The Effect of Using Information Gap- Activities to Develop Iraqi Students' Skill of Speaking

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Abstract

This study aims at investigating the effect of using information gap activities on developing speaking skills of the fourth students in Diyala governorate schools. To achieve the aim of the study, the researcher adopted the experimental design . The sample of the study consisted of (60) male students divided into (30) students for the experimental group and (30) students for the control one. The sample is randomly chosen from Jamal AbdulNasir Secondary School in Diyala Governorate.

The researcher designed activities related to speaking topics, these activities are based on information gap activities which are used in teaching the experimental group, while the traditional method is used in teaching the control one in the first term of the academic year (2014-2015). An oral speaking test is designed and validated to be used as a pre and post test for the two groups of the students. The data are analyzed statistically by using t-test formula to measure the difference between the performance of the experimental group in the pre and post test.

The Analysis of the results proved that there is a statistically significant difference between the mean scores of the two groups in favour of the experimental group at each level of the speaking skills in the post test. In the light of those findings, the researcher suggested some recommendations that are hoped to be helpful syllabus designers, supervisors and English language teachers.

1. The Problem of the Study .

Language is a means of control as well as of communication. People can transfer information or massages and express their ideas and emotion via language. Rodgers (2001:153) points out that learners shuold learn how to use the language spontaneously and flexibly in order to express their intended massage and should be placed in situations where they must use language as an instrument for satisfying communicative needs, where the criterion for success if functional effectiveness rather structural accuracy. Additionally Brown (1994:103) states that speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining social relationship between them. However, the students in Iraq often find difficulties in mastering speaking skill. Richards and Renandya (2002:204) support the fact by saying that speaking in foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.   The concept of information gap is an important aspect of communication in a CLT cassroom. Harmer (2007 :223) states that an information gap activities are activites where

learners are missining information they need to complete a task and need to talk to each other to find it. Information gap activites are useful for various reason,they provide an apportunity for extended speaking practice, and represent real communication in wich motivation can be high, and they require sub-skills such as clarify meaning and re-phrasing. Rapot (2002: 231) states that information gap activites can also reinforce vocabulary and a variety of grammatical structures taught in class.

1.1. The Aim

This study aims at identifying the effect of using the information-gap activities on the development of EFL learners' speaking ability.

1.2. The hypothesis

*There is statistically significant difference between the mean score of the students who are taught speaking according to information –gap activities and that of the students who are taught speaking according to traditional techniques.

1.3.The value

The value of the study stems from the significance of learning speaking as an essential aspect of the process of teaching EFL. Speaking is very important to be mastered by EFL learners. This study may also be valuable for teachers of English, teachers trainers, educators, supervisors and EFL learners.

1.4.The Limits

This study is limited t Iraqi EFL fourth– year preparatory school students during the academic year 2014-2015.

1.5. The Procedures

To achieve the aim of the present study, the following procedures are adopted:

1-Selecting a sample of EFL students from fourth years preparatory schools,

2-Dividing the selected sample of pupils randomly into two groups (an experimental group and a control group),

3-Designing a test of speaking and verifying the validity and reliability of the test,

4-Pre- testing of the whole selected sample of the study in order to measure the initial level of performace in speaking,

5-Teaching the experimental group students according to information information –gap activities ; whereas teaching the controled group students according to traditional techniques,

6-Post- testing both groups in speaking at the end of the experiment.

1.6. Definitions of the Basic Terms

For the purpose of clarifing the major terms which are used in this study, a brief definition is provided for each concept.

1.6.1. Information Gap - Activities

Neu and Reeser (1997: 127) says that "information- gap activities" are those where students have certain information that must be shared with others in order to solve a problem, gather information or make decisions.

1.6.2. Speaking

According to Oxford Advance Learner's Dictionary (1995: 1141). **Speaking** "is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech".

1.6.3. Effect

Effect means a change that is caused in a person or thing by another person or thing (Collins, 1987:33).

