpoint of the world and its inhabitants results from learning a foreign language and the culture that goes along with it. In addition to allowing people to communicate more effectively, language also allows us to generate and maintain our spiritual richness. Language allows us to expand our sensory world, interpret and portray the world from a wider viewpoint, and expand our understanding of it.

1.1.2 The importance of English language

In this era of globalization, English is an international language that the nations speak both as their first language and as a second or foreign language in all areas. Because of its widespread use in all areas including economics, diplomacy, and education, it is considered to be one of the most powerful languages in the world. Knowing English means improving a standard of life, getting a better job, traveling around the world, accessing modern technology, etc. Even though there are certain differences in regions, customs, traditions, the world has become more accessible, shareable, and familiar for all people living on this planet thanks to English. The most recent international news and discoveries, the most significant scientific debates, and the artistic mediums—such as books, movies, and music—are first or only accessible in English. Therefore, all the people try to access this language as their mother tongue, especially young people who will create the better world.

1.1.3 Teaching and learning English in Vietnam

English has rapidly gained popularity in Vietnam since the early 1990s. It is essential for students of all levels to learn English. It is not only a compulsory subject in the curriculum at all schools, but it also has opportunities for all students to access the world. However, teaching and learning English in Vietnam has urgent problems because students just focus on grammar in English. Grammar is the only form of assessment to check the quality of teaching and learning of students and teachers. Students have to take the exam in two semesters with high scores in the Grammar aspect or Reading comprehension part. The test, of course, including pronunciation, grammar and vocabulary, communication, etc. Students know the rules on how to choose the correct answers, but they can apply them in their communication, even with native speakers.

In general, teaching and learning in Vietnam is not effective. Kieu (2010) also illustrated that one of the causes of the issue is traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence. Several researchers demonstrate that most students living in foreign countries can speak English very well because of living in a language environment. These demonstrate that the ineffective learning of English in Vietnam is mainly caused by the method of teaching how to use English naturally in all environments.

Understanding the importance of English in the twentieth-first century, teachers try to maximize the role of English by manipulating teaching approaches in four skills such as speaking, reading, writing, and listening for students who are learning English as a second language in Vietnam. In four key language skills, speaking English has become an essential part of teaching and learning as a means of effective communication in any language. Taking into account the EFL learners' communicative needs, it is vital to emphasize the significance of classroom interaction in the belief that teachers should maximize the learners' opportunities to promote their learning and develop speaking skills. Therefore, it is necessary for teachers to adopt innovative approaches to encourage students to be more active and more engaged in the speaking English activities, and to motivate them to communicate with others by using English language through Information Gap Technique.

1.2 STATEMENT OF THE PROBLEM

Unlike reading, writing, or listening skills, speaking involves oral production and interaction which is the primary means of communication in social settings. Speaking skill is considered the most difficult skill in English. It requires much more in-depth knowledge of grammar, vocabulary, and pronunciation to perform the ability of communication. Therefore, most students avoided communicating with teachers and their classmates. Moreover, when learning speaking skills, students have to listen to the conversation and respond. Most of the students, especially at Paris English Center, can understand the teacher's questions, but they do not know how to answer them because of a lack of vocabulary and useful sentences. For example, they want to speak about their feelings but they do not have enough vocabulary about feelings, and how to connect the vocabulary to make sentences. In addition, learners are not confident in their abilities to express their ideas in front of the classroom. They are worried about their friend making fun of them. They are shy and scared of making pronunciation mistakes. This problem leads to lower competence in speaking English skills of students. Additionally, the monotonous nature of the learning activities in Vietnamese classrooms is the reason why children feel bored and reject learning English. Teachers teach students in traditional ways such as reading and writing. They do not apply technology in teaching or interactive activities while teaching English. Therefore, students are not willing to learn English and they refuse to speak in the classrooms. The urgent situation is that teachers should use engaging learning activities that pique students' interest in language learning in order to help them strengthen their speaking abilities. Among these language-learning techniques, the Information Gap Technique has proven to be a useful and practical teaching method. It has various applications in educational activities because it may foster an engaging learning environment and foster interactive contact between students and teachers. This provided the foundation for students' familiarity or comfort with English. The author may aim to solve the problem in speaking skills of students at Paris English Center and investigate whether or not Information Gap Technique can help students enhance their speaking performance.

1.3 THE PURPOSE OF THE STUDY

The purpose of the study was to describe Information Gap Technique and investigate the implementation of the Information Gap Technique in teaching speaking skills to students aged 8 to 10 years old by the Paris English Center – Binh Thuan province to help students improve their English ability, especially speaking skills and to enhance the effectiveness of teaching English.

1.4 RESEARCH QUESTIONS

According to the research aims, the study attempts to answer the following questions:

1. What are the impacts of Information Gap Technique on students' speaking competence?
2. What is the attitude of students in the classroom using Information Gap Technique?

1.5 SCOPE OF THE STUDY

The purpose of the study is to investigate the implementation of the Information Gap Technique in teaching speaking skills in the classroom. The samples in the study are the students aged 8 -10 years old in five classes at Paris English Center in Binh Thuan Province with elementary programs in speaking skills. The research conducted two months from March to May in 2023. In the study, three theories of three aspects, including teaching and learning second language, speaking skills, and Information Gap Technique. The methodology in this study was used experimental design with randomized subjects, pretest and posttest control group.

1.6 THE SIGNIFICANCE OF THE STUDY

As the relevance of this study is being conducted, there are various expectations that were desired to be gained.

- a. This study is aimed to investigate the Information Gap Technique at Paris English Center, Binh Thuan Province. The outcome of this study contributes to solving

the problems in the speaking classroom, especially lack of confidence, vocabulary and useful sentences by using Information Gap Technique. This study may benefit with the students at other Vietnamese English centers which have the same educational background and levels of proficiency.

b. English teachers can consider the findings of the study as an innovative approach for their teaching speaking English skills. They will gain the knowledge of Information Gap Technique and apply this method in their lessons to help the students to improve their speaking ability and inspire students to learn English.

c. This study is anticipated to add to the literature review on Information Gap Technique. They can update the information about this technique, and how to apply it in different contexts.

1.7 OUTLINE OF THE STUDY

This study presents five Chapters.

Chapter 1 provides the background of the study including the role of language in the century, why English is important and teaching English in Vietnam, especially speaking skills. Then it states the problems, the purpose of study and research questions, scope of the study, the significance of the study, and conceptual framework.

In Chapter 2, the study will present the Literature Review about some information that is related to the topic. They are theories of Teaching and Learning Second Language including common goals of second language teaching and learning, learner-Centered instruction, communicative language teaching and learning, Task-based teaching and learning, tasks; Speaking skills; and Information Gap Technique.

Chapter 3 focuses on the research methodology consisting of participants, instruments, procedures of data collection and analysis.

Chapter 4 describes the findings and discussion that are related to the topic and the results of research.

Chapter 5 presents a summary and discussion of the results, and suggestions for the next research.

1.8 OVERVIEW OF THESIS CHAPTER

This chapter investigates the problems of students when they learn English as a second language. Children lack the courage to speak up in front of their peers and teachers. Therefore, teachers should apply Information Gap Technique to help students to enhance their speaking ability. The chapter points out two research questions whether or not Information Gap Technique can help students improve speaking skills and how students are interested in the lesson with Information Gap Technique. This chapter is followed by Literature Review, Methodology, Research Implementation, Results and Discussion, Conclusion and Suggestion.

CHAPTER 2. LITERATURE REVIEW

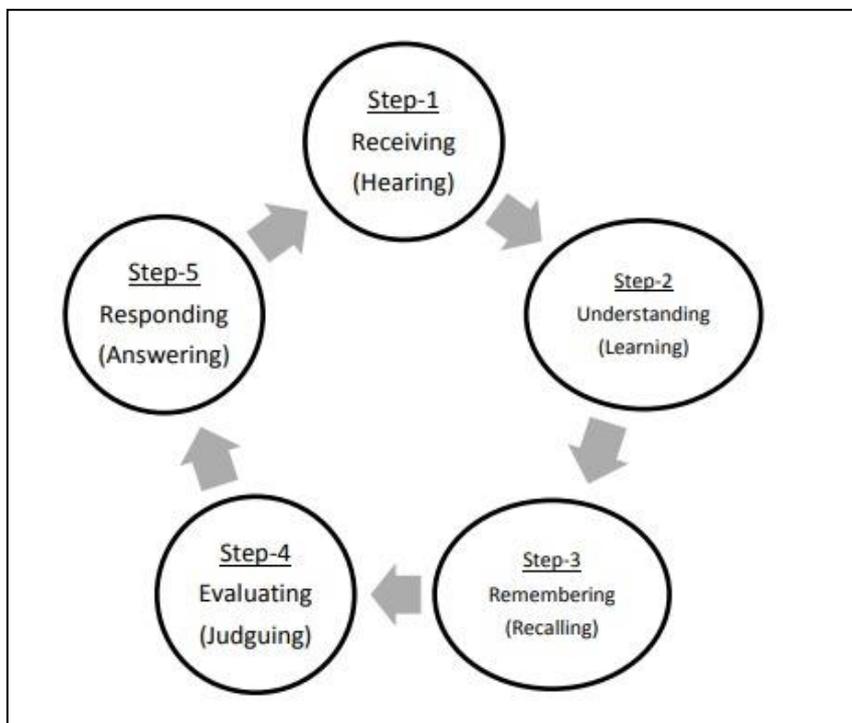
2.1 THEORIES OF TEACHING AND LEARNING SECOND LANGUAGE

2.1.1 Common goals of second language teaching and learning

The main goal of second language teaching is also to provide students with the essential skills including reading, writing, listening, and speaking skills to help them use the language in a natural way and articulate their ideas and opinions in the target language.

Listening

Listening is an essential part in English teaching because this skill can provide students with the input of the information that helps students to improve their language acquisition. Students who actively listen are better able to comprehend and interpret spoken language, which is essential for improving reading abilities. Tyagi (2013) stated that there are five stages of the listening process: receiving, understanding, remembering, evaluating, responding. That is a complicated process that teachers have to deal with when teaching English for students.



Engaging five stages of the listening process can help students to receive the messages effectively and respond quickly. Therefore, when teaching listening skills, teachers raise their awareness of listening strategies that can help students practice and handle communication situations that may encounter beyond the classroom. In this way, teachers help their pupils build the skills necessary for effective communication in the new language in this way.

Reading

Reading is a fundamental skill that plays a crucial role in education, communication, and lifelong learning. The process of identifying, interpreting, and perceiving written or printed materials is known as this. Amin (2019) stated that reading's objective is to reveal and make plain the hidden meaning and layer. Therefore, it is vital for all the teachers to understand that teaching reading skills is to help students develop their skills such as critical reading skills, comprehension skills, and fluency skills. Teaching reading skills effectively can help students to develop their comprehension in denotative and connotative meanings, respond and assimilate them. When acquiring effective reading skills, learners can change their minds and their cognitive perception, or even their cultural beliefs. Teachers need to take into account some reading strategies for students to make them better in reading skills.

Writing

Writing is a fundamental skill to be taught in English. The goals of teaching writing skills are to allow learners to express their thoughts, experience, and knowledge by using words (Indrilla and Ciptaningrum, 2018). Writing can help students to develop their creative and critical thinking skills through writing about the letters, notes, and articles. Students are able to organize their ideas and thoughts with a clear aim within their comprehension of larger contexts in order to be suitable for the needs of their readers. Teachers can then offer inclusive and accessible learning opportunities and experiences, especially writing skills in order to maximize learning outcomes and potentials.

Richard and Rodgers (2014) stated that “one of the goals of second language learning is to develop fluency, accuracy, and appropriacy in language use”. In other ways, the purpose of learning a second language is the ability to use language in communication contexts. Second language learning assists learners in their career paths, learning structures of language, or expanding people’s literary and cultural horizons to promote intercultural peace due to “the highest goal of language teaching is to foster negotiation rather than war and changes in the society” (Cook, 2002). Therefore, teachers should maximize students’ opportunities to speak English by using a second language rather than the first language in the classroom (Cook, 4 – 5) to gain vital communication skills with people from other cultures. This not only helps students to heighten students’ cultural awareness but also to navigate the surrounding world.

2.1.2 Learner-Centered instruction

Unlike more traditional teacher-centered approaches which focus on the instructor, Learner-Centered instruction encourages students to take an active role in their own learning. The students are encouraged to engage the activities in the lesson and take control of their own learning processes. Nunan (2013, 17) also indicated that “education should develop in individuals the capacity to control their own destiny and that, therefore, the learner should be seen as being at the centre of the educational process”, especially in teaching a second language. The students are the main emphasis of learner-centered instruction. This indicates that the teacher considers the students' learning objectives and aims while deciding what to teach.

In learner-centered instruction, teachers are instructors and they take on the duty of facilitating the learners' active learning experiences. The instructor's obligation extends beyond only disseminating knowledge. It also includes encouraging the students' active learning experiences. Students have to go through a process of learning how to learn (Richard and Rodgers, 2014, p.68). They decide what they want to study based on given skills and knowledge (Nunan 2013, p. 53) and increasingly take up more responsibility for their own education.

In 2015, Brown & Lee indicated some features of Learner-Centered Instruction:

- A focus on the needs and objectives of the learner. Teachers instruct students to find out what they want to learn and how they get the knowledge. When they decide what they may learn, they may be interested in the lesson and engage in the lesson in the classroom. When teachers know what students want to learn, they can prepare and find effective methods to help students achieve their goals.

- Recognizing the specific characteristics between students in a classroom. Individual differences among learners are the special traits, skills, and experiences that each student brings to the classroom. Moreover, it is important for teachers to understand learning styles of students such as auditory and musical learners, visual and spatial learners, verbal learners, logical and mathematical learners, physical or kinaesthetic learners, social and interpersonal learners, solitary and intrapersonal learners. In addition, there are some differences among students such as cognitive, personality traits, learning styles, motivation, etc. Understanding these individual differences of learners can help teachers to plan a successful learning-teaching process. Therefore, when teaching activities are organized, teachers will be able to apply methodological approaches that take into account individual characteristics, needs, and ways to help students develop their skills while also ensuring the effectiveness of the teaching process.

