



**Strategies to foster the use of English in the EFL classroom: the role of information gap activities.**

**Estrategias para promover el uso del inglés en el salón de clases: el rol de las actividades con vacío de información.**

**Autores:**

Zambrano Loayza, Jonathan Andrés  
UNIVERSIDAD CATÓLICA DE CUENCA  
Maestrante  
Cuenca - Ecuador

 [jonathan.zambrano.54@est.ucacue.edu.ec](mailto:jonathan.zambrano.54@est.ucacue.edu.ec)  
 <https://orcid.org/0009-0009-7196-4345>

Dr. Fajardo Dack, Tammy Mercedes PhD  
UNIVERSIDAD CATÓLICA DE CUENCA  
Profesor  
Cuenca – Ecuador

 [tammy.fajardo@ucacue.edu.ec](mailto:tammy.fajardo@ucacue.edu.ec)  
 <https://orcid.org/0000-0002-9330-4622>

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 <https://orcid.org/0000-0002-8695-5005>  
<http://mqrinvestigar.com/>

## Resumen

La destreza oral ha sido vista como una prioridad en la enseñanza del idioma durante un tiempo considerable. Es por esto que educadores e investigadores buscan constantemente alternativas para desarrollar esta destreza. El presente artículo estudió el impacto de las actividades de vacío de información en la disposición para usar el inglés para comunicarse en clases, así como medir si los estudiantes mejoraron su destreza oral luego de realizar estas actividades. Esto se hizo con el propósito de analizar si esta estrategia es una alternativa viable en relación a las actividades tradicionales propuestas por los libros que frecuentemente desmotivan a los estudiantes debido a su monotonía. El estudio ocurrió en una institución particular en Cuenca, Ecuador con un grupo de 20 participantes cuyo rango de edad oscila entre 16 y 17 años. Se utilizó un enfoque mixto en el cual los datos cuantitativos fueron obtenidos a través de un pre y post-test y el test de actitud y motivación de Gardner mientras que los datos cualitativos a través de un cuestionario y observaciones. Los resultados demostraron que las actividades de vacío de información beneficiaron tanto la destreza oral como las actitudes y percepciones hacia el aprendizaje del idioma.

**Descriptor:** *inglés (segundo idioma), estudiantes de inglés, actitudes hacia el idioma, destrezas del habla. (Tesauro ERIC)*

## Abstract

Speaking has been regarded as a priority in language teaching for a considerable period of time. This is why educators and researchers are constantly looking for alternative ways to build this skill in students. The present research article aimed to study the impact of information gap activities on students' willingness to use the target language to communicate in the classroom, and measure whether students improved their oral skills after using information gap activities. This was done to analyze whether this strategy was a viable alternative to the traditional textbook activities that often discourage students from learning due to their monotony. The study was conducted in a private institution in Cuenca, Ecuador. The participants were a group of 20 teenagers with an age range of 16-17 years old. The study followed a mixed methods approach; the quantitative data was collected through a pre-test and post-test and the Attitude Motivation Test Battery. The qualitative data was collected through an open-ended questionnaire, and classroom observation. The results of this project showed that information gap activities were beneficial for both developing the students' speaking skills as well as improving their attitudes and perceptions towards language learning.

**Descriptors:** *English (second language), English language learners, language attitudes, speech skills. (ERIC Thesaurus).*

## Introduction

Speaking is the most basic form of communication which develops as human beings interact with others when acquiring a first language. As Kadamovna (2021) stated “communication takes place where there is speech” (p. 28). Therefore, the importance that people place on the speaking skill when learning a language, such as English, is quite noticeable. The reason for this major relevance might be related to the fact that English is known as the Lingua Franca for many fields including business, science, tourism, etc. (Kadamovna, 2021). Nevertheless, prior research has shown that students’ oral performance is affected negatively by different factors including fear, anxiety, and shame (Gorjian & Yazdanparast, 2018). This is because they are afraid of making mistakes since they have not mastered the language yet, which may result in judgement or low grades; thus, their affective filter is triggered (Rivera Gallardo & Matts, 2021). It has also been suggested that the inability and low participation levels from students is related to the fact that even if the target language is used in the classroom, it is the instructor who does most or all of the talking while students act as mere listeners (Bocanegra & Ramirez, 2018). For this reason, it seems that providing students with enough opportunities to speak in the classroom can play a key role in building their speaking skills.

