

Cooperative strategies and listening comprehension: The cases of Jigsaw and Missing information techniques

Kittisak Jermstittiparsert ^{a*}, College of Innovative Business and Accountancy, Dhurakij Pundit University, Thailand,
<https://orcid.org/0000-0003-3245-8705>

Isabel Menacho-Vargas ^b, Research Department, Vice President for Research, San Juan Bautista Private University, Lima, Peru, <https://orcid.org/0000-0001-6246-4618>

Felipe Supo-Condori ^c, Academic Department, Graduate School, National University of the Altiplano, Puno, Peru, <https://orcid.org/0000-0002-5007-9779>

Henry Hugo Alarcón Díaz ^d, Department of Technology, Faculty of Technology, Enrique Guzmán y Valle National University of Education, Lima, Peru, <https://orcid.org/0000-0003-1588-4390>

Hugo Neptalí Cavero-Aybar ^e, Research Department, Research Office, Universidad Andina Néstor Cáceres Velásquez, Puno, Peru, <https://orcid.org/0000-0003-2161-4514>

Yudy Yaneth Tapia Centellas ^f, Professional School of Dentistry, Faculty of Health Sciences, National University of the Altiplano, Puno, Peru <https://orcid.org/0000-0001-7668-2587>

Oksana N. Ivanova ^g, Department of Social and Humanitarian disciplines, Faculty of Economics, Arctic State Agrotechnological university, Yakutsk, Russia, <https://orcid.org/0000-0002-4122-9333>

Suggested Citation:

Jermstittiparsert, K.; Menacho-Vargas, I.; Supo-Condori, F.; Díaz, H. H. A., Cavero-Aybar, H. N., Centellas, Y. Y. T. & Ivanova, O. N., (2021). Cooperative strategies and listening comprehension: The cases of Jigsaw and Missing information techniques. *Cypriot Journal of Educational Science*. 16(3), 1257-1268 <https://doi.org/10.18844/cjes.v16i3.5846>

Received from January 12, 2020; revised from April 13, 2021; accepted from June 06, 2021.

©2021 Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved

Abstract

This study examined the impacts of the jigsaw and missing information activities on pre-intermediate EFL learners' listening comprehension. Accordingly, 69 homogenous participants (17 to 19 years old) were chosen from a private English language institute. Following the selection of the intended subjects, they were randomly assigned to one of three equivalent groups: two experimental groups and one control group. Then the researcher administered a researcher-made listening pre-test to the three groups and then taught the experimental groups using the jigsaw and missing information activities during 15 sessions. Participants in the control group, on the other hand, were not given the above instruction. The modified version of the pre-test was performed as the post-test at the end of the intervention to determine the effects of the treatment on the students' listening progress. After running one-way ANOVA and Scheffe Post Hoc Tests, it was revealed that both jigsaw and missing informations strategies improved EFL learners' listening comprehension. In the end, the research implications were explained and some recommendations for further studies were suggested.

Keywords: Cooperative Strategies, Jigsaw, Missing Information, Listening

* ADDRESS OF CORRESPONDENCE: Kittisak Jermstittiparsert , Dhurakij Pundit University, College of Innovative Business and Accountancy, Thailand
Email address: kittisak.j@yahoo.com

1. Introduction

1.1 Theoretical or Conceptual Framework

Language scholars have come to the conclusion in past few decades that involving learners can effectively promote the learning process. The four key skills –speaking, listening, reading, and writing – are closely related in this process, which means they can strengthen or be strengthened by each other. Among these four skills, this research focuses on listening comprehension. There are several tasks that can help learners improve their listening comprehension. According to Prabhu (1987), tasks are classified into three groups depending on their cognitive activity.: “information-gap activities”, “reasoning-gap activities”, and “opinion-gap activities” (p. 110). The focus of this study is on information-gap activities. Moreover, Lam Son (2009) claims that “an information-gap activity is an activity where learners are missing the information, they need to complete a task and need to talk to each other to find it” (p. 1). Participant knowledge are different from each other. As a result, they must express their experience in order to solve a challenge or complete an assignment. Consequently, these exercises will help students speak and communicate in L2. Information-gap activities change teacher-centered training, in which knowledge is transmitted from a powerful teacher to quiet, compliant, and passive learners. Information-gap practices make the classroom more student-centered and encourage students to be more involved in their learning process (Lam Son, 2009; Namaziandost & Çakmak, 2020).