- Evaluating the curriculum to learners' styles to motivate them to learn English. Visual learners, auditory learners, kinesthetic learners, reading/writing learners are four main types of learners' styles. Teachers identify which curriculum is suitable for students' styles to maximize the abilities of students to learn English.

- Creating a supportive, non fearful, non defensive atmosphere. Do not be afraid to make errors. In a student-centered classroom, teachers encourage students to get the knowledge by creating a supportive environment to help students understand that teachers are instructors and willing to help them even if they make mistakes. Teachers are instructors to help students find out the weaknesses and help them to improve them by giving feedback politely. Thus, students feel relaxed and they are willing to share their opinions in the lessons.

- Giving students options for the activities' content and type. Students can select the contents that they are interested in learning and suitable for their abilities, and

types of activities such as learning in group or self study. Teachers give students choices in the classroom like materials, assignments, peers to boost students' motivation to study. These choices allow students to take advantage of their abilities and give them the tools to satisfy their unique learning requirements.

- Giving some control to the student such as setting their schedule, creating learning goals, and teaching them to self-assess. First, students are allowed to set their schedule such as the time that they take their assignment. Because it is their choice, they may probably have greater enhanced sense in their choices. Secondly, teachers take some controls of the students by creating their learning objectives. They have to decide what they will learn. This process can help teachers control the outcome objectives of the lessons. Thirdly, self-assessment is a process that helps students evaluate and reflect their learning ability. As a result, they take ownership of their education and are held accountable for how they spend their time and make progress toward their objectives.

2.1.3 Communicative language teaching and learning

According to Richards (2006), Understanding the principles of communicative language teaching can help teachers better understand the objectives of language instruction, the types of classroom activities that promote learning, and the responsibilities of instructors and students. In CLT classrooms, activities should be designed as meaningful tasks and relate to real communication. The learner-centered and experience-based approach to teaching second languages that is a commonly mentioned aspect of CLT also has precedents outside the general tradition of language instruction. (Richard and Rodgers, 2014)

There are two kinds of activities of CLT such as functional communication activities and social interaction activities. In functional communication activities, learners find out and compare the similarities or differences between two pictures, and tell a story based on a series of pictures, etc (Richard and Rodgers, 2014). Learners make dialogues and role play or debate any topic in social interaction activities with given handbooks, cue cards, or activity cards. To maximize the benefits of these activities, teachers encourage learners to work in pairs or groups, involving

“information gaps”. By using this approach, students are motivated to share the information and obtain what they do not know.

According to Brown, and Lee in 2015, there are seven characteristics of Communicative Language Teaching.

1. Overall goals. CLT has a specific goal and is not merely about learning for the sake of learning. Students can enhance their communicative competence because CLT focuses on all of the components such as grammar, vocabulary, sentence patterns in different contexts of communication.

2. Relationship of form and function. In CLT, students utilize language in pragmatic, real, and functional ways to achieve meaningful goals.

3. Fluency and accuracy. Teachers are recommended to balance accuracy and fluency factors to help students maximize their speaking English competence.

4. Focus on real-world contexts. Students in CLT classrooms can improve their language competence thanks to practicing communication in the real situation in the real life.

5. Autonomy and strategic involvement. Students have more chances to identify their strengths, weaknesses of learning that help students to understand their abilities to learn English.

6. Teacher roles. In the CLT classroom, learner-centered instruction is featured. Teachers are instructors and provide guidance and activities while students will learn and make their own decisions about what they learn and how they learn. Moreover, the A teacher is an empathetic "coach" who cares about learner linguistic growth and helps them meet language learning requirements, such as learning English to help them obtain employment or speaking with enthusiastic people. (see Richard and Rodgers, 2014).

7. Student roles. Students are active participants in their own learning process (Brown & Lee, pp. 31 – 32). They are active and willing to learn new knowledge and engage in the lessons. Additionally, students can instantly use what they have learned when interacting with native speakers outside of the classroom.

The goal of communicative language teaching is providing a better chance for learners to practice in communicating English than grammar. However, activities of

Communicative Approach have to follow some principles such as motivating the learner to show off their communicative competence or linking with some skills like speaking, reading, etc. (Richard and Rodgers, 2014). In Communicative Language Teaching class, students will complete the tasks by sharing the information. That is also characteristic of Task-based Language Teaching.

2.1.4 Task-based teaching and learning

Richard and Rodgers (2014) stated that Task-Based Language Teaching (TBLT) in language teaching is the use of tasks of planning and instruction. In TBLT, students are given functional tasks, which are a series of communicative activities that must be completed in the target language. These features are also the principles of TBLT that formed part of the CLT development from the 1980s (Richards and Rodgers, 2014). In the TBLT classroom, learners not only focus on exchanging the meaning in natural contexts with a sequence of communicative tasks (Carter & Nunan, p. 173) but also motivating them to learn language. They are enjoyable to engage in some tasks that connect the real world by acquiring language incidentally. After learning, they can apply and experience the knowledge. Teachers in the TBLT classroom have to design specific objectives of learners and identify what they need to learn and how they do in the new language.

Task-Based Language Teaching includes some features:

- Tasks can help learners practice communication in real-world contexts by using their experiences to solve the problems (Brown & Lee, 2015, p. 49). They have experienced the knowledge in their lives, and when they learn language, they are confident to solve the problems, which motivates them to learn English.
- Tasks support students' communication aims. Language in TBLT “must center on the learner's communicative needs” (Richard and Rodgers, 2014). Teachers compare the process of students and assess the effective tasks through carefully designed and specific objectives of the lessons.
- Task-based learning emphasizes the distinction between pedagogical tasks such as classroom activities that students have to complete outside of the classroom to achieve the learning goals. (Brown & Lee 2015, p. 47).

According to Brown & Lee (2015, p. 49), there are some characteristics of Task-Based Language Teaching:

- Because they are created with real-world circumstances in mind, activities ultimately guide learners beyond the forms of language alone.
- Tasks specifically support students' communicative objectives that are well specified. Teachers compare and evaluate students' processes to determine the success of the task.
- Tasks' components are thoughtfully planned, not just randomly or oddly put together that engage students in genuine problem-solving activities.

2.1.5 Tasks

Council of Europe (2008, p. 10) explained that “Language activities involve the exercise of one’s communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task”. Tasks are also a series of actual actions with communicative goals that people plan and carry out in the real world. (Brown & Lee 2015, pp. 219 – 220).

A task is described as any intentional action to “achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved”.

“A task emphasizes the meaning and learning outcomes of what requires students to use language while completing a task. (Bygate, Skehan, & Swain, 2001, p. 11; cited from Brown & Lee 2015, p. 47).

There are some features of tasks:

- A task can be *input-based*, demonstrating learners’ understanding to process the oral or written information or it can be *output-based*, requiring the learner to speak or write to achieve the task outcome” (Ellis et al. 2020, p. 12).

- A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated because tasks are designed to help students achieve their goals in the real world. In other ways, a task is intended to result in language use that bears a resemblance, direct or indirect, to the way language

is used in the real world to engage productive or receptive, and oral or written skills, and also various cognitive processes.” (Ellis, 2003)

- A work plan includes the following process: (1) some *input* (i.e. information that learners are required to process and use); and (2) some instructions relating to what *outcome* the learners are supposed to achieve” (Ellis 2003, p. 16).

Brown and Lee (2015) pointed out some characteristics of Effective Tasks:

- Meaning is primary.
- There is a relationship to comparable real-world activities. It makes an effort to connect language acquisition in the classroom with language use outside of the classroom.
- Task completion has some priority
- The assessment of the task is in terms of outcome.

2.2 SPEAKING

2.2.1 Definitions of Speaking

Speaking has developed into a crucial component of instruction and learning in four main language skills as a means of efficient communication in any language. Speaking is a productive skill as well as oral communication taught in English. In the English language, speaking is one of the four skills required for efficient communication, especially when speakers are not using their mother tongue to help learners connect the world and communicate with people in the world by using English. As for the significant role of speaking English, the researcher developed theories of speaking English in different ways. Researchers in language learning have offered a variety of definitions for speaking.

Fulcher (2016) said that speaking is the act of communicating with others by utilizing a certain language. Speaking is the process of creating and exchanging meaning in various circumstances through the use of verbal and nonverbal symbols. Speaking, therefore, involves conveying and presenting fresh knowledge to others in addition to simply voicing ideas from one's own head.

Speaking is a talent that involves using words and articulation to convey ideas, opinions, or feelings (Anggraini, 2018). This is a process of sharing people's

knowledge and perspective about any topic in the world. From that, students may increase their speaking ability by cooperating in organizing the speaking turn.

There are two types of speaking skills: informal and formal speaking. Informal speaking skills are used when students communicate with their friends and family. They use informal language to express their thoughts and feelings in a realistic environment and form emotional connections. Formal speaking is necessary for academic purposes such as in school or assignment. Students may use formal languages with the people they do not know to make a good impression on people.

The researcher draws the conclusion that speaking is the interactional process that can create meaning from the foregoing explanation. In order to communicate with others, it may include producing, receiving, and digesting verbal information. There will be a relationship when we communicate with others, and this relationship is referred to as communication.

2.2.2 The elements of Speaking Ability

There are many elements of speaking that students need to master a variety of speaking technique (Rizqiningsih and Hadi, 2019)

a. Grammar

Grammar is not only for written language, but also for oral competence. It serves as the basis for comprehending and speaking English. Grammar provides a systematic framework and set of rules that control how words and phrases are used to communicate meaning, making it crucial for efficient communication including parts of speech, sentence patterns, and punctuation. Students can manipulate and understand the uses of structures in grammar such as present simple tense (happening regularly) or using imperative sentences to make a request, etc. Grammar enables learners to express ideas in a context that the listeners will recognize and understand.

b. Vocabulary

According to Alharthi (2019), vocabulary knowledge is a good and trustworthy indicator of ability and performance. Learners study vocabulary from an early age and from single words to sentence patterns to describe to express their needs. It is essential for the L2 learner to have a vocabulary of 6,000–7,000 words families in order to

become conversant in spoken English. Without proper vocabulary, people may not effectively express their ideas verbally. Learning vocabulary effectively means that students understand the meanings and pronunciation for interaction and respond by their language. Therefore, it is important for students to consider vocabulary as essential knowledge to communicate successfully.

c. *Pronunciation*

A challenging aspect of learning speaking skills is pronunciation. Pronunciation is a challenging skill that students have to deal with when learning English. Misunderstandings and a bad first impression with the other person might result from incorrect pronunciation. Pronouncing the words correctly can help students to understand and convey the messages. Pronunciation is the ability to use the correct form of speech (noun, that does not affect the phonological, syntactic, semantic, and linguistic features of the language. Many English terms can sound similar or may even sound similar yet have different meanings. For example: *ship, sheep, flower, flour, etc.*

d. *Fluency*

Fluency is used to measure one's speaking ability. Fluency is the capacity to instantly comprehend words after hearing them. Learners can communicate and share their ideas about a topic without pausing to think what they will say. The more practice speaking skills every day, the more fluency in spoken language naturally increases. Fluency means that talking at length with few pauses, producing sentences quickly, and creating language in use. Speaking fluently enables a speaker to sustain the communicative concepts more successfully and to make continuous speech without the listener experiencing any difficulty with comprehension, which is another crucial aspect of communication competency.

2.2.3 The importance of speaking skills

Speaking is an important part that we are concerned about when learning English because people interact with others by using language in communication. Being proficient in communication gives students opportunities to share their perception of all the aspects of the world. Speaking skills enable us to communicate verbally and in a way that is understandable to the listener. In fact, students may measure their

performance by how well they can use language in communication. The speaker becomes a skilled communicator by using their second language ability to the best of their competence. Therefore, speaking skills are important for language learners of any language.

2.2.4 The difficulties of students when learning English Speaking Skills

When teaching English, the teacher finds out some difficulties that students are facing in the English classroom. Problems include lack of vocabulary, lack of motivation, fear of making mistakes, and mother tongue use.

a. Lack of vocabulary

Cook (2013) stated that successful communication is the process that listeners and speakers exchange the information with suitable and adequate vocabulary. If students do not have enough vocabulary and sentence patterns, they can not share their ideas about any topics. For example, teachers give students a task that involves talking the natural disasters. Students lack vocabulary about some natural disasters such as volcanoes, thunderstorms, floods, etc they can not say what natural disasters happened, the damage that it caused. Therefore, vocabulary learning is the key role in speaking skills.

b. Lack of motivation

Motivation is the process that teachers get students to engage in the lessons. Motivation is a concept without physical reality. Lack of motivation in the classroom is also a problem in learning English. If the student lacks motivation to learn a language, it is exceedingly challenging to teach a second language in a classroom setting. Some students learn English only to get high test scores, while others may not understand the value of the language itself.

c. Fear of making mistakes

Learners are often afraid of committing mistakes while speaking. Moreover, students usually learn English but they do not know how to combine vocabulary and sentence patterns to make sentences to communicate with other classmates. Students

not only have enough vocabulary and sentence patterns to speak but also are not confident when speaking English. They lack self-assurance when speaking in front of others in English. They do not know whether what they say is correct or incorrect, whether or not they use the correct grammar and vocabulary.

d. Mother – tongue using

In the classroom, students tend to use Vietnamese when they want to describe a topic for their partners. It is an easier and faster way for them to share their ideas. When teachers go around and control the language in the classroom, they may use English reluctantly. However, when the teachers come to other groups in the class, they use their mother tongue to say the topic. This means that using Vietnamese language in English class may not help them improve their speaking skills.