The speaking skill is still a relevant discussion topic for educators in Ecuador since it is ranked as 90 with a low proficiency level in English in a list made up of 112 countries (Education First, 2021). This is not surprising since the majority of the teaching-learning processes occur traditionally up until now along with the teachers’ bafflement during their attempts of using different strategies focused on communication (Calle, et al., 2012). Although a considerable amount of research regarding the speaking skill development has been conducted, it has been noticed in recent years that little research on the use of information gap activities to foster speaking skills has been performed. As a result, the present research aims to explore the impact that information-gap activities have on junior year students’ desire to use the target language to communicate. Likewise, it also seeks to analyze students’ perceptions regarding the strategy. An explanatory sequential mixed methods design will be used in which quantitative data will be gathered and analyzed first. Qualitative data will help to support and further understand the quantitative results.

In order to reach the desired objectives, the study attempted to answer the following research questions.

- What is the impact of information-gap activities on students’ willingness to speak in the target language?
  - o What are the effects of using information gaps on students’ speaking skills?
  - o What are students’ perceptions towards the use of information-gap activities to build speaking skills?

## **Sociocultural Theory**

Vygotsky (1987) sustained that human speech is “a system that emerged with the need to interact socially (p. 48).” This means that humans acquire the language through interaction with other human beings the same way as kids do with their first language. The same principle is applicable to a person learning a second language because he or she will feel the need to communicate with others, and using the target language might be the only possible means depending on the scenario. Furthermore, a distinction between what a learner can achieve on his or her own, and what he or she is capable of doing with the assistance of a more skilled guide, a teacher, or student, has been made. This concept is known as the Zone of Proximal Development which also contains the concept of scaffolding, which occurs when a stronger learner can share knowledge with a weaker one (Vygotsky, 1978).

## **Second Language Acquisition Theory**

The contrast made between acquisition and learning can be considered one of the most crucial hypotheses regarding second language acquisition. Acquisition is defined as a process in which people acquire the language without actually realizing they are doing so, similar to how children learn their mother tongue. On the other hand, learning is considered to be a conscious process which involves metalanguage, which means to know aspects about the language such as grammar, vocabulary, among others (Krashen, 1982).

The monitor model is another important theory in SLA that contains five hypotheses, but for the purpose of this study, only the affective filter hypothesis and the input hypothesis were considered. The former refers to a symbolic barrier that limits students from acquiring the language due to psychological factors like anxiety while the latter means that learners should be exposed to input that is comprehensible, but also contains language that is a little beyond their current level (Lightbown & Spada, 2013). Furthermore, willingness to communicate is also connected to the affective filter since it is affected by factors like number of speakers, topic of discussion, or even the energy levels during the interaction (Lightbown & Spada, 2013).

Second language acquisition theory through the sociocultural perspective is explained as the result of internalizing the input provided by others as well as the output produced to others during social interaction. Thus, learners cooperate with each other to build their own knowledge, and internalize this knowledge as they speak. Moreover, this process is believed to take place when one of the learners is stronger than the other, and he or she supports the weaker students through this process (Lightbown & Spada, 2013).

## **Motivation**



Motivation is a key concept found in any educational environment which can have a truly meaningful impact on the students' learning process when the right conditions are provided by the teacher. Some of these conditions are as follows: appropriate teacher behavior, a pleasant and supportive atmosphere, relevant materials, among others (Dörnyei & Ushioda, 2013). Therefore, it is vital for teachers to motivate their students to get the best possible results, particularly when trying to develop the speaking skill which is one of the most difficult skills to develop in second language acquisition. When students feel motivated, their affective filter decreases resulting in students feeling more confident and relaxed during the class, which can impact their performance beneficially.