The information gap is a type of standardized production task. This include things like executing a task by retrieving lost information, exchanging phone messages, and expressing views. According to Nusrath et al. (2019), “information-gap activities make students take part actively in the learning process. This participation will increase students’ motivation to learn English much more enthusiastically” (p. 11). According to Larsen-Freeman (2000), an information gap emerges where one participant in an interaction learns something that the other participant does not. If we all know it is indeed Tuesday and I inquire, "What day is it today?" and you respond, "Tuesday," our communication is really not cooperative. It is a collaboration of two or more participants in which each has a portion of the responses to a dilemma or query. They must exchange their knowlefge to their companion so that they have most of the information. Knowledge-gap assignments enable students to share information needed to complete a necessary assignment (Ebrahimi et al., 2021; Larsen-Freeman, 2000; Namaziandost, Neisi, Kheryadi, & Nasri, 2019; Rooholamin, Biria, & Haghverdi, 2016).

Harmer (2007) defined an information gap as “a gap between the information of the two persons, and the conversation aids to bridge that gap so that now both speakers have the same information” (p. 19). Moreover, Liao (2001) believed that “information gap activities provide students opportunities to practice English inside or outside the class and also, they have real communicative values” (p. 38). This task provides opportunities for learners to change their relationship via meaning negotiation (Long, 1980). According to Doughty and Pica (1986), knowledge gap practices will foster sincere cooperation and encourage language acquisition/learning.

In the information gap, according to Pollard (2008), "each student in the group has some information required to complete the task or activity which given by the teacher: the aim is to share the information and to complete the task. Students do not know what the others are going to say, and as such it imitates real-life conversation" (p. 34). Learners, for instance, function in groups; the first learner has a clear illustration that she or he does not display the second learner; and the second learner has a blank sheet of paper. The first learner explains the picture, while the second listens and draws it. Eventually, learners can contrast what the second learner drew to what the first learner drew (Namaziandost, Homayouni, & Rahmani, 2020).

Accordingly, Thornbury (2005) claimed that "in information gap tasks there is a knowledge gap among learners and it can be bridged by using the language. So, to get the information, the interactants have to communicate" (p. 88). Swain (1985) described the knowledge gap as a fundamental phenomenon in conventional methodology, and went on to expound: When one

individual speaks to another, we assume it is imperative that relevant knowledge be conveyed through the 'gap' between them. To that end, innovative experiments are formulated in which half of the class is given details to which the other half does not have direct exposure; those who miss the knowledge must retrieve it through proper language usage. The classroom activities and drills would be mechanical and simulated if there is no such gap (Namaziandost, Shatalebi, & Nasri, 2019; Richards & Schmidt, 2002; Rooholamin, Biria, & Haghverdi, 2017).

In the process of language learning, information gap activities are effective for the teacher. The communicative tasks entail information gap exercises that enable learners to progress their skills. According to Morrow (1981), profoundly communicative practices share three components: an information gap, a selection, and feedback. Information gap exercises should also be used to practice communicating in a way that mimics everyday speech. Message transactions would enable learners to construct a discourse that embodies their intentions in real-life conversation. (Bakhtiari, Rezvani & Namaziandost, 2021; Richards & Renandya, 2002).

Furthermore, utilizing information gap exercises will enable the learners get more interested in language learning. The explanation for this is that learners often talk more enthusiastically in class when they have a reason to communicate, such as to solve a problem or to provide other classmates with knowledge they require (Spratt, Pulverness & Williams, 2005; Etemadfar, Namaziandost, & Banari, 2019). As a consequence, information gap exercises will broaden the kinds of activities that can be carried out during the learning process. It also makes the class more amusing and engaging.

Tasks are challenging and interesting and engage learners in the learning process. Tasks have been extensively used throughout the EFL/ESL researches as effective tools to evoke language development, engagement, meaning negotiation, input processing, and form focus, all of which are thought to improve foreign language learning (Nunan, 2004; Shirzadi, Akhgar, Rooholamin, & Shafiee, 2017). Prabhu (1987) defines a task as "an activity that requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to monitor and regulate that process" (p. 134).

Furthermore, Nunan (1999) believed that a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). According to Willis (1996), a task is a goal-oriented activity with a clear result; this means that a task is "a goal-oriented activity which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have to solve a problem, do a puzzle, play a game or share and compare experiences" (p. 53).

Skehan (1998) expresses that a task is "an activity in which meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority, and the assessment of task performance is in terms of task outcome" (p. 95). Two information gap activities such as Jigsaw and Missing Information were used in this study to improve the students' listening comprehension.