2.2.5 Some techniques for the enhancement of speaking skills

There are various methods to enhance speaking skills, including role play (Togimin, and Jaafar, 2020), group discussion, debate, information gap, brainstorming, storytelling, task - based learning.

Role play: Nikmah (2019) stated that “Role play allows students to practice realistic situations by interacting with other people to gain experience”. Role play technique can give students a topic that is suitable for their competences. In role - play activity, learners can imagine situations, practice how to deal with when they are in these situations in the real context. Therefore, their speaking skills may improve through these activities.

Group discussion: Group talks are crucial because they promote cooperation among students and provide them the chance to develop their speaking and listening abilities. In group discussion activities, students can share their ideas about the specific topic and view things from different perspectives of other people (Susanti, Mustofa, and Fatimatus Zahroh, 2021). As the result, group discussion techniques not only develop students’ knowledge, but also enhance their speaking ability.

Debate as a communicative technique that can improve students’ critical thinking because students have to analyze the problems and find out the solution in the

different contexts. Through debate, students will develop their communication skills because they will speak to express their thoughts and knowledge (Firmansyah, and Vegian, 2019). They are skilled at making and defending well-informed decisions about complex matters outside of their own area of expertise.

Information Gap Technique: In order to complete a task or solve a problem, students who are missing knowledge have to communicate with their classmates to fill in the gaps. This is known as an information gap technique. In the activity, students will speak to show their ideas and knowledge to find the missing information. There are various activities such as finding the differences between two pictures, telling a story, etc. Students in each group will solve the problem, or make a decision if necessary to complete the given tasks. By using the information gap, the students can become accustomed to sharing information in order to do a task that requires passing information from one person to another.

Brainstorming: Brainstorming is a group problem-solving technique that engages the process of creating ideas and solutions for specific topics. Each member in the group is encouraged to think and suggest solutions based on their own knowledge and experience. Taking part in brainstorming activity, students can develop their critical thinking, and speaking competence because they have to think and share their ideas to find out the solutions.

Storytelling: Storytelling is a communication technique that conveys the messages and shares emotions of listeners. A storyteller and one or more listeners engage in a two-way conversation while narrating a narrative. In storytelling activities, students will listen and summarize the plot of a story that they have listened to. Through this activity, learners will remember and tell the story in their own language, which boosts the creative thinking and imagination of students. They also promote their speaking ability.

Task - based learning: Task-Based Learning (TBL) is a method that students implement some tasks to learn language (Nita, 2020). This method can help students to improve their speaking ability because students have to speak to complete the given tasks. Some tasks are designed to be familiar with the real situation in different contexts. Students will identify the problems, share their perspectives with their

partners and find out the ways to complete the task. This process helps students be more confident and less anxious when they speak, and their speaking skills will enhance significantly.

2.2.6 The characteristics of a Successful Speaking Activities

Ur (1996, 121) stated that there are four characteristics of a successful speaking activity. They are talking a lot, engaging in the classroom, motivation, and acceptable level.

a. Talking a lot

Students taking time to talk a lot in a speaking classroom is crucial in the English as a Second Language classroom. The classroom has changed from being teacher-centered to becoming learner-centered. This also means that the activities in a learner-centered classroom will support students to engage in the lessons. Moreover, speaking in class allows teachers to evaluate and rectify a mistaken notion before it permeates the minds of the students.

b. Engaging in the classroom

Talkative students do not predominate in class discussions. This means that when taking part in the lessons, all the students in a group may have a chance to speak up their opinions, thoughts about the given topics. Teachers have to control the participation of the members to give them a chance to speak up.

c. Motivation

Teachers give students motivation in the classroom by using the topics that they are interested in or new information that they have not known before. Moreover, teachers encourage them to learn English by giving them some useful information and why they have to learn English such as getting a job, getting a high salary, or going abroad, etc. They understand the purposes of learning English, and they engage in the lessons.

d. Acceptable language

Students communicate in meaningful ways that are clear to one another and have an acceptable level of linguistic accuracy. This means that when they speak up, they use language that includes vocabulary, sentence patterns, and grammar in acceptable level. The significance of what the speaker is saying cannot be understood by learners who lack speaking ability, comprehension of spoken English, and language awareness. They cannot be considered successful English learners in that situation as they do not engage in meaningful English discourse.

2.3 INFORMATION GAP TECHNIQUE

2.3.1 Definition

Defrioka (2009: 39) defined information gap technique or information gap activities as “communication exercise”. This technique allows students to engage in real world communication and exchange information that they do not know. One person must share the information that they obtain with others. This technique gives students better opportunities to use English outside the classroom and “imitate what happens in the world outside the classroom in a controlled form” (Cook, 2017, p.277). Information Gap Technique is a series of processes conveying, sharing, obtaining the missing information about the specific topics of language. The topic in this technique is closely related to a realistic environment that students may practice to enhance their speaking ability and they can respond to the information in the real context. When taking part in some activities of Information Gap Technique, learners have to interact with their partners, discuss, and share the information and practice their skill in using texts which are frequently used for a variety of situations and places in the real world. The majority of information gap tasks are carried out in pairs with each student having access to some of the material because pairwork or group work can help students feel confident and they are willing to speak and share their ideas and information they have to complete the purposes of activities. Information-Gap Task helps to inspire the class to put out effort in learning new vocabulary, portraying a dialogue as actual happenings, and introducing fresh concepts in teaching and learning. Information-gap Students are actively involved in the learning process through tasks (Penny, 2020).

Information-Gap Students are required to think critically, complete information, practice speaking and engage in autonomous discussion on tasks that are intended to be used in real-world situations without the assistance of teachers.

2.3.2 Activities of Information Gap Technique

Information gap technique is a teaching and learning strategy that involves creating a situation where there is a gap in information between individuals or groups. This gap motivates participants to communicate and share information with each other in order to bridge the gap. It is commonly used in language learning and can also be applied in various educational and problem-solving contexts. There are some activities of Information Gap Technique such as using pictures, spotting the differences, memorizing the picture, using objects, using the Jigsaw technique, and reassembling a text (Rosalinah & Khilda, 2019).

Interview: In this activity, students will be divided into groups of two. They will role play the interviewer and interviewee to discover some given information. Before implementing this activity, teachers will provide the vocabulary, sentence patterns, and some questions to help students to practice the situations. They will take turns to exchange the information, take notes on the partner's responses, and complete the tasks.

Finding the differences: This activity is for students having intermediate to advanced. Teachers have to prepare beforehand by printing two pictures that have five differences between two pictures. Teachers ask students to work in pairs or in groups. They have to work together to share their opinions and identify the discrepancies between two pictures. Go over the next pictures as a class to see if everyone noticed all the differences after the pupils have found them.

Telling a story: In this activity, students are given a story that includes four or five pictures to describe the contents of the story. Each student will take one picture and master this content. After that, a group of four students will connect all the pictures and share the contents with all the members in their groups. They will make a complete story.

Using the Jigsaw technique: Students will join in this activity by sharing the information they have to the members of other groups to try to solve the problems. First, the class will be divided into groups of three or four students. Teachers choose the text that has three or four separate pieces of information and give them for each group. Each student should read their assigned material and become knowledgeable about it. When they reunite with their groups, everyone offers information about their article section. All the members in each group will discuss and identify the problems, and how to solve the problems. After that, teachers rearrange the members of each group. Each person in the sub-group has information that the other does not have. They will share and connect all the information that three students have and try to find out the solutions. If the teacher has assigned different articles to each group, invite them to share theirs with the class before suggesting that other students ask questions.

Reassembling a text: In this activity, a group of students is given a story that has been cut into pieces according to the paragraph of the plot of the story. Each student reads the text including information and shares it with their partners in the group. After that, students try to connect the sequence of stories and make them a completed story.

Guessing pictures: Students are given a picture that is separated two parts. Parts one will reveal and part two is hidden. Teacher asks students to work in pairs. One student will look at the hidden part and speak with their partners. Others will listen and guess the rest of the pictures. When the time is up, the teacher calls students to share their completed picture.

2.3.3 The impacts of Information Gap Technique on speaking skills

2.3.3.1 The advantages of Information Gap Technique

The Information Gap technique is a teaching and learning strategy that involves students or participants in a communicative activity where they have to exchange information to complete a task or solve a problem. This technique can be highly beneficial in improving speaking skills for learners of all ages and proficiency levels. Cook (2016) indicated that when using Information Gap Technique, students have to use their own knowledge to improvise the dialogue to complete the communicative task. Therefore, this technique stimulates students to speak English (Defrioka, 2009).

Moreover, some information gap activities can be suitable for any level of learners, from children to adults. If teachers can give their pupils a variety of knowledge in their speaking job, it is thought that this will encourage kids to talk. Students can work with their peers to accomplish the purpose of the learning process thanks to the information gap. The students are willing to speak to complete the given task, and when students work with their partners, they may be active to share their opinions and their thoughts about the topic. Information Gap Technique includes diverse activities such as finding the differences, jigsaw, etc that can increase students' interest to learn English.

In addition, learners are asked to follow the Information Gap Activities that provide time for students to speak with their partners. They can share and exchange essential information in some situations that relate to the real world.

According to Ismaili and Bajrami (2016), in some group work activities, students can increase their critical thinking skills and teamwork. Learners are centered in the classroom and they have to talk to share the information and complete the given tasks.

2.3.3.2 The disadvantages of Information Gap Technique

Namaziandost, Hashemifardnia and Shafiee (2019) stated that there are three disadvantages of Information Gap Technique conduct in the classroom such as time consuming, uncontrollable classroom, and dominating the conversation.

In Information Gap Activities, students involve creating a situation where participants have different pieces of information and must interact with each other to fill in the gaps in their knowledge. Therefore, when conducting the technique it consumes much time to do or conduct. It is essential to balance the time spent on such activities with the overall learning objectives and the available class time. Instructors should consider the goals of the activity, the needs of the learners, and the available time when deciding whether to incorporate this technique into their teaching.

Information gap demands teachers to be skillful in controlling the class. The effectively implementing the Information Gap Technique in the classroom requires teachers to be skillful in controlling the class and managing the activity. There are various steps to complete the tasks such as giving sample performance, explaining the tasks that they have to complete, discussing in pair or group work. The Information

Gap Technique can be a highly effective teaching tool, but it does demand teachers to possess strong classroom management skills. Skilled teachers can create an environment where students can engage in meaningful communication, problem-solving, and critical thinking while using this technique.

In group Information Gap activities, some participants may dominate the conversation, while others may speak less. Some individuals may be more confident or assertive in group settings, making them more likely to speak up and take the lead in discussions. In addition, some participants may hold back from speaking due to a fear of being judged or criticized by their peers. This fear can lead to hesitancy in contributing to the conversation. This can result in uneven participation, with some learners not getting as much speaking practice as others. Therefore, teachers should go around to control the time of each student. Balancing participation in group activities can be challenging, but with proactive strategies and clear expectations, teachers can create an environment where all students feel valued and have an opportunity to contribute.

2.4 THE PREVIOUS STUDY

Rosalinah & Khilda (2019) studied the impact of Information Gap Technique in the classroom. The author of this study used classroom action research (CAR). Through interviews, observation, literature study, and the internet, the writer gathers and analyzes data while instructing. Additionally, the writer performs a pre-test and post-test throughout the observation to get the data on the noteworthy differences before and after employing Information Gap. The study's conclusions include: 1) The information gap technique is a fun way for pupils to learn speaking while they are having fun. Another benefit of using this strategy is that it keeps pupils from getting bored because it offers a variety of engaging activities. Therefore, it can be said that the Information Gap technique is highly effective for training pupils to speak English.

In 2021, Arjuna and Rozimela pointed out the problems when teaching English, including lack of spoken English practice with the real situation, fears of making mistakes when speaking. The authors illustrated that while the teacher helps students, the information gap enables students to work with their peers to complete the activity's

objective. The information gap can affect a pair, a group, or the entire class, which might broaden the range of a session. Students may also feel more assured because they have important information to impart that will hopefully motivate them to learn more.

Wijayanti (2018) conducted the study in MTs Al Muhajirin in the second grade, using action research. The researcher took 40 students as the subject of the research. The researcher teaches speaking English using Information Gap method. The outcome of the information gap research demonstrates that the researcher's method of data collection was CAR (Class Action Research). The study is divided into two cycles, each of which has four elements. The Information Gap approach gives students the ability to participate actively and cooperatively in speaking lessons. The pre-test mean is 68,7, the post-test mean is 71,6, and the implementation improvement result is 2,9. Positive feedback is received from the pupils. The majority of students praised this strategy. They could quickly pick up the language. The kids acknowledged that their speaking had gotten better.

2.5 CONCEPTUAL FRAMEWORK

A conceptual framework in this research is a theoretical or analytical tool used to provide structure and guidance to “Information Gap Technique”. It is a set of interconnected theories such as Teaching and Learning second language, speaking skills, and Information Gap Technique that researcher used to frame the research questions, develop hypotheses, guide data collection and analysis, and interpret the results. The primary purpose of a conceptual framework is to provide a coherent and organized foundation for understanding, explaining, and addressing a specific research problem or topic. It helps researchers and analysts break down complex systems into three fundamental components: input, process, and output.

PARIS ENGLISH CENTER		
Primary students from 8 to 10 years old		
Information Gap Technique		
Input	Process	Output
Lack of vocabulary Fears of making mistakes The monotonous nature to practice	Analysis of data through: a. Pretest b. Posttest c. Observation	Improved the speaking skills through Information Gap Technique

2.6 SUMMARY

There are some common purposes of second language teaching and learning such as making learners speak like native speakers. To reach the purpose, learner-centered have to be applied in the classroom. Teacher's role in the class is to guide and motivate students learning English by using Communicative Language Teaching and Task-Based Language Teaching. This approach allows students to engage in real context to share and exchange information, involving "Information Gap Technique". This technique stimulates students to speak English in the classroom. Through some interesting activities in Information Gap Technique, students can enhance their speaking English skills and they are more active to engage in the English lessons.