## **Communicative Language Teaching**

Communicative language teaching (CLT) is “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2006, p. 2).” This means that this approach differs from others in various aspects of language teaching. First, the goal of CLT is to help students in developing communicative competence rather than grammatical competence, so it focuses more on fluency than on accuracy. Second, this approach states that language learning results from interaction with speakers of the target language, negotiation of meaning, using new expressions, etc.

Moreover, information gap activities (IGAs) are one of the most important types of activities found in CLT. They are comprised of having the learners work in groups or in pairs, they receive a set of pictures with pictures on them, but with some differences. Then without showing the pictures, students ask questions to discover the differences between their pictures. IGAs can also be a role play in which one student has information that the other character needs such as restaurant locations, food prices, etc., and the other student's character needs this information. As a result, they will interact without looking at each other's information; thus, resembling a conversation between a tourist and a guide. This type of activities is essential since in real life people communicate to fill a gap in their knowledge with information the other person possesses (Richards, 2006).

Research in second language teaching regarding speaking skills has been extensively conducted in the past. However, the use of information gap activities for developing speaking has diminished in the last five years, resulting in a research gap. This diminishment could be attributed to the pandemic the world has been suffering since 2020.

## **Motivation through Information Gap Activities**

Motivation undeniably plays a key role in second language learning (Dörnyei, 1994). Consequently, finding techniques or strategies that motivate students is an essential aspect of the teaching learning process. In this case, the application of information gap activities to foster speaking skills has been proven to not only have a positive impact on test scores, but on participants' motivation (Amalia, 2019; Humaera, Jumiati, & Safei, 2022; Ismaili & Bajrami, 2016; Ortiz, 2019). The reasons for this increment in motivation levels are diverse. First, it has been mentioned that working with their peers provided a better atmosphere with enough

opportunities to use the target language. This is because the teacher is not the only person who possess the knowledge while students act as mere recipients of this knowledge, so students felt more freedom to take risks, and try to communicate using the target language (Ismaili & Bajrami, 2016). Another reason for their motivation to increase can be the opportunity to negotiate meaning paying little or no attention to mistakes. As a result, there was no stress about getting low grades or judgement from their classmates since they were all working at the same level. Moreover, the participants felt that they had a motive to interact with each other since these activities resembled real life situations which also enhanced their motivation in the class (Humaera, Jumiati, & Safei, 2022).

### **Improved Speaking Skills through IGAs**

Speaking is often considered the most important skill to develop (Namaziandost, Hashemifardnia, & Shafiee, 2019), and that has led researchers and teachers to try different techniques and strategies to enhance it. Namaziandost et. al (2019), Almziad et. al (2020) Marashi and Naddim (2018), and Ortiz (2019), applied information gap activities in the classroom to see their effects on students' speaking skills in different contexts. For instance, some researchers have found that teaching through information gap activities improved the participants' oral performance in different aspects like fluency, pronunciation, vocabulary, among others. (Ortiz, 2019)

This improvement can be attributed to different factors such as students' talking time which means that the lesson was not centered on the teacher resulting in students having more opportunities to use the language while improving their fluency (Defrioka, 2016). Another factor for this outcome that has been found is authenticity in the activities since they resembled real-life situations which resulted in more appealing and meaningful for students instead of the classic textbook activities Almziad et. al (2020). Finally, the researchers stated that working together helped students to achieve a higher level of fluency since this strategy favored cooperative learning limiting the feelings of competition in the classroom (Defrioka, 2016). Furthermore, limitations such as time, class size, age, and gender, teacher training were mentioned in the studies conducted by Namaziandost et. al (2019) and Marashi and Naddim (2018).

### **Students' Opinions towards Information Gap Activities**

Perceptions about a particular strategy or method is also a key topic in second language research since the human side must be considered in order to determine the effectiveness of strategies or methods. In the available literature, it has been found that participant students and teachers held both positive and negative opinions about information gap activities to build speaking skills (Defrioka, 2016; Amalia, 2019; Humaera, Jumiati, & Safei, 2022; Ismaili & Bajrami, 2016; Namaziandost, Hashemifardnia, & Shafiee, 2019; Ortiz, 2019; Duyen, 2021). One of the most prevalent opinions by the participants was that IGAs enabled them to communicate in real contexts, which gave them a sense of purpose and desire to use the language (Duyen, 2021; Amalia, 2019). Another aspect that they enjoyed and viewed as positive was pair work because of the friendly atmosphere that was created through which they felt less anxious and more willing to produce speech using the target language. As a result,

their confidence and participation rates increased (Humaera, Jumiati, & Safei, 2022) (Defrioka, 2016).