The very first language ability that children learn is to listen. It serves as the basis for all facets of language and cognitive growth, and it assumes a lifelong role in the mechanisms of learning and communication that are important for greater engagement in life (Namaziandost, Hashemifardnia, & Shafiee, 2019; Nunan, 1991). Nunan stated that "listening is the Cinderella skill in second language learning that has been neglected by its elder sister – speaking. For most people, being able to claim knowledge of a second language means being able to speak and write in that language" (p. 74). Listening and reading are supplementary abilities that serve as a means to an end rather than an end in themselves (Nunan, 1991).

Surprisingly, listening is becoming increasingly important in foreign language classrooms. This increase in prominence can be attributed to a number of factors. Second language acquisition research

has given a significant improvement to listening by considering the importance of comprehensible input. As Rost (1992) points out "Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Thus, listening is fundamental to speaking" (p. 141). Rivers (1981) also advocates the importance of listening and says that "speaking does not of itself constitute communication unless what is said is comprehended by another person" (p. 151).

Despite the fact that listening can function as the foundation for all other facets of language learning, it has been largely underestimated in Perú's public schools. Accordingly, in language institutes and high schools of Perú, English language classes still put more emphasis on other skills rather than listening skill as Chastain (1988) states that "both language teachers and students tend to overlook the importance of listening comprehension skills since their attention is fixed so completely on their ultimate goal, speaking that they fail to recognize the need for developing speaking skills" (p. 192).

Although Efl students do not have the chance to visit native speakers and practice listening to them, they may struggle with listening comprehension. Furthermore, since learners are not subjected to understandable listening input in their classrooms or in the real world, this ability has not been well developed. As a result, instructors must devise strategies to assist English language learners in improving their communication abilities. In Per high school, tasks are also underestimated. Although learning by doing helps students develop their language skills, it has not got significant attention it merits. So, the present study attempted to address these concerns with the hope that it would be a step toward improving EFL learners' listening comprehension.

1.2 Related Studies

Cooperative strategies are effective for learning English as a foreign language. In 2012, Kazemi tried to check the impact of the jigsaw strategy on Iranian EFL learners reading comprehension. After collecting the necessary data, she concluded that the reading skill of the experimental group improved since they received instruction through the jigsaw strategy.

Furthermore, Yi and LuXi (2012) developed a comprehensive educational method focused on collaborative learning theory that was customized to the conditions of the Chinese university education system. They came to the conclusion that using the cooperative method has a beneficial and positive impact on student learning.

In another study, Asrobi, Seken, and Suarnajaya (2013) checked the effect of information gap strategy and motivation toward the speaking ability of MAN Selong learners. They reported that the information gap approach is more efficient than the traditional strategy for teaching speaking to students with high and low achievement motivation.

Recently, Namaziandost et al. (2020) investigated the effect of the Jigsaw technique on Iranian EFL learners' reading comprehension. Carrying out an experimental design using pretest-treatment-posttest, they deduced that the experimental group who were taught through the Jigsaw technique performed better than the control group who taught traditionally.

Reviewing the literature so far, the impact of cooperative strategies on listening skills did not receive enough attention it deserves. Moreover, rare studies in Perú have been done in this regard. Thus, this study was run to check the impact of the jigsaw and missing information as two main types of cooperative strategies in the Perú context, on EFL learners' listening comprehension.

This study sought to answer the following research question:

RQ 1. Does the jigsaw technique have any significant effect on EFL learners' listening comprehension?

RQ 2. Does missing information technique have any significant effect on EFL learners' listening comprehension?

RQ 3. Are there any significant differences between EFL learners' who taught listening comprehension through jigsaw technique and those who taught through missing information technique?

2. Method

2.1 Participants

To carry out this research, 69 pre-intermediate EFL learners out of 102 were chosen from a private English language institute. Oxford Placement Test (OPT) was used to choose more homogenous participants from the population. The results of OPT showed that the students who scored 34-37 were determined as pre-intermediate. The participants participating in this research were all male students with the age range of 14 to 16 who were randomly divided into three groups of 23- two experimental groups (jigsaw group (JG) and missing information group (MIG)) and one control group (CG).

2.2 Instruments

OPT was the first tool used in the current research to homogenize the samples. This instrument was used to gather data on the learners' proficiency. It included 60 multiple-choice items which the students answered all of them and those who scored from 34 to 37 were determined as the pre-intermediate level.