CHAPTER 3. METHODOLOGY

The aim of this study is to identify the impacts of Information Gap Technique on students' speaking competence. This chapter provides the details of the study's methodology including (1) aims and objectives, (2) the research design, (3) the research questions, (4) participants, (5) materials, (6) procedures, (7) data collection, (8) data analysis, (9) summary

3.1 AIMS AND OBJECTIVES

The purpose of the study was to describe Information Gap Technique and investigate the implementation of the Information Gap Technique in teaching speaking skills to students aged 8 to 10 years old by the Paris English Center – Binh Thuan province to help students improve their English ability, especially speaking skills and to enhance the effectiveness of teaching English.

3.2 RESEARCH DESIGN

In this study, the researcher used a quantitative method. According to Creswell (2002), quantitative research is the process of gathering, evaluating, interpreting, and documenting a study's findings. In quantitative methods, the formulation of a hypothesis, a literature review, and the analysis of quantitative data are all steps in quantitative research that start with the formulation of a problem statement. The purpose of quantitative analysis is to test whether or not a particular approach or method is better than conventional methods. There are various experimental research designs in quantitative such as pre-experimental design, quasi-experimental design, and true experimental design. Because one-group pretest-posttest designs offer little to no control over uncontrolled factors, pre-experimental designs were used in this study. Based on Ary (2010), researcher have to apply three steps to conduct the study in quasi-experimental design, including conducting a pretest to measure the variables, applying treatment, and doing a posttest to measure the effectiveness of the Information Gap Technique that the author wants to research.

a. Pretest

Pretests are given for students before applying treatment. In pretests, author may measure the speaking ability of students and specific the problems that students are facing in their learning English. In the pretest, students took part in the oral test with four aspects of speaking, including Grammar and Vocabulary, Pronunciation, and Interactive Communication. There are two parts in the pretest: Finding five differences between two pictures, and telling a story based on four chains of pictures.

b. Conducting treatment

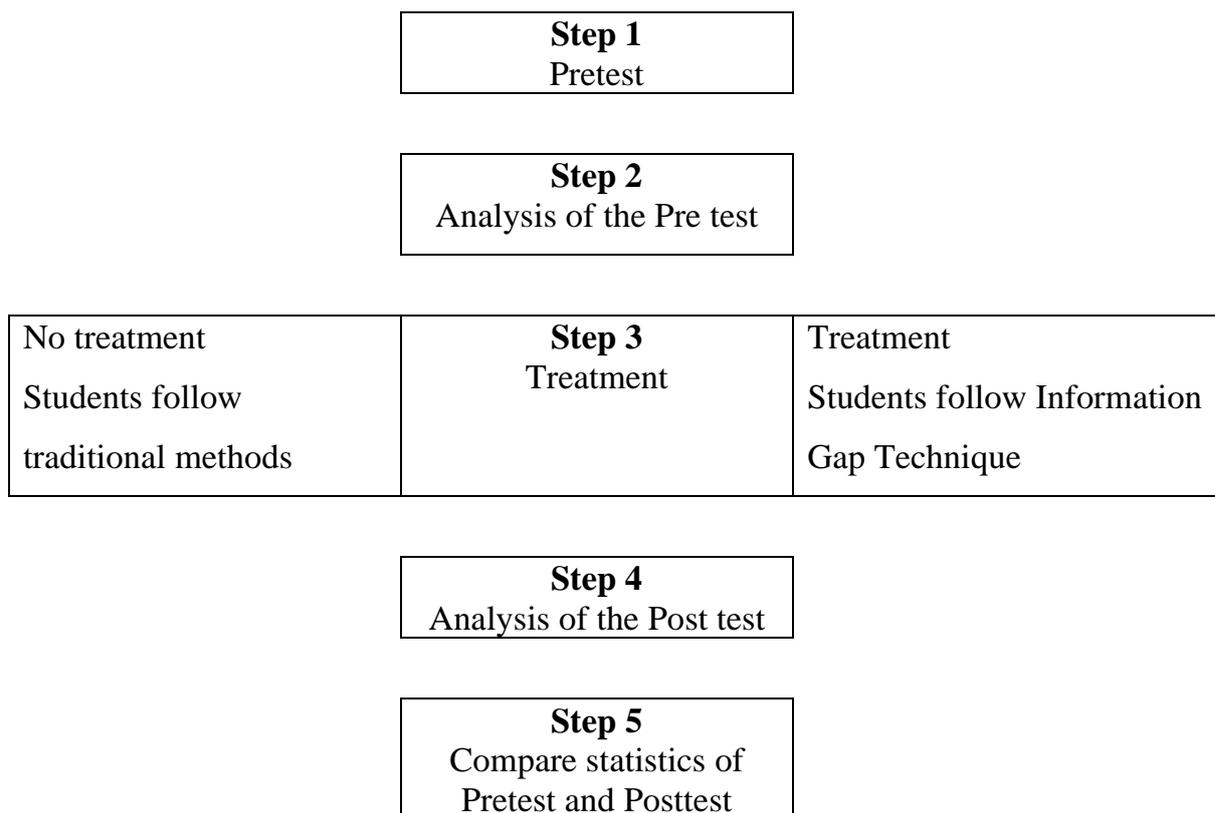
The researcher employed a posttest-only control group design for this study. One group in this design received an experimental therapy, whilst the other group received a different one. In this case, the experimental group received care utilizing the information gap methodology, whereas the control group received care using traditional methods.

c. Posttest

After applying treatment (Information Gap Technique), students took part in the posttest to measure whether or not Information Gap Technique can help students improve their speaking skills. The posttest has the same format and criterions as the pretest. However, author changed the contents that test the reliability of data.

Control Group

Experimental Group



3.3 PARTICIPANTS

The participants of this study were conducted in four classes with seventy-four students ages from ten to twelve-year-old at Paris English Center, including seventeen students in class Seed 1A, nineteen students in class Seed 1B, thirteen students in class Seed 2A, thirteen students in class Sprout 1A, and twelve students in class Sapling 1B. The learners taking part in the study can understand the same native Vietnamese language and they are on the same proficiency levels in English. In addition, the majority of students have chances to learn English at Kindergarten.

The participants were divided into two groups: control and experimental groups. Experimental group is “the group in a research study that receives the experimental treatment” (Ary, 2014, p. 674). Control group is “the group in a study that does not receive the experimental treatment; it is compared with the experimental group to determine the effects of the treatment.” (Ary, 2014, p. 676). The experimental group includes thirty - eight students in three classes Seed 2A, Sprout 1A, and Sapling 1B. In

this group, researchers conducted the Information Gap Technique. The control group consists of thirty - six students that were taught by using traditional methods.

3.4 TESTING INSTRUMENT

Finding differences between two pictures and telling a story of the Movers Authentic Examination Paper 1 and 2, and accompanying rubric was chosen for this study because the Mover test has been shown to be a reliable testing instrument, and it best fits the needs of this study. Cambridge is the publisher of the book. The real exam questions for students getting ready for the Cambridge English revision. This set of exam questions for movers offers vibrant pages for the best exam preparation. According to Cambridge, “Mover is the second of three Cambridge English Qualifications designed for young learners. These tests introduce children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English.”

The Cambridge Movers test is at the CEFR A1 level. The test is given at the Paris English Center for students from eight to ten-years-old. To test the validity of this instrument (finding the differences between two pictures, and telling a story) in this context, a sample speaking test was given to describe the understanding of sample speaking of students, and their speaking performances illustrated that the samples they produced could be evaluated with the Movers rubric.

3.5 PROCEDURES

Before implementing Information Gap Technique to collect the data, researcher designed the pretest, posttest, and lesson plans. The pretest and posttest are considered and edited to be suitable for the students' level.

This research is conducted in four meetings. Tests and video recorders are utilized in this study. When working in pairs to respond to the questions, students' voices are recorded on a video recorder. Tests include Pre-test and Post-test.

In the first week, researcher came to five classes to get more information about the classroom such as numbers of students, coursebook. Researcher noted down some their learning's styles such as including visual, auditory, kinesthetic, and tactile

preferences. Recognizing and accommodating these differences can enhance the effectiveness of teaching. Moreover, researcher explained to the students all the information of the research, including the purposes of the study, permission of their parents by sending the paper parents acceptance in research (see Appendix F). Obtaining informed consent from students in research is a fundamental ethical principle because of protection from harm, legal and ethical obligations, and ethical research practices.

After getting their parents' permission, researcher conducted the pretest, and analysed the pretest's data. Students took part in the test in fifteen minutes. There were two examiners to check student's responses and give scores. One examiner was the researcher, and other examiners was the teacher at Paris English center – Nguyen Du Branch. She has experienced in pedagogical knowledge and has evaluated all the final tests in the center.

After implementing pretest for seventy-four students at the Paris English center, researcher designed lesson plans for two groups. With the quasi-experimental design, each group received the course curriculum (follow the school syllabus using the course Super Mind 4 and 5) for a month (see syllabus, Appendix ...). This instruction involved oral practice, listening, grammar, vocabulary. Following this, the control group received no treatment, while the experimental group implemented Information Gap Technique.

In group A (experimental group), researcher applied Information Gap Technique in two periods with specific activities that belong to the Information Gap method. In the first period, teacher instructed them to find the differences between two pictures. They used given vocabulary, sentence patterns, and some hints to find out what the differences in two pictures (see Appendix A). Teacher gave the sample tasks and instructions for students to understand the steps that they have to complete. After that, the teacher divided the class into four groups and let them discuss, exchange the information to complete the tasks. In the second period, teacher taught students to tell a story based on four given pictures. Teacher gave an example and asked students some questions to identify what they would say to make a story (see Appendix B). After two periods implementing Information Gap Technique, researcher asked

students to do a posttest (see Appendix C) to compare the results whether or not Information Gap Technique can help students to improve their English Speaking Competence.

In group B (control group), students are taught by the traditional method with some activities. Teacher provided students with some knowledge and some questions. After that, teacher asked students to work in a group and discuss the questions. After a specific time, teachers called some students in the group to give a performance. Teachers conducted conventional methods in two periods.

In the last week, seventy-four students in two groups took posttests. There were two examiners to check student's response and gave scores. After that, researcher analysed the data of the posttest.

3.6 DATA COLLECTION

Data from the pre- and post-tests were gathered by the researchers to determine the study's ultimate conclusions. The pre-test was used to determine the student's initial accomplishment prior to therapy, and the post-test was used to determine the student's initial accomplishment following treatment. When utilizing these strategies, researchers in medicine monitored the learning process to determine whether or not the patients' attitudes were positive.

At the beginning of research, a pretest was conducted to measure the student's speaking ability, then a post test was conducted after implementing the Information Gap Technique. In this section, the test was evaluated based on three criteria: Grammar and Vocabulary, Pronunciation, and Interactive Communication with the scores 9-10 (Excellent), 8 (Very good), 6-7 (Good), 5 (Acceptable), 0-4 (Fair) (Appendix E).

3.7 SCORING OF THE PRETEST AND POSTTEST

The pretest and posttest were analyzed in speaking criteria:

- The speaking performance was evaluated by using Mover rubric (see Appendix D) to examine the total band score (Grammar and Vocabulary, Pronunciation, and Interactive Communication).

- Two examiners checked the test performance. Each was an experienced educator with two years in pedagogical methods and was familiar with Movers scoring criteria.

- If there was a disagreement on the scoring students' speaking, a third examiner evaluated the performance.

3.8 DATA ANALYSIS

Data analysis came next after the method for the data collection technique. The researcher applied the following formula to characterize the students' speaking ability (see Appendix E). The student score is the average score of three aspects.

$$\text{Student's score} = \frac{\text{Grammar and Vocabulary} + \text{Pronunciation} + \text{Interactive Communication}}{3}$$

Because there were two examiners to evaluate the scores, the researcher used Cronbach's Alpha to test the reliability of the results, and calculated the score by using average the scores of two examiners.

$$\text{Final score} = \frac{\text{Examiner 1's score} + \text{Examiner 2's score}}{2}$$

After the Information Gap Technique was applied to teaching English at the Paris English Center, the researcher analyzed the data via SPSS. This software allows research to test reliability of data, testing of normality of data, and compare the mean scores for the two groups (experiment and control group) on the pretest and post-test. The researcher looked at the results between pretest and posttest and compared the effectiveness of Information Gap Technique.

a. Testing reliability

Kreutzer (2011) indicated that test reliability is a measurement of how accurately a test evaluates something. Test reliability can be compared to accuracy. Because there

were two examiners to evaluate the results of students, researcher used Cronbach's alpha to test the reliability of data. Cronbach's alpha is a method for evaluating reliability by comparing the amount of variation, including pretest and posttest of two examiners to make up an instrument to the amount of overall variance (Collin, 2007).