On the other hand, regarding negative views, Humaera et. al (2022) found that few participants mentioned that speech is too difficult to produce since they did not have the required previous knowledge to perform the activity. In addition, it was also mentioned that some students did not develop their speaking skills because they never used the language, but these numbers were low.

## Materials and Methods

### Study Design

The study was conducted through a mixed methods approach with an explanatory design (Creswell, 2012). The quantitative data was gathered via a pre-test and post-test and the Attitude Motivation Test Battery while the qualitative data through an open-ended questionnaire and observations. This design was the most ideal path to follow since it allowed the researcher to go deeper into the findings during the second stage in which qualitative data was collected (Creswell, 2012). That is to say, this design provided more robust results considering all aspects rather than relying only on statistics and quantifiable data.

### Instruments

Pre and post-tests, an adaptation of the attitude motivation test battery by Gardner (2004), an open-ended questionnaire and observations were used.

### Pre and post-tests

Pre and post-test were performed using the Cambridge Oral Placement Test (Cambridge, 2013) and these were applied and graded by a colleague to avoid bias in the score. The tests included three question banks and the number of questions asked during each session and the level depended on the score obtained by the students. These tests were designed to cover from level A1 to level C1 according to the CEFR.

### The Attitude Motivation Test Battery

Parts of the attitude motivation test battery (Gardner, 2004) were used, namely the questions corresponding the following dimensions: *motivational intensity*, *attitudes toward learning English*, *desire to learn English* and *English use anxiety*. This was administered through the digital tool Question Pro; the participants were provided with the link to this test.

### Questionnaire

An open-ended questionnaire with five questions was given to seven students who were taking part in the study in order to analyze the students' perceptions about the study. The



participants who answered this questionnaire were selected through purposive sampling (Mackey & Gass, 2005) based on their performance in class.

## Observation

Finally, throughout the study participant observations (Creswell, 2012) were made by the researcher in the form of field notes to assess the students' performance and attitudes during the use of information gap activities in the classroom.

## Results

### Participants

The study took place in a private high school located in the city of Cuenca, Ecuador, with 20 participants who were selected through convenience sampling (Mackey & Gass, 2005). The group consisted of 15 (75%) women and 5 (25%) men, who accepted to participate in the research, from the junior year of high school whose ages were 16 years old (n=18; 90%) and 17 (n=2; 10%).

Before the data collection started, the participants as well as their legal representatives were informed about the purpose of the study; so legal representatives who agreed granted permission for their children to participate in the study.

### Data Analysis

Before starting the intervention and the students' parents granted their permission, they had several questions about the purpose of these types of activities and they wanted more information about them. Thus, information was provided to students and parents to reassure them since they were somewhat nervous because most of them were not accustomed to speaking in English for long periods of time.

The first step in this study was to administer the AMTB questionnaire to the students before incorporating the information gap activities as part of the lessons. Then different types of information gap activities such as job interview, draw this, 20 questions, among others were applied (Rogers, 2022). During these sessions, the researcher monitored the students' work in order to provide assistance if necessary while taking notes regarding the students' behavior during the development of the activities. However, the continuity of the intervention was affected by the regional education schedule since the study had to be temporarily stopped due to the summative evaluation period planned by the school where the research project took place. After the students returned to their usual schedule, two more interventions were applied to collect the final pieces of information for the analysis in addition to the application of the AMTB for a second time to check whether the students' attitudes were affected by the use of information gap activities to enhance the speaking skills.

The quantitative data analysis was made through the statistical package SPSS V27. The Wilcoxon and Chi-Square tests (Mackey & Gass, 2005) were applied to identify the changes generated by the intervention. For the motivation aspect, a paired t-test was applied for related

samples. Finally, the Spearman's rank correlation coefficient with a significance of 5% ( $p < 0.05$ ) was employed.