<u>**Section Two Theoretical Background.**</u>
2. Communicative Language Teaching

The goal of most methods that existed until the 1970 was to enable students to communicate in the target language. However, in the 1970s, educators began to question if they were going about meeting in the right way. Some observed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom (Larsen-Freeman, 2000: 121). Many educators noted, as Widdowson (1978: 3) that being able to communicate required more than mastering linguistic structures. Students may know the rules of linguistic usage, but may not be able to use the language. Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic-centered approach to a communicative approach (Larsen-Freeman, 2000: 121).

According to Cook (2003: 36), the essence of CLT is a shift of attention from the language system as an end in itself to the successful use of that system in context; that is to say from an emphasis on form to an emphasis on communication. Language-learning success is to be assessed neither in terms of accurate grammar and pronunciation for their own sake, nor in terms of explicit knowledge of the rules, but the ability to do things with the language, appropriately, fluently and effectively. Consequently, communicative pedagogy shifted its attention from the teaching and practice of grammar and pronunciation rules, and the learning of vocabulary lists, to communicative activities.

2.1 Princples of Teaching Speaking

  To achieve the previous goals, teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. Nunan (2003 : 67) and Kayi (2006 : 265) suggest some principles that help in teaching speaking:

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

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

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

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

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

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

2. 2 The Functions of Speaking

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

A. Talk as Interaction

  The ability to speak in a natural way is required in order to create good communication. That is why some students sometimes avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by

using learner- learner interaction as the key to teaching language for communication. Since "communication derives essentially from interaction" .Consequently, the giving and taking exchanges of information will enable them to create discourse that conveys their intentions in real- life communication.

B. Talk as Transaction

This type of speaking refers to situations where the focus is on what is said or done. Burns (1998) as quoted in (Richards, 2007: 3) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participations focus primarily on what is said or achieved. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning. So it is very important for students to obtain those two kinds of talks to master speaking ability.

C. Talk as Performance

Talk as performance refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as performance needs to be prepared in the form of a written text(Richards, 2007:6).

2.3. Defintion of Information Gap Activities

The concept of information gap is an important aspect of communication in a CLT classroom. This essentially is based on the fact that in their everyday lives people generally communicate in order to get information they do not possess. If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic

communication is likely to occur in the classroom. By doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task. Harmer (1991: 48) defines information gap as a "gap" between the two (persons) in the information they possess, and the conversation helps to close that gap so that now both speakers have the same information". According to (Ur,1996:.281) an interesting type of task is that based on the need to understand or transmit information, finding out what is in a partner's picture, for example. Variation on this is the opinion gap where participants exchange views on the given issue. Stern (1999: 32) defines it as "information is known by only one student in a pair and it can be conveyed by different exercises to the other student" .

2.4. The Pedagogical Significance of Information Gap Activites

Information gap activities have increasingly achieved popularity in recent years and have been recommended as a way forward in English language teaching. Some researchers and specialists agreed the benefits of using information gap activities in teaching English language skills. To begin with, Liao (2001: 38) clarifies that information gap activities give students opportunities to use English inside or outside the class. They also have the genuine communicative value. Besides, Doughty and Pica (1986: 320) declare that**,** information gap activities can promote real communication and facilitate language acquisition. While Rapt (2002: 209) says that information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in the class.

2.5. Benefits for Students from Using Information Gap Activities

Information gap activities have increasingly achieved popularity in recent years and have been recommended as a way forward in English language teaching.Accordingly Harmer (1991: 49) , Hedge (2000:263)

and Hess(2001:3-6) state the benefits of information gap activities as the following points :

1- Information gap activities serve as a stimulus to elicit speech. Foreign language learning is always a process of collaboration as well as endeavor. The learners interact freely with one another to gather information from their peers, thus creating a casual atmosphere in which everybody feels comfortable and not threatened to offer their contributions. If there is an information gap between the learners, lifelike conversation can be ensured always with more unpredictable, divers, meaningful, interesting and vivid output.