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.734	2

Table 1: Reliability statistics of pretest between examiner 1 and examiner 2

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.859	2

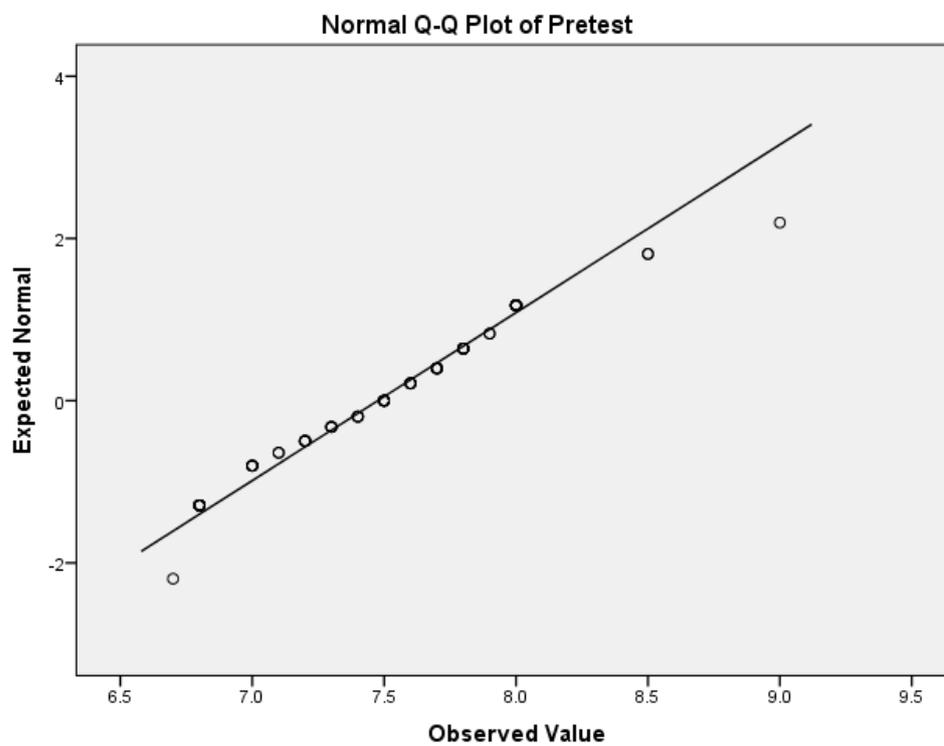
Table 2: Reliability statistics of posttest between examiner 1 and examiner 2

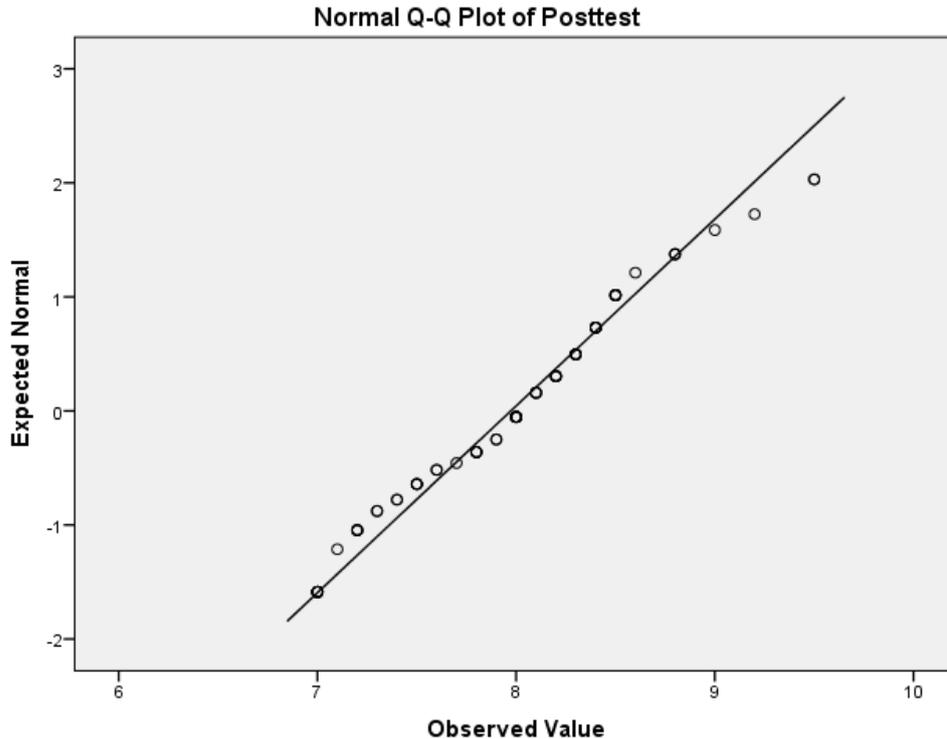
Table 1, and 2 show the test reliability. To test the reliability, the researcher used Cronbach's alpha (α) which measures the reliability of a set of survey items. In Cronbach's Alpha rules, if the statistic indicates ≥ 0.80 , the result is good. If Cronbach's alpha ≈ 0.70 , the research should consider the reliability. If Cronbach's Alpha ≤ 0.5 , the reliability is unacceptable. In table 1, Cronbach's Alpha is 0.733. The value for Cronbach's Alpha for pretest is typically considered. In table 2, Cronbach's Alpha for posttest is $0.857 \geq 0.80$, the result is good. These statistics show that all the results of two examiners in pretest and posttest satisfy conditions. Therefore, the statistics are reliable for research to analyze.

b. Testing of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.088	74	.200	.950	74	.005
Posttest	.094	74	.175	.060	74	.020

Table 4: Test of Normality





Ghasemi & Zahediasl (2012) indicated that the tests compare the results from the sample to a set of results that are normally distributed and have the same mean and standard deviation. A normality test or testing homogeneity of the data assesses if a sample of data was taken from a population that has a normal distribution of values. For testing of normality, the researcher used SPSS. If the data is greater than a significant score (0.05), it means that no effect was observed and the data of two groups is a homogeneous sample. If a statistically significant test result ($P \leq 0.05$) means that the test hypothesis is false or should be rejected. The most popular techniques to check the normality of the data are the Shapiro-Wilk test (less than 50) and the Kolmogorov-Smirnov test (greater than 50), which are both well-known tests of normality. In table 4, the data significant of pretest and posttest in Kolmogorov-Smirnov test is respectively 0.200 and 0.175 which is greater than 0.05. This data shows that the data of speaking ability of the students between experimental and control group was obtained from a homogenous sample.

c. Paired Samples Statistics

The Paired Samples T Test measures the means of pretest and posttest taken from experimental group and control group in different times: before and after implementing Information Gap Technique.

	Mean	N	Std. Deviation	Std. Error Mean
Pretest experimental group	7.558	38	.4464	.0724
Posttest experimental group	8.171	38	.6489	.1053

Table 5: Compare the data of pretest and posttest in experiment group

The data in table 5 shows that the experimental group had to take two tests: pretest and posttest with 38 participants. The mean before implementing technique was 7.558 and this data increases 0.613 after students are conducted Information Gap Technique (8.171). The standard deviation was 0.4464 pretest and 0.6489 for posttest.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 2 Pretest control group	7.3639	36	.48823	.08137
Posttest control group	7.6944	36	.46288	.07715

Table 6: The data of pretest and posttest of control group

The data in table 6 shows that the experimental group also took two tests: pretest and posttest with 36 participants. The mean of the pretest was 7.3639 and posttest was 7.6944 after students were conducted using traditional methods. The standard deviation was 0.48823 for pretest and 0.46288 for posttest.

3.9 CHAPTER SUMMARY

This chapter presented a discussion of the Research Design, Participants, Materials, Procedures, Data collection, Data Analysis. The following chapter, chapter four, will present the Findings and Discussion.

CHAPTER 4. FINDINGS AND DISCUSSION

The study's data were categorized, organized, and subjected to SPSS, or variance analysis. There are two groups in the implementing. The students in the first group received instruction utilizing the information gap methodology, while the students in the second group received instruction using more traditional methods.

4.1 RESULTS OF PRETESTS

The results of speaking pretests in experimental group are shown in Table 1.

Score	Number of students	Percentages (%)
< 6.0	0	0
6.0 – 7.0	5	13.2%
7.0 – 8.0	24	63.2%
8.0 – 9.0	9	23.7%
9.0 – 10.0	0	0
Total	38	100%

Table 1: Results of speaking pretests in experimental group

Table 1 illustrates that there were 38 students taking part in the implementation. The total of 13.2 percent of students getting the score from 6.0 to 7.0 before implementing in research. Regarding the table, the proportion of students getting the score from 7.0 to 8.0 was the highest of all categories, at 63.2 percent. This statistic also indicates that the ability of students in the English center is good as their background of learning English. As I mentioned, they have opportunities to learn English from an early age and access modern techniques throughout the course of study. However, there is a low percentage of scores in band very good and excellent (23.7%). Therefore, researcher would conduct the technique to help students to reach the highest performance.

The results of speaking pretests in control group are shown in Table 2.

Score	Number of students	Percentages (%)
< 6.0	0	0
6.0 – 7.0	7	19.4%
7.0 – 8.0	25	69.4%
8.0 – 9.0	3	8.3%
9.0 – 10.0	1	2.8%
Total	36	100%

Table 2: Results of speaking pretests in control group

The table 2 shows the results of speaking pretests in the control group. There were 36 students who conducted conventional methods. There was an increase to 50% in the number of students getting a score from 6.0 – 7.0 (19.4%) to 7.0 – 8.0 (69.4%). These statistics also indicate that students at Paris English Center get familiar with basic knowledge. In this group, there was a student who got an excellent band (from 9.0 to 10.0). Table 1 and 2 show that the students in two groups may have the same ability in English speaking. However, to maximize the students' score in speaking aspects, research conducted two methods including Information Gap Technique and traditional method in two groups to compare the efficiency of Information Gap Technique.

4.2 RESULTS OF POSTTESTS

After conducting the methods for two weeks, students took part in the posttest. The results of speaking posttests in the control group and experimental group are shown in Table 3 (see below). There were 36 students in the control group and 38 students in the experimental group. There is no student getting the score from 0 to 7.0. In band 7.0 – 8.0, while the percentage of students in the control group was 63.9%, this number decreased in the experimental group at 26.3%. However, the students getting the very good band rose significantly in the experimental group (63.2%) while the percentage of students in the control group was only 36.1%. In the excellent band, there is an increase to 4 students (10.5%) compared to the pretest. These statistics

show that the Information Gap Technique is an effective method to assess students in increasing speaking competence.

Score	Results of control group		Results of experimental group	
	Number of students	Percentages (%)	Number of students	Percentages (%)
< 6.0	0	0	0	0
6.0 – 7.0	0	0	0	0
7.0 – 8.0	23	63.9%	10	26.3%
8.0 – 9.0	13	36.1%	24	63.2%
9.0 – 10.0	0	0	4	10.5%
Total	36	100%	38	100%

Table 3: Results of speaking posttests between control group and experimental group

4.3 RESULTS OF GRAMMAR AND VOCABULARY IN TWO GROUPS

Score	Pretest		Posttest	
	Number of students	Percentages (%)	Number of students	Percentages (%)
< 6.0	0	0	0	0
6.0 – 7.0	17	47.2%	3	8.3%
7.0 – 8.0	13	36.1%	20	55.6%
8.0 – 9.0	5	13.9%	13	36.1%
9.0 – 10.0	1	2.8%	0	0
Total	36	100%	36	100%

Table 4: Results of grammar and vocabulary of pretest and posttest in control group

The table 4 shows the results of speaking grammar and vocabulary aspects in pretest and posttest in the control group. In general, the scores between pretest and

posttest in the control group have no significant differences. After implementing the conventional method, the scores in band 7.0 – 9.0 increase slightly (5.5%).

Score	Pretest		Posttest	
	Number of students	Percentages (%)	Number of students	Percentages (%)
< 6.0	0	0	0	0
6.0 – 7.0	13	34.2%	2	5.3%
7.0 – 8.0	15	39.4%	8	21.1%
8.0 – 9.0	10	26.4%	22	57.9%
9.0 – 10.0	0	0	6	15.8%
Total	38	100%	38	100%

Table 5: Results of grammar and vocabulary of pretest and posttest in experimental group

In table 5, research shows the data of pretest and posttest in experimental group. After implementing Information Gap Technique, the scores in band 8.0 – 9.0 increase significantly, at 26.4% in pretest, and at 57.9% in posttest. The band from 9.0 – 10.0 also rises to 15.8% in the posttest.

4.4 RESULTS OF PRONUNCIATION IN TWO GROUPS

Score	Pretest		Posttest	
	Number of students	Percentages (%)	Number of students	Percentages (%)
< 6.0	0	0	0	0
6.0 – 7.0	5	13.8%	1	2.8%
7.0 – 8.0	14	39%	12	33.3%
8.0 – 9.0	16	44.4%	23	63.9%
9.0 – 10.0	1	2.8%	0	0
Total	36	100%	36	100%

Table 6: Results of pronunciation of pretest and posttest in control group

Score	Pretest		Posttest	
	Number of students	Percentages (%)	Number of students	Percentages (%)
< 6.0	0	0	0	0
6.0 – 7.0	7	18.4%	3	8.3%
7.0 – 8.0	13	34.2%	21	58.3%
8.0 – 9.0	18	47.4%	12	33.3%
9.0 – 10.0	0	0	0	0%
Total	38	100%	38	100%

Table 7: Results of pronunciation of pretest and posttest in experimental group

Table 6 and 7 show the results of pronunciation of pretest and posttest in two groups. There is no significant change in two groups about pronunciation aspects in the rubric of speaking English tests. The percentage of scores in band 8.0 – 9.0 are higher than 7.0 – 8.0. This means that the pronunciation's students are good, and adapt all the criteria in pronunciation rules.

4.5 RESULTS OF INTERACTIVE COMMUNICATION IN TWO GROUPS

Score	Pretest		Posttest	
	Number of students	Percentages (%)	Number of students	Percentages (%)
< 6.0	0	0	0	0
6.0 – 7.0	9	25%	3	8.3%
7.0 – 8.0	19	53%	21	58.3%
8.0 – 9.0	7	19.3%	12	33.3%
9.0 – 10.0	1	2.8%	0	0%
Total	36	100%	36	100%

Table 8: Results of speaking interactive communication pretest and posttest in control group

In table 8, the data shows that the scores in band 7.0 – 8.0 have the highest percentage in pretest and posttest, at 53% and 58.3% respectively. In the posttest, no student can get the score from band 9.0 – 10.0

Score	Pretest		Posttest	
	Number of students	Percentages (%)	Number of students	Percentages (%)
< 6.0	0	0	0	0
6.0 – 7.0	8	21 %	1	2.6%
7.0 – 8.0	19	50 %	12	31.6%
8.0 – 9.0	11	29 %	21	55.3%
9.0 – 10.0	0	0	4	10.5%
Total	38	100%	38	100%

Table 9: Results of speaking interactive communication pretest and posttest in experimental group

In the experimental group, there is an increased percentage in posttest after implementing Information Gap Technique. Students express their interactive communication competence clearly in the posttest. They engage in the test and interact with examiners.