The students' responses from the questionnaire as well as the notes taken during the observation part of the study were thematically analyzed (Creswell, 2012) looking for patterns or similarities among them in order to come up with categories regarding students' perceptions of the strategy applied and language learning.

## Quantitative Results

After applying the Face 2 Face Cambridge Oral Placement Test for the first time, it was noticed that more than half of the participants ( $n=11$ ; 55%) were in the Starter level while an important number ( $n=5$ ; 25%) were at the upper intermediate level. The mean score obtained in each level ranged between 3.27 and 12 points.

After the intervention, less than half of the population ( $n=9$ ; 45%) were at the Starter level whereas the rest were distributed among the elementary, upper intermediate, and advanced levels. After the post-test, a decrease in the score at the Starter level from 3.27 to 2.56 was noted, which means that the students decreased 0.7 points. On the other hand, those who achieved higher levels, showed significant increases (2.5 at upper intermediate) or they maintained the average score.

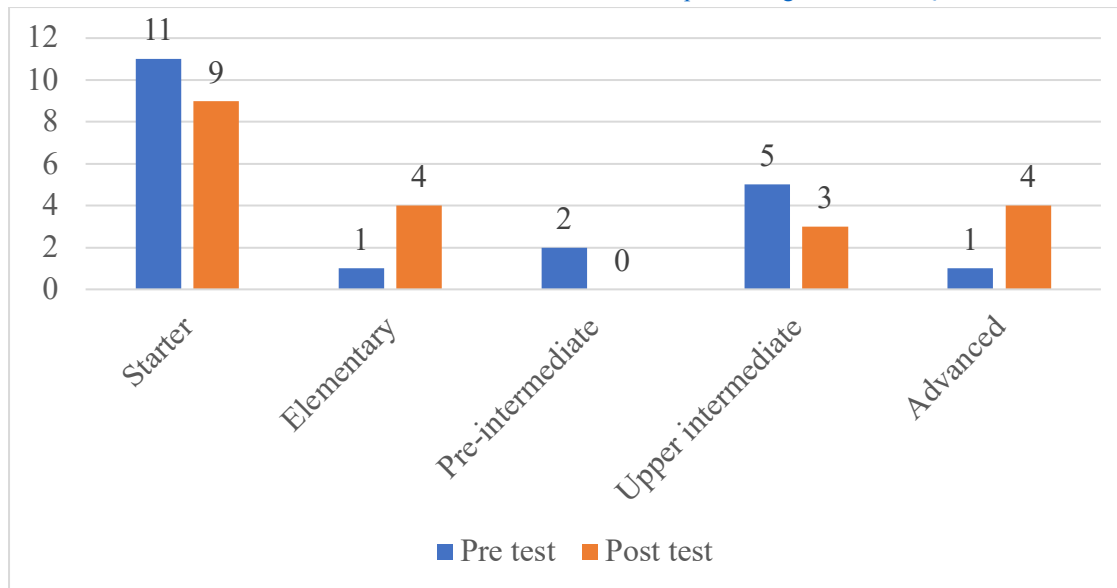
Table 1  
Scores and level - Oral Placement Test

Level	Pre-Test			Post Test		
	n	Mean	SD	n	Mean	SD
Starter	11	3,27	1,49	9	2,56	2,51
Elementary	1	6,00		4	6,00	2,31
Pre-intermediate	2	5,50	0,71	0	-	-
Upper intermediate	5	8,80	0,84	3	11,33	1,15
Advanced	1	12,00		4	12,00	0,00

Table 1 shows a considerable number of participants at the Starter level in the pre-test while in the post-test there was a higher distribution of students in the elementary, upper intermediate, and advanced levels. In addition, according to the Wilcoxon test, there were positive and negative changes as well as cases in which no changes were found. This represented significant changes in the speaking skill after the intervention ( $Z=-2.34$ ;  $p=0.019$ ).

Figure 1 shows the level to which the students were assigned in the pre and post-test.

Figure 1. Number of students per level



In table 2, the Chi-square test by Mc Nemar was applied. The specific distribution of changes is observed ( $X^2=25.79$ ;  $p=0.011$ ).