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

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

4- Information gap activities can serve as a means to share jointly and help to establish a kind of atmosphere that encourages learners to help one another or ask for help from their peers. Information gap activities collect intelligence by allowing each learner to brainstorm information, and then display and contribute to communication as a unified group. This makes learning always a most effective experience.

5- Information- gap activities oblige negotiation of meaning.

Chapter Three Research Design and Methodology.
3- The design of the Experiment

This study follows the experimental design of pretest-posttest equivalent groups in which the subjects are randomly assigned to

experimental and control groups, and a pretest is administered before the application of the experimental and control treatments and a posttest at the end of the treatment period. This experimtal design is adopted due to the nature of the research which aims at finding the effectiveness of information gap activities on developing speaking skills.

3.1. The Sample of the Study

A sample of (60) students from Jamal Abdul Nasir Preparatory School for boys has, on purpose, been chosen from the whole population of preparatory schools in Baquba City. The selection of the sample is limited to secondary schools for boys after dropping the preparatory schools for girls and preparatory schools for boys and girls in the Directorate General of Education in Diyala Governorate. Jamal Abdul Nasir Secondary school was chosen on purpose due to the security issues related to Diyala province. After visiting the school, it has been found that there are four sections of the forth grade (A- B- C- D). The researcher chose two sections ; the first section (A) included (33) students as an experimental group and second section (B) included   (32) students as a control group. The total number is 65 students. All the above random selections are carried out. Three students from A and two from B are excluded from the experiment because they are repeaters in this grade. Repeaters are kept in their classes during the period of experimental, thus the final number of the sample subjects is (60) students , See Table (2).

Group	Section	No.	Repeaters	Final No.
EG	A	33	3	30
CG	B	32	2	30
Total		65	5	60

3.2. Equivalence of the Sample

in order to increase the sensitivity of the experiment, it have been equated the students according to the following variables.

1. The subjects' age

2. The level of fathers' education

3The level of mothers' education

4- The students' scores on the pretest

The information mentioned above is taken from the school records and the students themselves.

The differences are tested at 0.05 level of significance using Chi-square test and t-test formula for two independent samples.

3.2.1.The Age of Pupils (measured in months)

A t-test formula for two independent samples to determine whether there is any signifcant difference between the experimental group and the controled group in the age factor measured in months. The mean score of the experimental design was (186.933) months and that of the control group was (186.833) months.   The T-test score was (0.0694) which indicates that there is no significant difference at (0,05) level of the two groups in age. See Table (3) and appendix (B).

Group	No.	M	SD	Df	T-value	
					Calculated	Tabulated
EG	30	186.933	5.41348			
CG	30 186.833	5.60224		58	0.0694	2.001

3.2.2 The level of Fathers' Education

Chi-square formula was used for two independent samples to determine whether there are any significant differences among the two groups in the level of fathers' education. Educational qualifications are classified as follows:

Table (4) Frequency and Chi-square Value for the Fathers' Education

Group	No.	Illiterate	Primary	Intermediate	Preparatory	Diploma	University	Df	Chi-value Computed	Chi-value Tabulated
EG	30	3	7	11	4	2	3			
CG	30	2	6	9	5	3	5	5	**11.4**	**12.83**
Total	60	5	13	20	9	5	8			

3.2 The Level of Mothers' Education

As for the mothers' level of education, table (5) shows that there was no significant difference as well, and that the two groups were equivalent in this variable.

Group	No.	Illiterate	Primary	Intermediate	Preparatory	Diploma	University	df	Chi-value Computed	Chi-value Table-value
EG	30	2	7	8	6	3	4			
CG	30	3	8	9	5	2	3	5	**11.6**	**12.83**
Total	60	5	15	17	11	5	7			

3.4. The students' scores on the pre- test

To ensure that the sample subjects are equivalent in their previous English language proficiency, the researcher applied the oral speaking test before starting the experiment. The results of the subjects were recorded and statically analyzed by using t-test. Table (6) shows the mean and the standard deviation of each group in the pre test. The results analyzed indicate that there are no statistically significant differences between the experimental and the controled groups at (0.05) level.(See Appendix C).