A researcher-made listening pre-test developed based on the students' coursebook was the second instrument for collecting information. It included 40 filling the blanks, true or false, and multiple-choice items. The reliability and validity of the mentioned test were measured. After constructing the test, it was checked by four experts for its face and content validity. moreover, the reliability of the test was computed using KR-21 ($r = 0.980$).

A researcher-made listening post-test- a modified version of the pre-test was used as the post-test was the third instrument utilized in this study. It was administered to the participants in order to assess the effectiveness of cooperative strategies- jigsaw and missing information- on their listening comprehension skills.

2.3 Data Collection Procedure

In the first step, OPT was given to 102 students at a private English language institute. Considering the OPR resultst, 69 pre-intermediate learners were selected as the target participants of the research. After choosing the intended participants, they were randomly assigned into three groups of 23- two experimental groups (jigsaw group (JG) and missing information group (MIG)) and one control group (CG). Each included 23 participants. Then the researcher employed a related listening pre-test to the three groups, and then he divided the experimental group into 4 sub-groups. After that, he taught the experimental groups using the jigsaw and missing information activities. Firstly, each sub-group listened to different pieces of the story. At the next stage, one or two teammates from each group were sent to the other ones. They were asked questions and have to respond to them and gave information from the piece they had listened to. Then the groups tried to collect the missing parts of the story. And at the final stage of the activity, they presented the whole story and had to speculate on the essential aspects of the story. The missing information activity was also taught to the experimental group. On the other side, participants of the control group were deprived of this instruction. The control group received no treatment; they were taught traditionally- the researcher used English CDs for each lesson in the classroom; he played the CDs and wanted the students to listen carefully to them and he asked the students related listening questions during the time they were listening to the CDs. Students of the control group did not work on tasks cooperatively; they listened to English CDs and provided the answers individually. The treatment lasted 15 sessions and the instruction time for each session was 60 minutes.

At the end of the treatment, the modified version of the pre-test was carried out to find out the possible effects of using the jigsaw and missing information activities on the students' listening improvement. The pre-test was utilized twice in the present study, once as a pre-test and once as a post-test instrument. In terms of time and number of items, the post-test has the same features as the pre-test. The only distinction was that the order of the items and options was modified to eliminate the possibility of recalling pre-test responses. It was essential to determine if the participants *were able to select the right response after receiving treatment*.

2.4 Data Analysis

Parametric tools like one-way ANOVA and Paired Samples T-test were utilized to measure the effectiveness of information gap activities -jigsaw and missing information-on listening comprehension.

3. Results

3.1 Results of the Normality Test

First of all, checking the normality distribution of the data was vital. Therefore, the One-Sample Kolmogorov-Smirnov Test was run.

Table 1. One-sample Kolmogorov-Smirnov test (groups' pre and post-tests)

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
JG Pre	.251	23	.06
JG Post	.185	23	.089
MIG Pre	.226	23	.112
MIG Post	.187	23	.221
CG Pre	.266	23	.071
CG Post	.185	23	.080

Table 1 shows that all of the p values are greater than 0.05, indicating that the score statistics are normal as determined by SPSS 25. In this case, parametric statistics such as one-way ANOVA and paired samples t-tests are appropriate for obtaining final results.

3.2 Results of the Pretest

It was needed to see if there is any significant difference between the participants' listening comprehension before the treatment. Therefore, the three groups' scores of pretests were checked using a One-way ANOVA.

Table 2. Group statistics (the pre-test of the three groups)

	N	Mean	Std. Deviation	Std. Error
JG	23	12.3913	1.07615	.22439
MIG	23	11.9565	1.33921	.27924
CG	23	11.6304	1.19865	.24994
Total	69	11.9928	1.23220	.14834

In Table 2, the descriptive statistics of the three groups are presented. The jigsaw group's mean score is 12.3913, the missing information group's mean score is 11.9565, and the control group's mean score is 11.6304. The means of the three groups are almost equal. This means that the three groups are somehow similar since they were homogeneous at the beginning of the treatment.

Table 3. One-way ANOVA (the pre-test of the three groups)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.703	2	3.351	2.291	.109
Within Groups	96.543	66	1.463		
Total	103.246	68			

In Table 3, a one-way ANOVA was run to check the mean scores of the three groups on the pre-test. Since Sig (.109) is greater than 0.05, the difference between the groups is not significant at ($p < 0.05$). They performed the same on the pre-test.

3.3 Results of the Posttest

The main purpose of the study was to check whether using cooperative strategies (Jigsaw and Missing Information Activities) affected the listening comprehension words or not. Therefore, the posttest listening scores of the JG, MIG, and CG had to be compared using one-way ANOVA between groups. Tables 4, 5, and 6 show the findings of the posttest comparison of the three groups.