**Table 2**

Level Pre test	Level Post Test				Total	$X^2$ (p)
	Starter	Elementary	Upper intermediate	Advanced		
Starter	8	3	0	0	11	25,798 (0,011)
Elementary	0	1	0	0	1	
Pre-intermediate	1	0	1	0	2	
Upper intermediate	0	0	2	3	5	
Advanced	0	0	0	1	1	
Total	9	4	3	4	20	

Moreover, when analyzing the AMTB responses, it was determined that before the intervention the strongest scale was the desire to learn English, followed by the attitudes toward learning English. In the post-test, the results were similar; however, after comparing the answers before and after the treatment, an increase in the motivational intensity, the attitudes toward learning English, and the desire to learn English was observed. Furthermore, a reduction in the English use anxiety category was also witnessed after the intervention.

**Table 3**  
**Attitude and Motivation pre and post test**

Scales	Pre test		Post test		Difference means	t	p
	Mean	SD	Mean	SD			
Motivational Intensity	3,44	0,52	3,59	0,50	0,16	-0,896	0,383
Attitudes toward Learning English	3,90	0,94	4,12	0,70	0,23	-1,639	0,120
Desire to Learn English	4,03	0,73	4,16	0,60	0,13	-1,004	0,329
English Use Anxiety	3,06	0,84	2,94	0,80	-0,13	1,002	0,330

Finally, an important correlation between the performance level and the motivational intensity and attitudes toward learning English was identified in the participants. The positive relations were linked to the attitudes and desire to learn English scales while the negative relation was connected to the English use anxiety scale with a moderate intensity. That is to say, the higher the anxiety levels, the lower the level of performance.

**Table 4**  
**Correlation**

		Motivational Intensity	Attitudes toward Learning English	Desire to Learn English	English Use Anxiety
Level Post	rs	0,075	0,433*	0,348*	-,446*
Test	p	0,754	0,049	0,046	0,047

Note: \* $p < 0.05$

## Qualitative Results

Once the study began, different reactions were noticed. In general, most of the participants seemed to enjoy fulfilling the activities because they were laughing and smiling at each other even when a mistake was made. This can be attributed to the sense of friendship that they felt when working in pairs or groups at the same level, and they did not pay attention to mistakes since they did not judge each other's performance. For instance, some of them stated:

*S1: I know I am not the only one who is a little bit lost in English and that motivates me to continue learning.*

*S4: I feel comfortable because I work with my group. and they understand my English, and I know they are not going to judge me.*

Based on these statements and the notes from the observation, it can be said that the anxiety and fear of judgement from their peers and teacher was reduced while their willingness to speak increased similar to what Amalia (2019) found in their research. Furthermore, when students did not know how to express their ideas, they used gestures, spelling, and code switching to convey their message. Nevertheless, it is worth mentioning that the communication never stopped because of the students' limitations in the target language.

Regarding their perceptions towards information gap activities, these varied depending on different factors. In general terms, the participants enjoyed and gave positive comments about the use of information gap activities in the classroom to practice their speaking because the activities were cooperative, dynamic, appealing, and helped them with their speaking and listening besides providing them with a sense of authenticity. As a result, students became more willing to speak in English despite their self-perceived limitations. Similar findings were reported in Humaera, Jumiati, and Safei (2022) and Defrioka (2016). Students mentioned.

*S2: They were useful because even though they were short, I felt there were possibilities of understanding English outside the school and to ask questions.*

*S4: I liked the activities because they grabbed my attention and they do not make me feel bored to keep learning.*

However, there were few unfavorable comments regarding the strategy because it was not challenging enough for the most proficient students.

*S3: It would have been useful to practice my speaking with people with a higher level of English.*

For this reason, it is vital to find and apply activities that require the use of language which is slightly beyond the students' current level of knowledge. i.e., activities which contain (i+1) from Krashen's monitor model (Lightbown & Spada, 2013).