Group	No.	M	SD	Df	T-value	
					Calculated	Tabulated
EG	30	15.200	4.8664	58	0.1812	2.001
CG	30	15.433	4.93882			

3.5. Test Validity

According to McNamara (2000: 133) validity is "the extent to which a test meets the expectations of those involved in its use, e.g. administers, teachers, candidates and test score users." Weir (1990 :52) defined it as essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured. After preparing the initial form of the test, the researcher has submitted it to the jury members. See Appendix (J).

3.6. Reliability of the Test

According to Harmer (2001:322), a good test should give consistent results. In practice, reliability is enhanced by making test instructions absolutely clear, restricting the scope for variety in the answers, and making sure that test conditions remain constant.

Section Four The Results.

4- Comparison Between the Experimental and Control Groups in the Posttest Scores

The results obtained from the application of the posttest in the two groups show that the mean scores of the experimental is (17.93) and that of the control group is (15 .70). The computed t –value (2.799) is higher than table t-value (2.001) at 0.05 level of significance and under 58 degree of freedom . See table (5).

Table (5).The Mean Stander Derivation and T-value of the Students' Achievement in the Posttest.

	Group	No. of Pupils	Mean	SD	df	Calculated t-value	Tabulated t-value
Total	EG	30	17.93	3.759	58	2.799	2.001
	CG	30	15.70	3.7614			

The results of the students' performance on the speaking test reveal that the average score of the (EG) is (17.93) with a stander deviation (SD) of (3.759) which is higher than that of the (CG) which is (15.70) with a stander deviaration (SD) of   (3.7614).the difference between the two average is statistically significant because tabulted t-value is (2.001) and the df of (58) while the calculated value is (2.799).this indicates that there is a clear significant difference between the pupils' performance of the (GC) and that of the (CG). This means that the experimental group is better than the control group; so, the hypothesis which indicates that there is no statistically significant differences at (a 0.05) between the mean scores of speaking post test of the experimental group who is taught speaking according to information gap activities and that of the control group who is taught speaking according to the traditional way . See Appendix (E).

4-1- Conclusions

The following points have been made on the basis of the findings of the present study.

1- informaton gap activities can better improve the students' interaction with the teacher and other students..

2- information gap activities can maximize students' opportunities to speak during the English lesson and provide the potential benefits of student-student interaction. In order to elicit information and opinions from the teacher and friends, the students needed to interact among them.

3- information gap activities teach students how to concentrate on how to communicate the intended meaning not on the language forms.

4-information gap activities encourage students' practice opportunities of the target language receptivity in lessons as a result of presenting various task.

4.2 Recommendations

In the light of the finding and the due literatture,The researcher recommends the following:

4.2.1. Recommendations to Teachers

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

2-The teachers may give every student equal opportunities to express themselves and especially pay attention to those introverted students.

4.3 Suggestions for Further Studies

For additional studies in the area of language learning and teaching, the following suggestions are made:

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

2- A study of the effectiveness of the communicative language teaching techniques in other stages of learning i.e; primary stage and intermediate stage.

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<u>Appendixes</u>

Appendix (A).

The Test

Ministry of Higher Education

Al-Mustansiriyah University
College of Basic Education
Department of Higher Studies

A Letter to Jury Members

Dear Sir / Madam

    The researcher intends to conduct an experimental study entitled "**The Effect of Using Information Gap- Activities to Develop Iraqi Students' Skill of Speaking**". The study will be applied on the fourth grade students of secondary school.

    As an expert in linguistics and in the field of TFEL, you are kindly requested to pass your judgment on the validity and suitability of the attached test to fit the requirements of the study as they are stated in the title. The researcher would be grateful to receive any notes or comments. Thanks for cooperation in advance.

M.A .

Omar Nasrallah Khalaf .

The two groups of students try to ask each other about the time table and events to complete each other list. (Group "A").