Therefore, the scores from 8.0 – 9.0 rose 26.3 percentage and 10.5 percentage in band 9.0 – 10.0.

4.6 COMPARISON THE RESULTS OF THE EXPERIMENTAL GROUPS

Firstly, the result in two tableS below shows that there is a significant achievement score between pretest and post test in the experimental group. Before implementing, the maximum score is 9.0, but this data reaches to 9.5 after implementing. Moreover, the percentage of 8.0 to 9.0 of students applying Information Gap Technique (74.3%) is higher than the percentage of those who were taught using traditional methods (22.9%). The percentage of band 9.0 - 10 also increases significantly to 8.5%. This data reveals that the Information Gap Technique is more effective than some traditional methods applied in the classroom before. The table below shows the comparison of the percentage between experimental group and control group.

		Statistics	
		Pretest experimental group	Posttest experimental group
N	Valid	38	38
	Missing	0	0
Mean		7.5579	8.1711
Median		7.5500	8.2500
Minimum		6.8	7.0
Maximum		8.5	9.5

Secondly, there is not much difference between the result of pretest and posttest in a control group that applied traditional methods. Specifically, the mean score in pretest is 7.2 and it increases 0.4 in posttest (7.6). The percentage of score from 8.0 to 9.0 rises significantly 31.4%, but the data in score 9.0 – 10 is 0%.

4.7 COMPARISON THE RESULTS OF THE CONTROL GROUPS

		Statistics	
		Pretest control group	Posttest control group
N	Valid	36	36
	Missing	0	0
Mean		7.3639	7.6944
Median		7.3000	7.6500
Std. Deviation		.48823	.46288
Minimum		6.70	7.00
Maximum		9.00	8.50

These statistics show that the traditional methods also help students increase their speaking skill, but its efficiency is not as high as the Information Gap Technique. See the table below.

Paired Samples Statistics

	Mean	N	Sig. (2 - tailed)
Posttest experimental group	8.286	38	.000
Posttest control group	7.6600	36	

In table Paired Samples Statistics: research considered the mean column. The mean pretest is 8.2, posttest is 7.6. Therefore, apparently posttest has higher stats. In the table Paired Samples Test, research looked at the last column sig. 2 tails. The value is $0.000 < 5\%$. Therefore, we conclude that there is a statistically significant difference between the pretest and posttest values and this difference is 4.835 based on the mean column in this table. The mean scores of both groups (the experimental group and the control group) also indicated that the implementation of teaching techniques affected the students' speaking ability. The mean score of the students who were taught by using information gap (8.286) is higher than the mean score of those who were taught using conventional technique (7.660). It can be concluded that there was a significant difference between the use of information gap technique and conventional technique in

teaching speaking. The table below shows the comparison of the score between the experimental group and control group.

4.8 DISCUSSION

After analysing the data, the researcher concluded that Information Gap Technique in teaching speaking skills could enhance students' speaking English competence. This part illustrated the discussion of the research implementation.

4.8.1 The implementing of Information Gap Technique in teaching speaking skills.

To conduct the Information Gap Technique, the teacher asked some questions that related to the activities and let students engage the lessons by answering the questions. After that, the teacher gave a sample speaking performance of finding out the differences between two pictures and telling a story based on the given vocabulary and sentence patterns. Then the teacher gave some tasks that students had to complete and performed in front of the classroom. Then students worked in groups, shared their ideas, and practiced with their partners in the groups.

Firstly, the teacher greeted students with her energy that helped students feel relaxed and were willing to join in the lessons. The teacher set up some questions for students and let them answer. These questions' roles are to assist students in understanding the purposes of the lessons: What they would learn today, and what the target of language after learning is.

Secondly, the teacher gave an example and sample of speaking performance to help students understand the tasks they had to conduct and complete. Before sharing, the teacher provided for students some vocabulary and useful sentences. They would connect the knowledge to express their ideas.

Thirdly, all the activities in this method require working in groups. The activities were interesting and easy for students to take part in. In the beginning of the lesson, students still feel shy and scared of making mistakes. However, because of learner-Centered Instruction in the classroom, and the roles of teacher as instructor, students were active and their speaking skills also increased. It was shown that the score in two aspects, including vocabulary and grammar, and interactive communication in posttest

is higher than the scores in pretest. In the step, the teacher was a supporter that helped them correct their mistakes before performing in front of the classroom.

Fourthly, the teacher called some students randomly in the groups to show their products. After that, the teacher gave feedback that all students had to follow because it was a common mistake that students had to remember.

Based on the results of the posttest, it could indicate that there was a significant improvement of students' speaking ability, including talking a lot, engaging in the classroom, motivation, and acceptable language (Ur, 1996) with three aspects in criteria speaking tests.

4.8.2 Grammar and Vocabulary

In the first step, researcher measure students' speaking ability by using pretest with vocabulary aspects in speaking protocol. After analyzing the data, the data showed that students' scores are in average band because of two reasons. First, students have limited vocabulary and sentence patterns to find out the differences, and conjunctions words to tell stories.

In the implementing treatment process, researcher gave them samples of speaking, providing necessary vocabulary and useful sentences. They worked in groups, used the given knowledge and shared their ideas to complete the tasks (find five differences, and tell stories). They had to think and connect the vocabulary to make meaningful sentences. While the teacher went around, they could ask for extra vocabulary to expand their expression. Moreover, in this process, research applied learner-centered instruction, and supported students to share their knowledge in a comfortable mood.

After giving treatment, students were given a posttest with the sample pretest to measure validity of the data. As a result, the student's vocabulary was improved. The data showed that applying Information Gap Technique can help students develop their speaking competence. According to Sugiarti (2011), the Gap Technique can help people learn real language and different English accents by having them listen to engaging content.

4.8.3 Pronunciation

Pronunciation is a challenging skill that students have to deal with when learning English. In this aspect, there are no significant changes in scores between the pretest and posttest in two groups: a control group and an experimental group. As I mentioned, students at Paris English Center have a chance to study English at an early age. Some researchers mentioned that learning English in kindergarten helps students grasp the language faster and naturally. The basis of learning English is to get familiar with phonics. Students gain knowledge by actively "absorbing" the language through contact while being exposed to multilingual contexts. Before or after implementing Information Gap Technique, students' pronunciation has not changed much.

4.8.4 Interactive Communication

Interactive Communication or fluency is used to measure one's speaking ability. Fluency is the capacity to instantly comprehend words after hearing them. Learners can communicate and share their ideas about a topic without pausing to think what they will say. The more practice speaking skills every day, the more fluency in spoken language naturally increases. Before conducting Information Gap Technique, students were reluctant to express their opinions in pretest. However, students could answer the questions and complete the tasks in posttest smoothly and fluently. This also means that Information Gap Technique can help students increase their interactive communication.

4.8.5 Research question 1: What are the impacts of Information Gap Technique on students' speaking competence?

The purpose of the study is to discover the influence of Information Gap Technique on students' speaking ability. The following discussion can be drawn from the analysis's findings and answered the research questions: **What are the impacts of Information Gap Technique on students' speaking competence?**

Firstly, the results of the study reveal that the Information Gap Technique is more efficient than conventional methods. While students in the experimental group

are encouraged to contact their classmates through some activities including telling stories and finding the differences between two pictures, teachers are the center and students do not have a chance to speak out the ideas about a specific topic in the control group. The activities in the Information Gap Technique are designed with the colours that attract students learning English because some researchers noted that colours in the classroom environment can boost student's information retention.

Secondly, some tasks in Information Gap Technique boot students to practice the real situations because tasks are designed to help students achieve their goals in the real world. Information-Gap a task that is intended to relate to situations in the actual world where learners have to think, complete knowledge, practice speaking and talking independently. This process helps students develop their critical thinking and they respond quickly when they have to face the difficulties in each situation. Therefore, after implementing Information Gap Technique, and taking part in the posttest, they observe and think quickly. Students use their knowledge that is taught in two weeks to connect the piece of information and speak their ideas about the given topic in the posttest. Meanwhile, students in conventional group are not taught how to connect the given information. They just use their existing knowledge to do the test. Therefore, there is no significant difference of the score between pretest and posttest in this group.

Thirdly, when taking part in some Information Gap Technique, teachers stimulate students to speak out their thoughts and attitudes about the given topics. In the classroom, students are the center and teachers are the supporters to help students maximize their abilities, especially speaking skills. This model classroom will help students feel relaxed and be willing to share their thoughts, and practice with their partners. Teachers support students by giving some knowledge about the vocabulary and sentence patterns that are related to the topics. Teachers also give the feedback after students' performance to help them get the experience and correct their mistakes. On the other hand, students in traditional methods do not have much chance to practice with their partners because some activities are not designed for practicing English speaking. They learn English individually.

4.8.6 Research question 2: What is the attitude of students in the classroom using Information Gap Technique?

Based on researchers' observation and the score in pretest and posttest, Information-Gap Task is considered as the right task to force students' enthusiasm to speak in English classroom while very few students contest the ability of the Information-Gap Task to encourage, facilitate, or attract them in honing their speaking abilities. Firstly, the majority of students claimed that the information-gap task encourages them to improve speaking skills and engage in English as a foreign language by practicing task-based activities. Students are confident to speak English. Because before taking part in activities, the teacher explains and instructs carefully the requirements and how to present their ideas. They have enough time to prepare and discuss the topic with their classmates through group work strategy. Secondly, students enjoy the Information Gap Activities. They are happy to be able to use their knowledge of vocabulary and useful languages they know. Moreover, students can learn new vocabulary and they can speak fluently because they know more new words through Information Gap Activities. Thirdly, students have more opportunities to speak and interact with their friends. Besides the benefits of Information Gap Technique, teachers have to control the time because students have to find the information, share the information they know with their friends, practice and speak in front of the classroom. Moreover, teachers have to go through the classroom to help students build their ideas.

The findings and discussion illustrate that students' speaking competence increase when they learn English with Information Gap Technique in the classroom. Teachers should review their previous methodologies used in the classroom and update the efficient methods in the classroom. Teachers consider Information Gap Technique a powerful and useful method to encourage students to speak in the classroom and maximize the students' ability.

4.8.7 In comparison with previous studies that are presented in the literature review, what are new in your research results?

My research applies the Information Gap Technique in Paris English Center in Binh Thuan Province that hasn't been extensively explored in previous studies, this can be considered a significant contribution.

My research incorporates technology, such as online platforms or virtual reality, to enhance or expand the Information Gap Technique.

The previous studies primarily relied on Action Research with four circles and my research provides quantitative data and statistical analysis to support the effectiveness of the Information Gap Technique, this can be considered a novel contribution.

4.9 SUMMARY FINDINGS AND DISCUSSION

The implementation of Information Gap Technique in teaching speaking skills included various steps such as giving sample speaking performance with specific rubric to assess speaking ability, engaging and completing some tasks that help students improve their speaking performance. There are three areas in criteria of speaking assessment, including grammar and vocabulary, pronunciation, and interactive communication. There are significant increases in the first and the third aspects because of the Information Gap Technique. Information Gap Technique has positive impacts on students' speaking skills. The students are stimulated to speak English. Moreover, some information gap activities can be suitable for any level of learners, from children to adults. Students can work with their peers to accomplish the purpose of the learning process thanks to the information gap. They are willing to speak to complete the given task, and when students work with their partners, they may be active to share their opinions and their thoughts about the topic. Besides, Information Gap Technique includes diverse activities such as finding the differences, jigsaw, etc that can increase students' interest to learn English.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

5.1.1 A summary of the study

Based on the rationale of the previous study, researcher used an experimental method with two groups and pretests, and a posttest to answer two questions. There are seventy-four students taking part in the study. This study illustrates the positive impacts of Information Gap Technique on students' speaking ability and the attitude of students toward the Information Gap that is used in the classroom.

5.1.2 A brief re-statement of the findings

The results of the research are expected to answer the research questions. (1) Information Gap Technique has positive impacts on students' speaking skills and is better than conventional methods. Students can increase their speaking ability by joining in information gap techniques classroom. Students have more opportunities to engage in speaking activities. By applying the Information Gap technique, the results in findings show that this technique is effective for teaching speaking to students with high and low confidence levels. The students had better results after applying some activities of Information Gap. They can practice increasing their fluency and understanding the steps of conversation. The students can apply those steps after the treatment. Information Gap Technique is one of the ways of teaching communicative language that makes students feel comfortable speaking. Students speak using their own words in their own minds to speak and make students recall their vocabulary words in their heads. In the course of teaching and learning with Information Gap Activities, students showed a more positive and enthusiastic attitude towards learning English. Also, when researchers used the Information Gap activity to illustrate the material, they paid more attention. (2) Students feel more relaxed and want to take part in the classroom using this technique. They like the activities of Information Gap Technique because it is useful and attractive that helps them understand the knowledge easily.

5.1.3 Implications for practical solutions

The findings of the study mean to researchers. The Information Gap Technique could be more effective than existing methods. This could be useful for a specific problem in other areas and open up new research opportunities. These study implications explain how the conclusions gained from the findings may be significant for practice, theory, and study in the future. Information Gap Technique was studied in Binh Thuan Province, therefore the implication of the study is how the teachers or researchers can conduct this method based on this study's findings. Moreover, the theoretical implications can add to the existing theories about Information Gap Technique.

5.1.4 Limitations

The study aims to find out whether or not the Information Gap Technique enhances students' speaking ability. However, there are some limitations in the study that further research should take into consideration.