Another aspect which was covered in the questionnaire was motivation, and the responses for this aspect were that information gap activities had an impact in the students' motivation. Some participants mentioned that learning English is important for job prospects, travelling, and accessing information. Furthermore, other participants claimed that English turned out to be easier and funnier than they had thought, and this raised their interest in the language. It is worth mentioning that one of the participants stated that the activities made no difference to her; however, she noticed that it helped boosting motivation about learning and practicing English.

*S2: I noticed that I am capable of understanding the majority of the text or words in English.*

*S3: Not really because I've always liked the language. What the activities made was to make me like the English classes more. I think it is a good way of motivating people.*

*S6: These new activities have made me learn more and they have made me become more interested in the language at the same time.*

## Discussion

The findings of this study regarding students' speaking skill after the use of information gap activities showed that, in fact, there was a significant change in their oral performance. Since these activities were quite different from what the participants were accustomed to doing on a daily basis, the students were somehow puzzled at the beginning of the intervention regarding how to complete the activities. Nevertheless, they were able to overcome these difficulties and improve their speaking skills thanks to the opportunities for using the language orally available in the activities. These results are supported by those the studies conducted by Ismaili and Bajrami (2016), Amalia (2019), Almziad et al., (2020), and Namaziandost et al., (2019). The type and level of activities should be considered when implementing the use of information gap activities in the classroom considering aspects such as age, English level, and students' personalities.

In addition, the study showed a positive change in students' desire to use of the target language through the use of information gap activities. This type of activities provided students with tasks that featured real life contexts that students perceived as meaningful, appealing, and fun. Furthermore, working with a classmate at the same level provided a non-judgemental and relaxing atmosphere which increased the students' willingness to communicate using the language to fulfill the tasks while promoting learning opportunities. These findings align with the ones reported in the studies conducted by Defrioka (2016), Arjuna and Rozimela (2021), and Humaera et. al (2022)

Finally, the students' attitude and motivation slightly varied before and after the procedure. Nonetheless, this variation was positive in the aspects of motivation, attitude, desire to learn language, and anxiety, which aided students to have a better performance in the use of the language. A relationship between their English level and the scales was noticed. For instance, students with low anxiety levels obtained a higher score, and consequently were placed at a higher level according to the CEFR and the scale provided in the Cambridge test. Information gap activities reduced the anxiety levels on most of the students while increasing the other scales because they worked with friends who supported each other when needed without fear of their friends' making fun of their mistakes. These results mirrored with those of Ortiz (2019), Marashi (2018), and Ismaili (2016).

## Conclusion

Based on the presented results, it can be affirmed that the use of information gap activities can have a positive impact on the students' speaking skill since it promoted the use

of the target language for meaningful and fun activities which portrayed real life situations. Thus, making the students more involved in their learning process while reducing teacher-centered classes. It is also important to mention that Ecuadorian educators and curriculum designers should find a balance between developing the speaking skill and the grammatical aspects of the language. Likewise, information gap activities contributed to change students' attitudes and perceptions towards learning English by making them realize that learning can be fun and interesting.

Future researchers who want to expand the body of knowledge on the use of information gap activities to develop the speaking skill should prepare the activities and materials according to the students' needs and interests. In addition, the Cambridge test could be applied to a bigger population to provide results that can be generalized. Finally, a crucial aspect to be considered for further research is the application of the strategy for a longer period of time to see more accurate results.

The limitations that appeared in this research are listed as follows. First, the number of participants was limited to 20 students which hindered the generalization of the results. Second, the time of exposure to the strategy in students was affected due to the educational schedule of the region in which the study took place. This caused the loss of continuity, which may have affected the results. Third, most of the participants were female, so probably the results can vary if there had been equal number of men and women, or having only men or only women to participate in the study. Finally, only 16 to 17 years old participants took part in the study, so these results may differ when working with younger learners.

To sum up, information gap activities had a positive effect on both students' speaking skills and their attitudes and perceptions towards learning English. As a result, teachers and future teachers should consider including them as part of their lessons to add more variety to their classes as well as to engage their students in a deeper way.

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### Annexes

Table 5. Demographic data

Participants characteristics			
		n	%
Sex	Male	5	22,7
	Female	17	77,3
Age	16 years	20	90,9
	17 years	2	9,1

Table 6. Score and level in the pre and post-test.