No.	Time	Event
1	8-00	At 8-00 father had explained the route to mother
2-	?	When had Mike and his father left the hotel?
3-	8-35	They had started walking up to velley.
4-	8-55	Why had they begun to feel hot at 8-55?
5-	9-00	They had taken off their thick sweaters
6-	9-15	What had they start to do at 9-15?

(Group "B ")

No.	Time	Event
1	8-00	What had father explained to mother at 8-00?
2-	8-30	He and Mike had left the hotel at 8-30
3-	8-35	Where had they started walking at 8-35?
4-	8-55	They had begun to feel hot because of the sun.
5-	9-00	What had they taken off at 9-00?
6-	9-15	They had started to climb the mountain

Q2-Students in pairs will ask and answer each other questions:

1-Sami (get up \ fee cold).

Student A": How did Sami feel when he got up ?

Student B: He felt cold.

2-He (look ouside \ see snow everwher).

Student A" What did Sami see when he looked outside?

Student B" He saw snow everywhere.

3-(open the window \ strong cold wind blow in).

Student A" : When did the strong cold wind blow in ?

Student B" : When he opened the window .

4-(go outside \ fall flat on his bike).

Student A" : What happened when he went outside ?

Student B : He fell flat on his bike.

5-(Walk down the road \ school see three car crashes).

Student A": What did Sami see when he walked down the road to school?

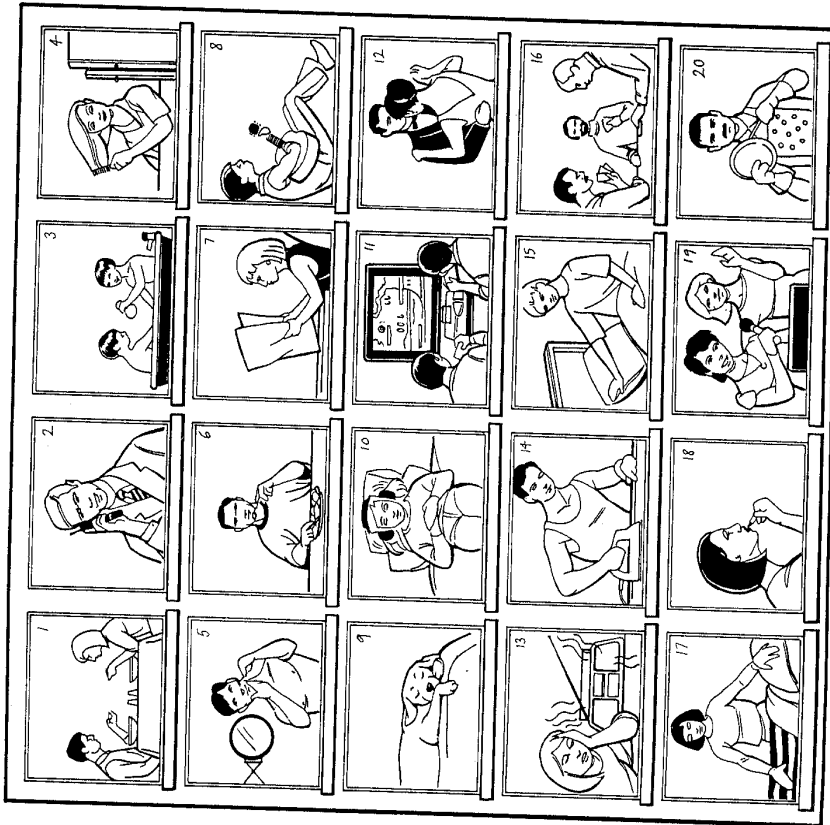**Student B**": He saw three car crashes.

47 FIND THE DIFFERENCES 1

Student B

Work with a partner. You both have a drawing of a block of flats where you can see people doing different things. But your drawings are not the same. There are 8 differences.

Ask and answer questions to try to find what is different. You can ask, e.g.

What's the (man, boy, woman, girl, people, etc.) doing in flat (20)?
Is the (man, woman, dog, children, etc.) in flat (20) (doing the washing-up)?
etc.