Table 4. descriptive statistics results comparing JG, MIG, and CG mean scores on the posttest

	N	Mean	Std. Deviation	Std. Error
JG	23	16.5652	1.03687	.21620
MIG	23	16.0217	.99405	.20727
CG	23	12.1957	1.45960	.30435
Total	69	14.9275	2.27886	.27434

The mean scores of the JG ($M = 16.5652$), MIG ($M = 16.0217$), and CG ($M = 12.1957$) were found to be different from one another on the posttest. To determine if the variations between these mean scores were statistically significant, the p -value under the Sig. column in the ANOVA table below can be consulted (Table 5).

Table 5. Results of one-way ANOVA for comparing JG, MIG, and CG mean scores on the posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	260.877	2	130.438	93.311	.000
Within Groups	92.261	66	1.398		
Total	353.138	68			

As it could be observed in Table 5, there was a statistically significant difference in the posttest scores for CG ($M = 12.1957$, $SD = 1.45960$), JG ($M = 16.5652$, $SD = 1.03687$), and MIG ($M = 16.0217$, $SD = .99405$) on the posttest of listening since the p -value in the Sig. the column was less than the specified level of significance (i.e..000.05), the three groups varied substantially in terms of listening ability after treatment. As a result, it is possible to assume that both jigsaw and missing information approaches have a substantial impact on the listening comprehension of EFL learners. JG students received higher scores than MIG students, who in turn received higher scores than CG students. Pair-wise group comparisons (in Table 6) show which two groups differed significantly on the posttest.

Table 6. Results of the scheffe post hoc test for comparing JG, MIG, and CG mean scores on the posttest

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
JG	MIG	.54348	.34865	.303	-.3297	1.4166
	CG	4.36957	.34865	.000	3.4964	5.2427
MIG	JG	-.54348	.34865	.303	-1.4166	.3297
	CG	3.82609	.34865	.000	2.9529	4.6992

CG	JG	-4.36957	.34865	.000	-5.2427	-3.4964
	MIG	-3.82609	.34865	.000	-4.6992	-2.9529

The discrepancy between CG and JG was statistically important, as seen in the top row, since the Sig. value relating to this contrast ($p = .000$) was less than .05. This implies that using the jigsaw strategy could have a major impact on listening comprehension.

Similarly, the mean score of CG learners was slightly lower than that of MIG learners since the p-value for this distinction was .000, which was lower than the significance amount. As a result, it is possible to conclude that the use of the missing information approach has a considerable impact on listening comprehension.

Finally, the comparison of JG and MIG divulged that the two strategies of the jigsaw and missing information utilized for teaching listening comprehension did not vary greatly because the p-value for the contrast of these two experimental groups (.303) surpassed the degree of significance. This indicates that using both the jigsaw and missing information techniques was successful, and there was no significant disparity between EFL learners who were taught listening comprehension through the jigsaw technique and those who were taught through the missing information technique.

4. Discussion

This study examined the effects of the jigsaw and missing information activities on increasing EFL learners' listening comprehension. The researcher taught the experimental groups by applying jigsaw and missing information activities in the classroom to improve the participants' listening skills. He involved the students in the learning process and also encouraged them to learn in the group. She gave them some homework to do in the group cooperatively. For completing the homework or tasks the researcher wanted them to help each other to reach the final answers. Cooperation was suggested not competition. After analyzing the data, the results showed that the experimental and control groups had an almost equal performance on the pre-test. They got similar scores before the treatment. However, the results showed that after teaching jigsaw and missing information activities, experimental students' scores were increased significantly. It was also revealed that respondents received higher scores and performed better after the treatment- teaching through jigsaw and missing information.

The results showed that comprehending English is facilitated through jigsaw and missing information activities. In fact, tasks like the jigsaw and missing information activities are beneficial to language learning. These current research findings are reinforced by Kazemi (2012) who investigated the usefulness of the Jigsaw approach in teaching intermediate English learners. According to the findings of her study, using jigsaw as an educational teaching tool resulted in increased posttest scores and students' reading achievement.

Moreover, the outcomes of this study are consistent with Namaziandost et al. (2020) who concluded that those learners who received taught through the Jigsaw technique outperformed those who were taught through traditional classrooms. In addition, the results are corroborated by Yi and LuXi (2012) who indicated that cooperative strategies are beneficial to the university education system in China.