There were a number of limitations to the current study. The study was carried out with only seventy-four participants at Paris English Center with thirty-eight students in the experimental group and thirty-six students in a control group. To further elaborate, the outcomes of this study were restricted to the particular environment of the investigation, making it unable to generalize the findings.

Secondly, the data was collected through pretest and posttest, which may trigger limitations in the comprehension of the circumstances in which Information gap technique is used in English classrooms.

Moreover, due to the lack of time for scoring the test, the second examiner gave the scores by watching the videos that researcher recorded. Therefore, further research can employ more time to gain more reliable results.

5.2 SUGGESTIONS

Based on the research findings and conclusions, the researchers would like to make some suggestions for English teachers, students, and other researchers. The suggestions are:

1. For teachers

Teachers should be active in teaching a second language to apply useful approaches in the classroom, which can attract the student's attention and engagement. Teachers should use various techniques in teaching because each method has positive and negative impacts. Teachers should connect the positive impacts of the strategies to boost the students' competence in English. Teachers can consider the Information Gap Technique as an effective technique in teaching speaking. For teaching effectively, teachers should prepare lesson plans with the teaching aids to change the atmosphere in the classroom. Moreover, teachers should find out what method is the most suitable for their own personal creations.

2. For students

Students need to understand that speaking is not difficult. Students have to face their fears by speaking all the time. When they speak, they will find out the mistakes they make, and correct them. This is a process that students have to take part in if they want to use English naturally. When they make mistakes, they need to note carefully and practice day by day. Moreover, students should find the partners that can help them share ideas and connect the information. The last suggestion for students is to not be afraid and shy to make mistakes because all of their partners and teachers in the classroom have a positive attitude and be willing to help them improve their speaking ability.

3. For researchers

Other researchers can serve as additional references for further research. Researchers should study carefully and find out the method implementation, what are the benefits and drawbacks when conducting the methods in the classroom. Research should update the knowledge and literature review to find out the latest information

about the topic. It is also expected that further research will be carried out in various fields and themes to get the purpose: discovering the world.

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APPENDIX A

LESSON PLAN WEEK 1 TASK: TELLING A STORY

I/ Objectives

a. Knowledge:

By the end of the lesson, students will be able to:

✚ Language aims:

- Vocabulary: some vocabulary about birthday party
- Understand and use some structures to describe pictures.
- Understand and use sentence patterns: Present continuous tense
- Develop their communication skills, as well as listening skills through a variety of activities.

✚ Educational aim:

- Understand and use some ways to describe some situations (birthday party, missing something) in their life.

b. Skills:

- Practice listening and speaking skills.
- Pronounce correctly.
- Practice answering questions using learned structures.

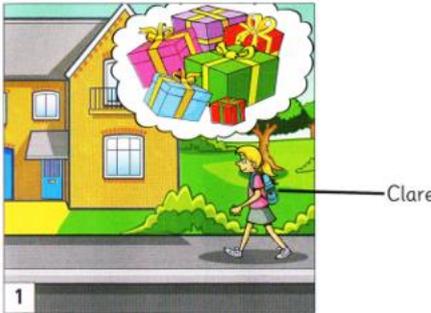
c. Attitudes:

- Be interested in learning English.
- Participate actively in the lesson.

II/ Preparation:

- ViewBoard Interactive Display, Powerpoint, speaker.
- Pictures, flashcards
- Video for the song.
- 3 large boards, 3 small baskets.

III/ Procedures:

Stage	Contents
1	<p>The teacher checks the student' attendance.</p> <p>Teacher greets students <i>"Hello everyone, how are you today?"</i> to open or to make conversation with the students.</p> <p>The teacher asks some questions to the students relating to the topic and says <i>"We are going to tell a story."</i></p>
2	<p>Teacher shows the first picture of the story and says: <i>"A girl in the picture is Clare. Today is her birthday."</i></p> <p>Teacher asks: <i>"What is she doing?"</i></p> <p>The students respond: <i>"She is thinking about her presents."</i></p> <p style="text-align: center;">Clare's birthday</p> <div data-bbox="438 907 869 1220" style="text-align: center;">  </div> <p>Teacher shows the picture 2 and asks students to answer the questions: <i>"How many people are there in the picture? What are they? What are they doing?"</i></p> <p>Several students raise their hands to answer the questions: <i>"There are four people in the picture. They are Clare's father, Clare's mother, and her friend. Her mother is cooking while her father is reading newspaper. They don't care about the birthday party." There aren't any presents. She's sad.</i></p> <p>Teacher checks the answers.</p>



Next, teacher divides class into 4 groups. Teacher gives two more pictures of this story, asks students to work in groups and answer some questions:

“How many people are there in the picture?”

What are they doing?

How do they feel?

What happens in the 2 pictures?”



The student’s task is to find out what happens in the story by sharing their ideas about the story.

After that, teacher calls one group to present their answers.

Teacher gives feedback and sample answers.

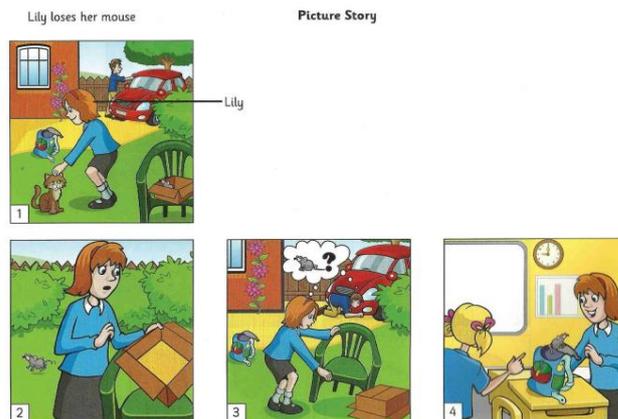
Expected answers:

- All Clare’s friends are in the living room. Clare’s very surprised.
- Clare’s with her friends. She’s got lots of presents. She’s very happy.

3

Next, the teacher also divides the class into groups of four students. Each student gets a picture in the story about Lily, and they must not look at each other's picture.

The students' task is to complete the story by sharing their information about their pictures with all the members in their groups. After that, students combine all the information to make a story. Teacher goes around the class to help students when they have problems in vocabulary or sentence patterns, and reminds students to speak English. After discussing, teacher calls one group to present their story. Teacher gives feedback and samples the content of the story.



Expected answers:

- Lily can't find her mouse.
- Lily's looking under the chair and her father's looking under the car, but the mouse is not there.
- Now Lily's at school.
- The mouse is in her school bag. Lily's laughing.

LESSON PLAN

TASK: FINDING DIFFERENCES BETWEEN TWO PICTURES

I/ Objectives (Mục tiêu)

a. Knowledge (Kiến thức):

By the end of the lesson, students will be able to:

✚ Language aims:

- Vocabulary: some vocabulary about birthday party
- Understand and use sentence patterns: Present continuous tense, preposition
- Understand and use some structures to describe pictures and compare some differences of pictures.
- Develop their communication skills, as well as listening skills through a variety of activities.
- Develop their communication skills, as well as listening skills through a variety of activities.

✚ Educational aim:

- Develop their communication skills, as well as listening skills through a variety of activities.

b. Skills:

- Practice listening and speaking skills.
- Pronounce correctly.
- Practice answering questions using learned structures.

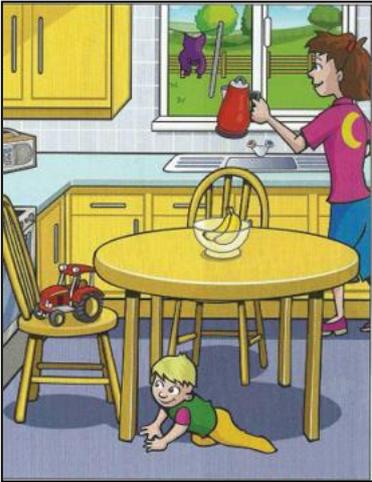
c. Attitudes:

- Be interested in learning English.
- Participate actively in the lesson.

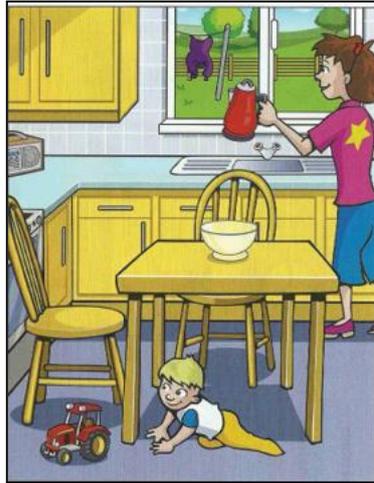
II/ Preparation:

- ViewBoard Interactive Display, Powerpoint, speaker.
- Pictures, flashcards
- Video for the song.
- 3 large boards, 3 small baskets.

III/ Procedures:

Stage	Contents
1	<p>Teacher greets students <i>“Hello everyone, how are you today?”</i></p> <p><i>“We are going to find the differences between the two pictures.”</i></p>
2	<p>Teacher shows picture A and says:</p> <p><i>“In picture A, there is a woman. She is wearing a pink T-shirt and blue pants. There is a moon in her T-shirt.”</i></p> <p>Teacher asks the students: <i>“What is in the chair?”</i></p> <p>Students raise hands to answer the question: <i>“There is a tractor in the chair.”</i></p> <p>Teacher asks the students: <i>“What is on the table?”</i></p> <p>Students answer the questions: <i>“There are two bananas on the table.”</i></p>  <p><i>Picture A</i></p>
3	<p>Teacher divides the class into 4 groups. Teacher shows pictures B, asks students to work in group and answer some questions:</p> <p><i>“What is she wearing?”</i></p> <p><i>What is on the table?</i></p> <p><i>What is on the chair?”</i></p>

The student's task is to share their ideas about the picture B
After that, the teacher calls one group to present their answers.
Teacher gives feedback and sample answers.



Picture B

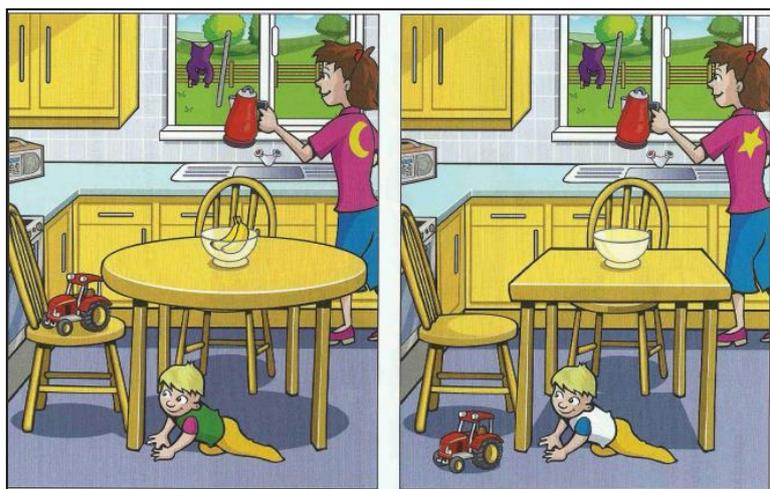
After that, teacher shows two pictures A, and B. Teacher asks students to find out the differences between two pictures. Teacher says:

“In picture A, the woman is wearing a T-shirt with the moon, but in picture B, the woman is wearing a T-shirt with a star.”

Teacher asks students to work in groups and find out two more differences between two pictures.

The student's task is to find out the differences between two pictures by sharing their ideas about the pictures.

After that, the teacher calls one group to present their answers.
Teacher gives feedback and sample answers.



Expected answers:

In picture A, there are two bananas on the table, but in picture B, there aren't any bananas on the table.

In picture A, there is a tractor on the chair, but the tractor is on the floor in picture B.

3

Next, the teacher also divides the class into groups of four students. Each group will receive two pictures.

The students' task is to find out five differences between two pictures by sharing their information about their pictures with all the members in their groups. Teacher goes around the class to help students when they have problems in vocabulary or sentence patterns, and reminds students to speak English. After discussing, the teacher calls one group to present their answers. Teacher gives feedback and sample answers.

Find the differences



Expected answers:

These are some information that students will point out:

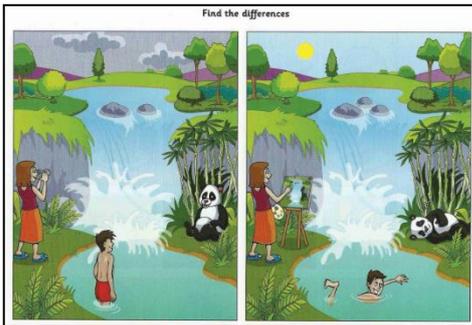
- Woman sitting/standing.
- Black/brown bears
- bag/ scarf
- No helmet/ helmet

APPENDIX B

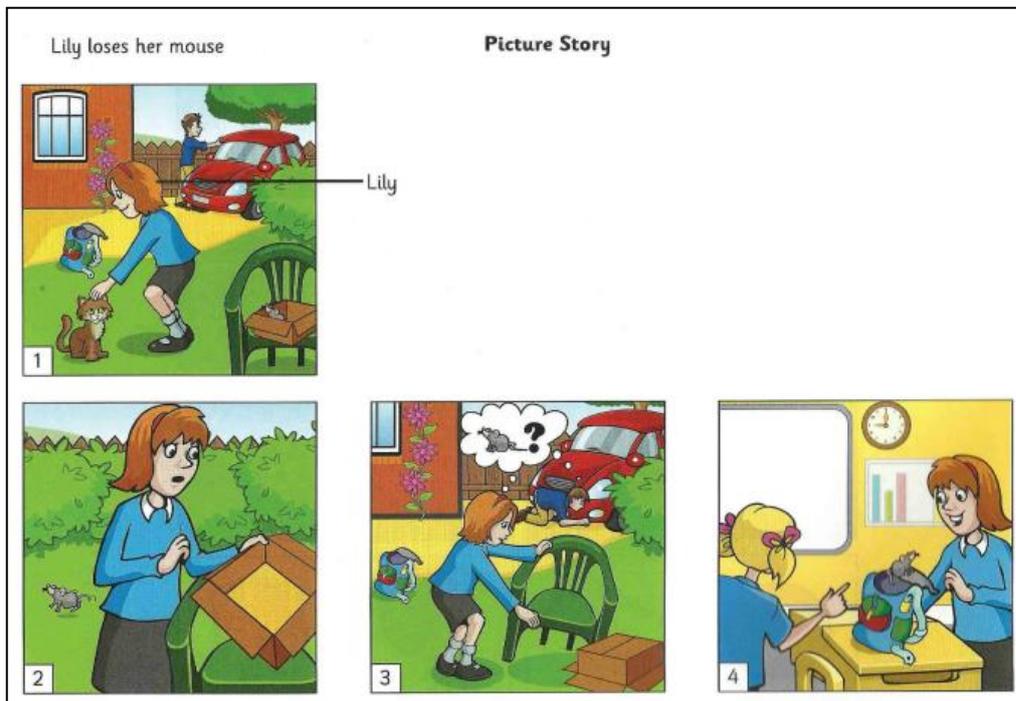
PRETEST

- Before doing research, researcher requires students to introduce themselves and explains that the test will not affect their learning results at Paris English Center.