When you have finished, compare your drawings.

47 FIND THE DIFFERENCES 1

Student A

Work with a partner. You both have a drawing of a block of flats where you can see people doing different things. But your drawings are not the same. There are 8 differences.

Ask and answer questions to try to find what is different. You can ask, e.g.

What's the (man, boy, woman, girl, people, etc.) doing in flat (20)?
Is the (man, woman, dog, children, etc.) in flat (20) (reading a newspaper)?
etc.

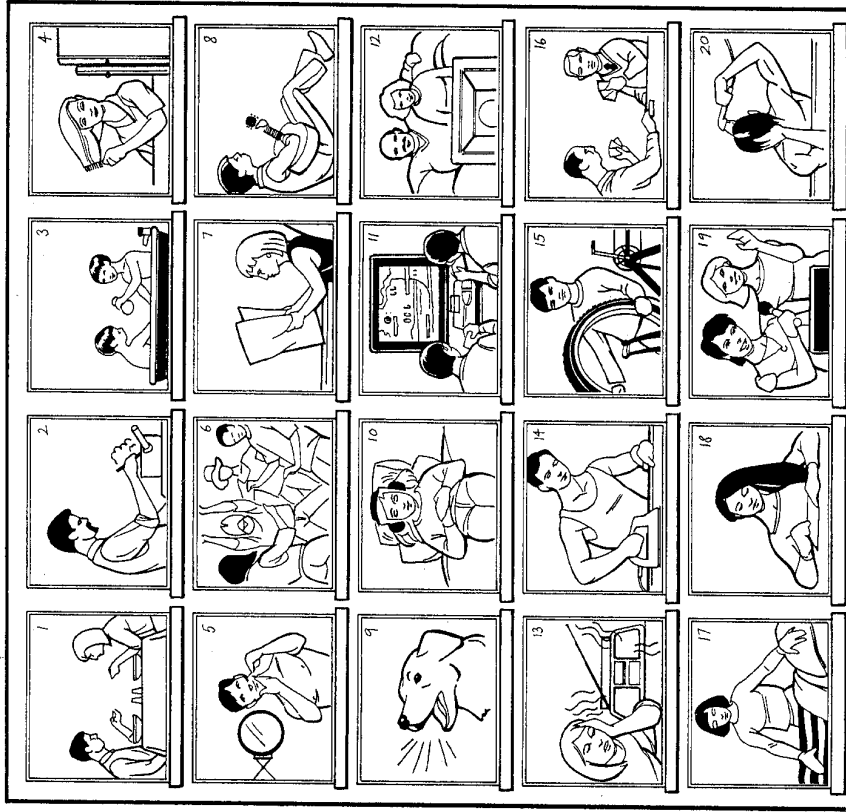*When you have finished, compare your drawings.*

Appendix (B)..
The Ages (measured in months) of the EG and CG

	EG				CG		
No.	Age	No.	Age	No.	Age	No.	Age
1.	186	24	189	1.	185	24	186
2.	187	25	192	2.	187	25	192
3.	180	26	191	3.	188	26	189
4.	192	27	189	4.	184	27	185
5.	184	28	185	5.	176	28	178
6.	189	29	188	6.	193	29	188
7.	185	30	179	7.	185	30	186
8.	178			8.	188		
9.	185			9.	185		
10.	188			10.	187		
11.	187			11.	201		
12.	178			12.	189		
13.	187			13.	187		
14.	200			14.	179		
15.	183			15.	188		
16.	188			16.	187		
17.	190			17.	192		
18.	188			18.	186		
19.	184			19.	188		
20.	179			20.	200		
21.	184			21.	178		
22.	203			22.	188		
23.	187			23.	184		

Appendix (C).
The Scores of the EG and CG on the Pretest .