The research findings are in line with Tewksbury (2008) who states that jigsaw promotes teamwork and student engagement, and each member of the group has contributed to the group. Teaching missing information and jigsaw activities was applied to the experimental group. During the instruction, the researcher forced the students to work in pairs. She gave the incomplete tasks to the students meaning that one student had the information that the other one did not have. As a result, the students asked each other some questions to complete the gaps in their assignments. She involved the students in the learning through cooperation. The researcher required the learners to complete a task utilizing the language while focusing on meaning rather than language form. She emphasized the importance of sharing information among the students. After the treatment, the findings revealed

that the performance of the students in the listening post-test improved greatly and their listening scores increased significantly. It is concluded that cooperation in learning a new language is a great help to improve the students' achievement. Involvement and sharing information helped the students to enhance their listening comprehension.

The outcomes of this study are compatible with the study which was carried out by Asrobi, Seken, and Suarnajaya (2013). They conducted an experimental study on information gap activities and conventional techniques. The results of their study, similar to the current study, indicated that information gap activities were more beneficial than conventional techniques in teaching speaking.

The results of this study also support the findings of Sugiarti's (2014) study who conducted a research study for vocational learners utilizing information gap exercises to help students improve their speaking skills. The obtained results indicated that information gap activities improved the students' speaking skills.

Following a review of the relevant literature, it is apparent that the use of information gap practices in language teaching is advocated by a large number of scholars. They consider the use of this form of learning as an effective way to inspire students, arouse their attention, and introduce them to the realistic language they will encounter in the real world. Considering the results obtained, the researcher reached the conclusion that information gap activities- missing information and jigsaw- were effective techniques in teaching listening to EFL learners. It showed that the listening skill of participants in the experimental group improved significantly.

5. Conclusion and Recommendations

In a nutshell, it is now completely clear from the results of this study that there is a close relationship between English listening and information gap activities and a few concluding points about the effectiveness of information gap activities on learners' language improvement can be made:

1. The information gap task teaches students not only about English, but also how to interact and engage with others in the target language, as well as how to collaborate in groups.
2. Students enjoy learning the target language further because they experience it first with their peers and are not afraid to make mistakes during the activities.
3. Students' collaboration improves as a result of information gap exercises. Activities that bridge the information gap will strengthen students' interactions with the classmates and teachers. When they do pair and group work, they are all engaged.

First, incorporating activities that enable learners to perform in order to gather knowledge from their classmates fosters a feeling of involvement in the students. In other words, these activities should not require students to sit quietly in their chairs and listen to their instructor without actively participating in the learning process. In the opposite, they anticipate students to participate positively in the classroom learning process. English teachers can provide additional opportunities for students to practice their listening skills by using jigsaw puzzles and missing information exercises. As a result, teachers must use student-centered tasks such as jigsaw puzzles and missed knowledge rather than teacher-centered tasks.

Second, using these assignments can massively boost motivation, which is a source of concern for nearly all teachers. When students' interest is intrigued about what pieces of information their classmates have, they would be inspired to communicate with one another utilizing language to obtain the information. This would result in a significant improvement in their motivation to learn the language more effectively.

Third, information-gap assignments can be conducted in small groups. The classroom environment in which students collaborate in groups to fill out an assignment is much preferable to those who do not have this function. In other words, dividing the classroom into small groups may significantly lessen students' anxiety. This type of classroom can also establish a sense of competitiveness among

learners, which increases their eagerness to learn the language. Fourth, as students are participating in an activity that they can complete effectively with no assistance from their instructor, their self-confidence increases slightly.

Fifth, engaging in communicative practices in English classes helps students improve their communication skills. They provide students with the opportunity to speak in English. In other words, if learners are provided enough opportunities in the classroom to interact in English and execute activities that are similar to real-life scenarios, they will improve the ability to communicate effectively. Sixth, information gap activities encourage the students to be cooperative rather than to be competitive. Seventh, this study is also beneficial for teachers since utilizing such strategies improve the consistency and quantity of education while putting some of the responsibility for instruction on the learners' shoulders. As instructors, they should strive to abdicate complete responsibility for teaching in order to include students in the learning process and raise autonomous and independent language learners. Teachers should try to get their learners acquainted with novel teaching methods like the one investigated in this report- information gap activities.

The current research findings can promote teaching listening through applying jigsaw and missing information activities. Moreover, the researcher hopes that this analysis will serve as a guideline for other researchers who want to do more longitudinal experiments in teaching listening. In practice, this research is being conducted to determine the effectiveness of using information gap practices in teaching listening. They would be incorporated in the classroom to provide students further chances to be more interested in sharing their information. Furthermore, this research would encourage students to be confident in expressing their ideas, opinions, and feelings by obtaining feedback and then generating output.