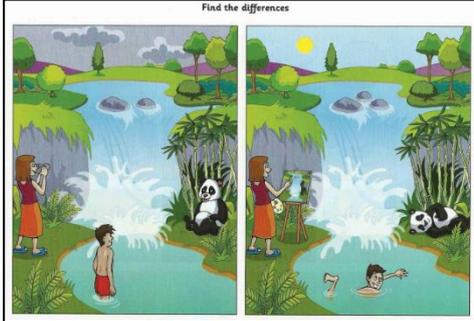
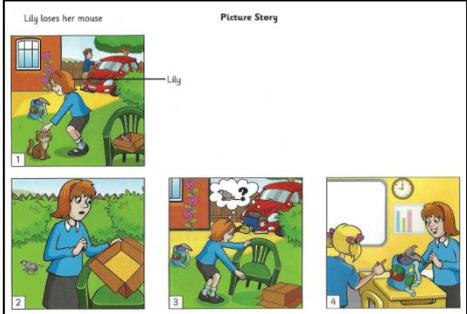
PART 1: Look at the pictures and find the differences between two pictures.



PART 2: Look at the pictures and tell a story



PRETEST GUIDANCE

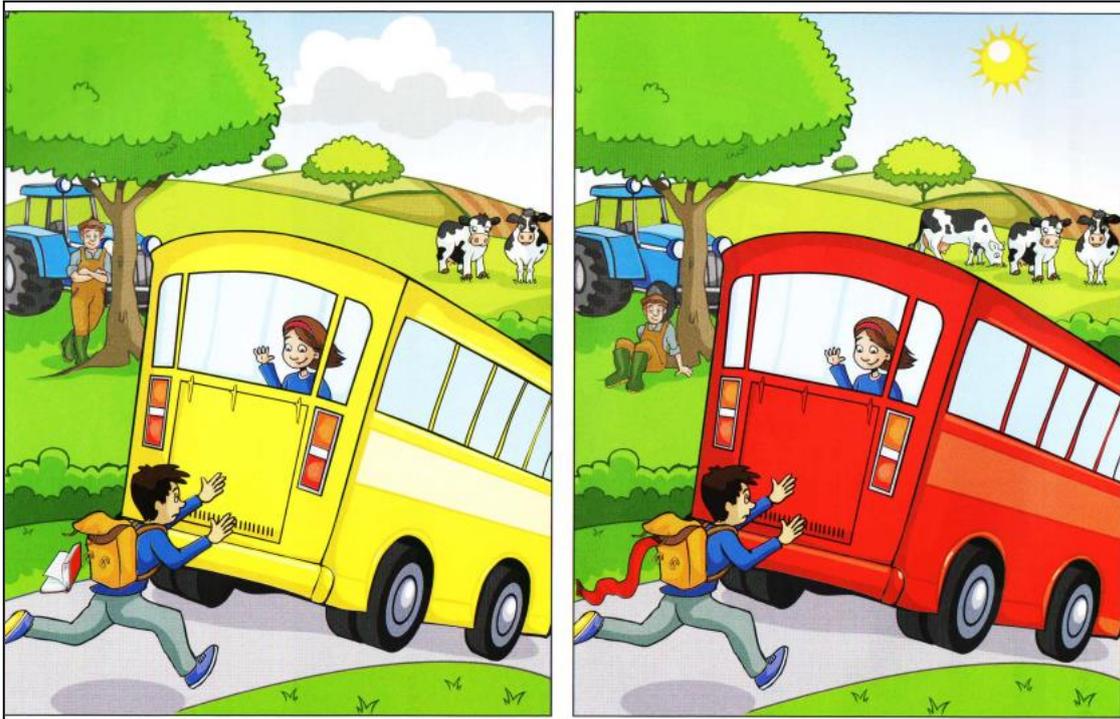
Part	Examiner does this	Examiner says this	Response expected from students
1	<p>Points to Find the differences pictures:</p> 	<p>Hi. My name is Ms Ngoc.</p> <p>What's your name?</p> <p>How old are you?</p> <p>Look at these pictures. They look the same, but some things are different.</p> <p>Here the boy is standing in water, but here he's swimming.</p> <p>What other different things can you see?</p>	<ul style="list-style-type: none"> - panda - awake/panda - asleep - 2 rocks/3 rocks - cloudy/sunny day - woman taking photos/painting picture
2	<p>Points to a story:</p> 	<p>Now look at these pictures. They show a story. It's called "Lily loses her mouse. Look at the pictures first.</p> <p>Look at the first one.</p> <p>Lily's got two pets – a cat and a mouse. She's saying goodbye to her pets because she's going to school.</p> <p>Now you tell the story.</p>	<ul style="list-style-type: none"> - Lily can't find her mouse. - Lily's looking under the chair and her father's looking under the car, but the mouse is not there. - Now Lily's at school. - The mouse is in her school bag. Lily's laughing.

APPENDIX C

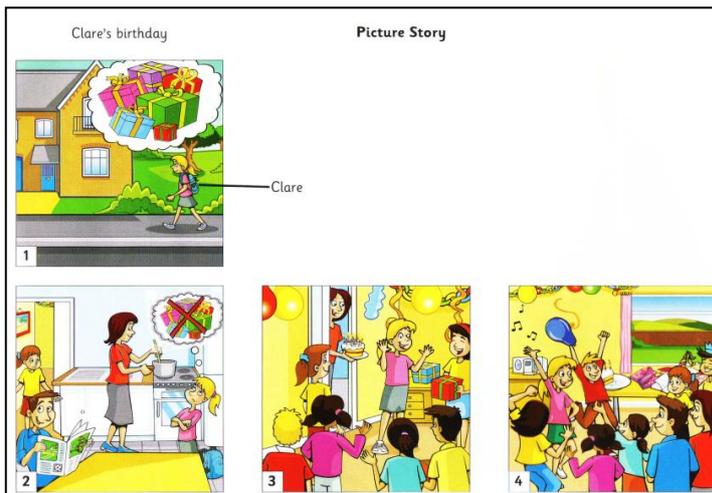
POSTTEST

- Before doing research, researcher requires students to introduce themselves and explains that the test will not affect their learning results at Paris English Center.

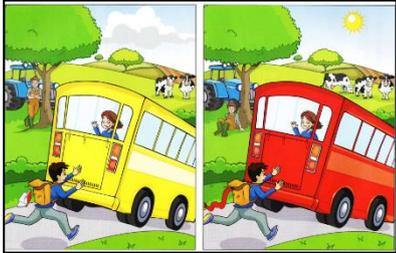
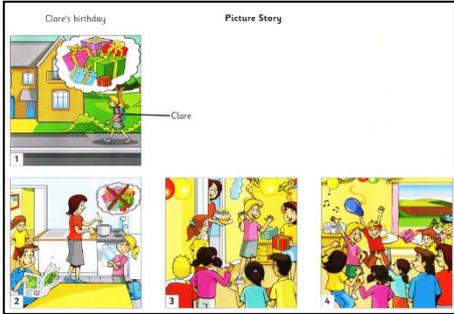
PART 1: Look at the pictures and find the differences between two pictures.



PART 2: Look at the pictures and tell a story



POSTTEST GUIDANCE

Part	Examiner does this:	Examiner says this	Response expected from students
1	<p>Points to Find the differences pictures:</p> 	<p>Hi. My name is Ms Ngoc. What's your name? How old are you? Look at these pictures. They look the same, but some things are different. Here the bus is red, but here the bus is yellow. What other different things can you see?</p>	<ul style="list-style-type: none"> - Yellow/red bus - Man standing/sitting under tree - Book/scarf - Cloudy/sunny day
2	<p>Points to a story:</p> 	<p>Now look at these pictures. They show a story. It's called "Lily loses her mouse. Look at the pictures first. Look at the first one. Clare's at home now. There aren't any presents. She's sad. Now you tell the story.</p>	<ul style="list-style-type: none"> - Clare's at home now. There aren't any presents. She's sad. - All Clare's friends are in the living room. Clare's very surprised. - Clare's with her friends. She's got lots of presents. She's very happy.

APPENDIX D

ASSESSING SPEAKING PERFORMANCE (CAMBRIDGE QUALIFICATIONS)

Score	Grammar and Vocabulary	Pronunciation	Interactive Communication
9 - 10	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible and has come to control phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support
7 - 8	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
5 - 6	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0 - 5	Performance below band 5 - 6		

APPENDIX E

**ASSESSING SPEAKING PERFORMANCE
(CAMBRIDGE QUALIFICATIONS)**

Name _____ Class _____

Date _____ Score _____/10

CATEGORIES	10	9	7 - 8	5 - 6	0 - 5
	Excellent	Very Good	Good	Average	Poor

**Grammar and
Vocabulary**

Pronunciation

**Interactive
Communication**

FEEDBACK:

.....
.....
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APPENDIX F

PHIẾU CHẤP NHẬN THAM GIA NGHIÊN CỨU CỦA PHỤ HUYNH (TIẾNG VIỆT)

LỜI MỞ ĐẦU

Kính chào quý phụ huynh,

Mục đích của phiếu chấp nhận tham gia nghiên cứu này là để cung cấp đầy đủ thông tin nghiên cứu để quý phụ huynh quyết định chấp nhận cho con quý vị tham gia. Để giải đáp mọi thắc mắc về cuộc nghiên cứu này, kính mong quý phụ huynh liên hệ tôi, Nguyễn Hoàng Nguyên Ngọc, là giáo viên phụ trách giảng dạy tiếng Anh của lớp, cũng là người chịu trách nhiệm cho cuộc nghiên cứu lần này.

MỤC ĐÍCH NGHIÊN CỨU

Mục đích của nghiên cứu này là để trả lời cho câu hỏi “Liệu rằng phương pháp điền thông tin vào chỗ trống có thể giúp các em học sinh cải thiện kỹ năng nói hay không?”

LỢI ÍCH KHI THAM GIA NGHIÊN CỨU

Khi các em học sinh tham gia nghiên cứu, các em sẽ được tăng các kỹ năng tiếng Anh, đặc biệt là kỹ năng nói thông qua các hoạt động trong lớp. Ngoài ra, các em cũng sẽ được tăng vốn từ vựng và ngữ pháp khi tham gia nghiên cứu.

BẢO MẬT THÔNG TIN

Chỉ có người nghiên cứu được biết các thông tin của các em, và đảm bảo bảo mật trong suốt thời gian nghiên cứu.

CHI PHÍ NGHIÊN CỨU

Các em học sinh sẽ không phải trả phí để tham gia nghiên cứu.

THÔNG TIN LIÊN HỆ

Để giải đáp các thắc mắc về cuộc nghiên cứu, quý phụ huynh vui lòng liên hệ trực tiếp người nghiên cứu:

Nguyễn Hoàng Nguyên Ngọc. Số điện thoại: 0785 99 55 85.

Địa chỉ nghiên cứu: Trung tâm Anh ngữ Paris, T7-T8 Võ Văn Kiệt, Phú Thủy, Phan Thiết, Bình Thuận

PHIẾU CHẤP NHẬN THAM GIA NGHIÊN CỨU

Tôi đã đọc các thông tin nghiên cứu và đồng ý cho con tham gia cuộc nghiên cứu này.

Ngày.....tháng.....năm

Ký tên

PARENTS ACCEPTANCE IN RESEARCH (ENGLISH VERSION)

Hello Parents,

The purpose of this research consent form is to provide sufficient research information for parents to decide whether to accept their child's participation. For answers to any questions about this study, parents are welcome to contact me, Nguyen Hoang Nguyen Ngoc, the class' English teacher who is also responsible for this study.

RESEARCH PURPOSES

The purpose of this study is to answer the question “Can the Information Gap Technique help students to improve their speaking skills?”

BENEFITS OF PARTICIPATION IN THE STUDY

When students participate in the research, they will increase their English skills, especially speaking skills, through classroom activities. In addition, students will also increase their vocabulary and grammar when participating in the research.

INFORMATION SECURITY

Only the researcher knew about the children's information, and kept it confidential for the duration of the study.

RESEARCH COST

There will be no fees for students to participate in the study.

CONTACT INFORMATION

To answer questions about the study, please contact the researcher directly:

Nguyen Hoang Nguyen Ngoc. Phone number: 0785 99 55 85.

Research address: Paris English Center, T7-T8 Vo Van Kiet, Phu Thuy, Phan Thiet, Binh Thuan

ACCEPTANCE FORM TO PARTICIPATE IN RESEARCH

I have read the research information and consent to my child participating in this study.

Day..... monthyear

Sign

APPENDIX G

DOCUMENTARY