	CG				EG		
No.	Score	No.	Score	No.	Score	No.	Score
1.	19	24.	16	1.	15	24	18
2.	18	25.	17	2.	17	25	23
3.	20	26.	12	3.	16	26	22
4.	15	27.	19	4.	20	27	17
5.	17	28.	11	5.	7	28	19
6.	10	29.	20	6.	11	29	16
7.	13	30.	10	7.	13	30	14
8.	23			8.	14		
9.	21			9.	20		
10.	7			10.	10		
11.	18			11.	12		
12.	22			12.	17		
13.	18			13.	21		
14.	16			14.	9		
15.	14			15.	9		
16.	15			16.	18		
17.	11			17.	22		
18.	8			18.	15		
19.	9			19.	8		
20.	23			20.	20		
21.	5			21.	16		
22.	15			22.	4		
23.	21			23.	13		

The Scores of the EG and CG on the Posttest. Appendix (E).

	CG				EG		
No.	Score	No.	Score	No.	Score	No.	Score
1.	20	24.	16	1.	18	24.	23
2.	18	25.	19	2.	19	25.	23
3.	18	26.	17	3.	16	26.	21
4.	15	27.	19	4.	22	27.	22
5.	16	28.	11	5.	13	28.	23
6.	12	29.	16	6.	14	29.	19
7.	15	30.	9	7.	17	30.	18
8.	18			8.	15		
9.	22			9.	20		
10.	8			10.	13		
11.	17			11.	14		
12.	20			12.	17		
13.	15			13.	22		
14.	19			14.	13		
15.	14			15.	15		
16.	12			16.	16		
17.	13			17.	20		
18.	18			18.	17		
19.	13			19.	14		
20.	22			20.	24		
21.	9			21.	22		
22.	12			22.	10		
23.	18			23.	18		

Appendix (J) The validity committee of the Test.

1. Prof. Ismail Khalil (Ph.D; University of Diyala \ college of Education)

2- Asst. Prof. Hassan, Dhuha Atallah (Ph.D.; University of Mustansiriyah/College of Basic Education)

3-Asst. Prof Al-Mamoury Sami (Ph.D. University of Diyala\ College of Basic Education).

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المستخلص

اثر استخدام تمارين مليء الثغرات في تطوير مهارة الكلام لدى الطلاب العراقيين

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أن الهدف من هذه الدراسة هو قياس مدى فعالية تمارين ملئ الثغرات في تحسين مهارات الكلام في اللغة الانجليزية لدى طلاب الصف الرابع الإعدادي . ولتحقيق هدف الدراسة استخدم الباحث المنهج التجريبي على عينة الدراسة المكونة من مجموعتين متكافئتين من طلاب الصف الرابع الإعدادي من إعداديه جمال عبد الناصر في محافظة ديالى وقد تكونت العينة من (٦٠) طالبا" قسمت إلى (٣٠) طالبا" للمجموعة التجريبية و (٣٠) طالبا" للمجموعة الضابطة تم اختيارهم بالطريقة العشوائية من نفس المدرسة. قام الباحث بتصميم بعض الأنشطة المتعلقة بمهارات التحدث و التي تبنت مفهوم فجوة المعلومات و المحاورة وقد تم تدريس هذه الأنشطة لطلاب المجموعة التجريبية بينما درست المجموعة الضابطة باستخدام الطريقة العادية من الفصل الدراسي ألأول للعام ٢٠١٤ـ٢٠١٥ كما قام الباحث بأعداد اختبار شفوي لقياس قدرة الطلاب على استخدام مهارات التحدث في اللغة الانكليزية، و من ثم حساب الصدق بالرجوع إلى المحكمين و حساب معامل الثبات باستخدام t-test formula و بعد انتهاء التجربة، قام الباحث بتطبيق الاختبار البعدي على المجموعة التجريبية و من اجل التحقق من صحة الفرضيات تم استخدام t-test formula لإيجاد الفروق في أداء المجموعة التجريبية في الاختبار البعدي و القبلي بالنسبة لمهارات التحدث الخمس (الفهم، اللفظ، المرادفات، الطلاقة و اللغة) أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية عند مستوى (0.05) في أداء المجموعة التجريبية في الاختبار البعدي .