The study's results will provide valuable insight for second/foreign language educators and curriculum developers involved in the target language teaching process. To begin with, teachers will learn from the findings and attempt to use information-gap practices during teaching. All language teachers are encouraged to delegate information-gap tasks that are common and adaptable structures of language learning. The completion of various types of assignments affects students' development and attitudes toward learning L2. When students are assigned assignments that fully engage them, their progress is monitored. Learners would rather be active receivers than inactive ones. As a result, teachers should not overlook the motivational aspect of students' engagement.

After conducting the research, the researcher gives some recommendations for the other scholars. While doing this study, some restrictions observed such as the devoted time and number of the participants. It is hoped that the other researchers who will perform the same research topics consider these restrictions and try to escape from them. The researchers are offered to examine other language skills and sub-skills through using information gap activities. The last suggestion for the future researches with a similar topic is to take gender into account, meaning that both female and male students should be included.

References

- Asrobi, M., Seken, K., & Suarnajaya, W. (2013). The effect of information gap technique and achievement motivation toward students' speaking ability. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*. Vol 1. Available at <http://pasca.undiksha.ac.id/ejournal/index.php/jpbi/article/viewFile/736/522> (accessed 20/01/2021).
- Baker, L. (1971). *Listening behavior*. Prentice Hall.

- Jemsittiparsert, K.; Menacho-Vargas, I.; Supo-Condori, F.; Diaz, H. H. A., Cavero-Aybar, H. N., Centellas, Y. Y. T. & Ivanova, O. N., (2021). Cooperative strategies and listening comprehension: The cases of Jigsaw and Missing information techniques. *Cypriot Journal of Educational Science*. 16(3), 1257-1268 <https://doi.org/10.18844/cjes.v16i3.5846>.
- Bakhtiary, M. R., Rezvani, E., & Namaziandost, E. (2021). Effects of strategic and unpressured within-task planning on Iranian intermediate EFL learners' oral production. *Journal of Nusantara Studies (JONUS)*, 6(2), 97-115. Retrieved from <https://journal.unisza.edu.my/jonus/index.php/jonus/article/view/659>.
- Chastain, K. (1988). *Developing second language skills: Theory and practice*. Harcourt Brace Jovanovich, Inc.
- Doughty, C., & Pica, T. (1986). Information gap tasks: Do they facilitate second language acquisition. *TESOL Quarterly*, 20 (2), 305-325. <https://doi.org/10.2307/3586546>.
- Dunkel, P. (1986). Developing listening fluency in L2: Theoretical principles and pedagogical considerations. *The Modern Language Journal*, 70 (2), 99-106. <https://doi.org/10.1111/j.1540-4781.1986.tb05250.x>.
- Ebrahimi, F., Namaziandost, E., Ziafar, M., & Ibna Seraj, P. M. (2021). The effect of teaching formulaic expressions through contrastive lexical approach on Iranian pre-intermediate EFL learners' writing skill. *Journal of Psycholinguistic Research*. (In press). <https://doi.org/10.1007/s10936-021-09778-z>.
- Etemadfar, P., Namaziandost, E., & Banari, R. (2019). The impact of different output-based task repetition conditions on producing speech acts among Iranian advanced EFL learners. *Theory and Practice in Language Studies*, 9(12), 1541-1549. DOI: <http://dx.doi.org/10.17507/tpls.0912.10>.
- Harmer, J. (2007). *The practice of English language teaching*. Longman.
- Kazemi, M. (2012). The effect of Jigsaw technique on the learners' reading achievement: The case of English as L2. *MJAL*, 4(3), 170-184. <http://mj.alinternational.com/removedprofiles/2013/14.pdf>.
- Lam Son, T. (2009). Using information gap activities to promote communication in EFL classes. Paper presented at the 5th National VTTN ELT Conference.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.
- Liao, X. (2001). *Information gaps in communicative classroom*. Retrieved from <https://files.eric.ed.gov/fulltext/ED411700.pdf>.
- Long, M. (1980). Input, interaction, and second language acquisition. (Doctoral dissertation, University of California, Los Angeles. *Dissertation Abstracts International*, 41, 5082.
- Morrow, K. (1981). Principles of communicative methodology. In Kieth, Johnson and Kieth Morrow (Eds), *Communication in the classroom: Application and methods for a communicative approach*. Longman.
- Namaziandost, E., & Çakmak, F. (2020). An account of EFL learners' self-efficacy and gender in the Flipped Classroom Model. *Education and Information Technologies*, 25(2), 4041-4055. <https://doi.org/10.1007/s10639-020-10167-7>.
- Namaziandost, E., Hashemifardnia, A., & Shafiee, S. (2019). The impact of opinion-gap, reasoning-gap, and information-gap tasks on EFL learners' speaking fluency. *Cogent Social Sciences*, 5(1), 1-16. <https://doi.org/10.1080/23311886.2019.1630150>.
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts & Humanities*, 7(1), 1-13. DOI: 10.1080/23311983.2020.1780811.
- Namaziandost, E., Neisi, L., Kheryadi, & Nasri, M. (2019). Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English learning motivation in focus. *Cogent Education*, 6(1), 1-15. <https://doi.org/10.1080/2331186X.2019.1683933>.
- Namaziandost, E., Shatalebi, V., & Nasri, M. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education*, 5(3), 83-101. <https://doi.org/10.17323/jle.2019.9809>.
- Nunan, D. (1991). *Language teaching and methodology: A text book for teaching*. Prentice Hall International.
- Nunan, D. (1999). *Second language teaching and learning*. Thomson/Heinle.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

- Jermisittiparsert, K.; Menacho-Vargas, I.; Supo-Condori, F.; Diaz, H. H. A., Caverro-Aybar, H. N., Centellas, Y. Y. T. & Ivanova, O. N., (2021). Cooperative strategies and listening comprehension: The cases of Jigsaw and Missing information techniques. *Cypriot Journal of Educational Science*. 16(3), 1257-1268 <https://doi.org/10.18844/cjes.v16i3.5846> .
- Nusrath, A, Dhananjaya, S. P. H, Dyavegowda, N, Arasegowda, R, Ningappa, A, & Begum, R. (2019). Jigsaw classroom: is it an effective method of teaching and learning? student's opinions and experience. *Journal of Clinical and Diagnostic Research*, 13(2), 1-4. DOI: 10.7860/JCDR/2019/39613.12540.
- Pollard, L. (2008). *Guide to teaching English: A book to help you through your first two years in teaching*. Oxford University Press.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford University Press.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed). Longman.
- Rivers, W. (1981). *Teaching foreign -language skills* (pp. 475-483). University of Chicago Press.
- Rooholamin, A., Biria, R., & Haghverdi, H. R. (2016). Effectiveness of proactive intensive FFI in cultivating grammatical knowledge of Iranian EFL learners at different proficiency levels. *English Language Teaching*, 9(3), 197-206.
- Rooholamin, A., Biria, R., & Haghverdi, H. R. (2017). Form-focused instruction and lexical development of Iranian EFL learners. *Modern Journal of Language Teaching Methods*, 6(10), 276-286.
- Rost, M. (1992). *Listening in action*. Perentile Hall.
- Shirzadi, M., Akhgar, F, Rooholamin, A., & Shafiee, S. (2017). A corpus-based contrastive analysis of stance strategies in native and nonnative speakers' English academic writings: introduction and discussion sections in focus. *International Journal of Research in English Education (IJREE)*, 2(4), 30-40.
- Skehan, P. (1998). *A Cognitive approach to language learning*. Oxford University Press.
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT course*. Cambridge University Press.
- Sugiarti, D. (2011). *Using information-gap activities to improve the English-speaking skills of XI KR 4 students at SMK Negeri 3 Yogyakarta in the academic year of 2013/2014*. A Thesis. Yogyakarta: A Thesis. Yogyakarta: English Education Study Program, Faculty of Languages and Arts, Yogyakarta State University.
- Swain, M. (1985). Communicative competence: some roles of comprehensible input and comprehensible output and its development. In S. Gass, C. Maden (Eds.). *Input in Second Language Acquisition*. Newbury House.
- Tewksbury, A. (2008). The effect of jigsaw strategy and think-pair-share strategy on students' speaking ability. *The Journal of Educational Research*, 91(1), 42-48. <http://dx.doi.org/10.1080/00220679709597519>.
- Thornbury, S. (2005). *How to teach speaking*. Person Education Limited.
- Willis, J. (1996). *A framework for task-based learning*. Longman.
- Yi, Z., & LuXi, Z. (2012). Implementing a cooperative learning model in universities. *Educational Studies*, 38(2), 165-173. DOI: 10.1080/03055698.2011.598687.