



## UNIVERSIDAD NACIONAL DE EDUCACIÓN

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Pedagogía de los Idiomas Nacionales y Extranjeros.

### **The Application of the Jigsaw Reading Technique to Improve Students' Comprehension Level in High School**

Trabajo de Integración Curricular previo a la  
obtención del título de Licenciado/a en  
Pedagogía del Idioma Inglés

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*-Franklin Escobar*

## **Resumen**

Este trabajo de investigación tiene como objetivo mejorar las habilidades de comprensión lectora de los estudiantes de primero de bachillerato a través de la aplicación de actividades de lectura de jigsaw. Para los antecedentes locales, nacionales e internacionales se tomó en cuenta autores que hacen mención al uso de esta estrategia en un aula de clase. Además, es una investigación de acción exploratoria, con un enfoque cualitativo. En cuanto, a las técnicas e instrumentos se utilizó: observación no participativa, notas de campo, una lista de verificación de observación, y una entrevista a la docente profesional. Se realizó un plan de clases en donde se aplicó la estrategia de jigsaw para mejorar el nivel de comprensión lectora de los estudiantes en Inglés. A través de la observación no-participativa se pudo identificar el primer problema de los estudiantes, y usando la lista de verificación de observación, se pudo notar los problemas que los estudiantes tenían al momento de leer una lectura en Inglés. Esta estrategia se aplicó tres veces, en la cual al finalizar cada aplicación se consideró las sugerencias de la profesora y también pude notar ciertos aspectos que debía mejorar para la siguiente clase. Finalmente, esta investigación logró cumplir con el objetivo general, específicos, ya que se fundamentó y se diseñó la propuesta con su respectiva validez.

**Palabras clave:** Técnica de Jigsaw, comprensión, lista de verificación de observación, investigación-acción

## **Abstract**

This research work aims to improve the first level of baccalaureate students' reading comprehension skills through the implementation of Jigsaw reading activities. For the local, national and international background, authors who mention the use of this strategy in a classroom were taken into account. Furthermore, it is an exploratory action research, with a qualitative approach. Regarding the techniques and instruments, the following were used: non-participatory observation, field notes, an observation checklist, and an interview with the teacher. A lesson plan was made where the jigsaw strategy was applied to improve the level of reading comprehension of students in English. Through non-participatory observation, the students' first problem could be identified, and using the observation checklist, it was possible to notice the problems that the students had when reading in English. This strategy was applied three times, in which at the end of each application the teacher's suggestions were considered and I was also able to notice certain aspects that I should improve for the next class. Finally, this research managed to meet the general and specific objectives, since the proposal was founded and designed with its respective validity.

**Keywords:** Jigsaw strategy, comprehension, observation checklist, action research.

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## Introduction

### Context

Reading in a second language represents a challenge for students during adolescence due to their lack of interest in reading specific types of texts, the time spent in reading tasks inside and outside school, as well as the appropriateness of the lexical content and its length.

According to Pardo (2021), one of the reasons for this lack of motivation in Ecuador is the imposition of mandatory texts by the Ministry of Education. From a learner centered approach to language education, reading should be implemented in a classroom considering students' needs and preferences. This means that a teacher should consider students' age, English level, prior knowledge, as well as the length and level of the text, among many other aspects.

Borges (1979) states that if a text or book does not arouse students' interest in reading it, a way should be found to know what types of text students would like to read. This refers to the fact that the hunger for reading is based on the pleasure of understanding it.

In the public-school classrooms in Ecuador, the opportunities to develop the reading comprehension skills have been affected due to the reduction of English class hours per week. According to the 2016 National Curriculum administered by the Ministry of Education of Ecuador, the workload for the 1<sup>st</sup> year of baccalaureate is five hours per week; and with that workload, students should reach an A2.2 level (Ministry of Education, 2016). However, based on the Ministry of Education reforms, currently, the workload has been reduced from five to three hours of English weekly. Each class period is forty-five (45) minutes long. This time reduction risks the proper development of the language skills during the English lessons. This means that students have less time to practice and develop their reading skills.

In addition, it is important to mention that in the context where I conducted this research, a public school located in Guapan town in the Province of Cañar; the readings were taken from the English module proposed by the Ecuadorian Ministry of Education. These readings were long, which made the given time of class insufficient. In fact, while conducting the classroom observation, I could see the multiple challenges of comprehension that the 19 students in 1<sup>st</sup> level of Unified General Baccalaureate (BGU) had with these texts.



## **Problem statement**

During the present research, I observed and analyzed the level of students' reading comprehension, as well as the teacher's resources and strategies for its development to diagnose the current situation and the possible causes. For this purpose, I used an observation checklist to identify the problems with reading comprehension at the A2.1 level. Also, I constructed and applied a Pre-test with reading comprehension questions to identify which specific sub-skills (comprehension, skimming, scanning, decoding) represented challenges for the participants.

As listed by Elfiondri et al. (2020) the poor development of reading comprehension skills is due to a variety of reasons, such as: inadequate vocabulary size, slow reading, lack of strategy, low background knowledge of the topics, and poor grammar knowledge. Similarly, as I conducted the diagnostic of the reading comprehension skills, I identified that the main issue that students had was a low vocabulary knowledge related to the topics in the readings. This was noticed when they translated word by word. For instance, when they did not understand a word, they took too long trying to find out its meaning and therefore lost track in comprehending the ideas holistically. According to Zorfass (2023), "When a student is trying to decipher the meaning of a new word, it is often useful to look at what comes before and after that word".

According to Kaye (2016), translation does not help learners develop their communication skills. It encourages learners to use L1, often for long periods of class time. During the observation stage, I identified that the teacher helped students to translate the readings instead of letting them find out the meaning of those words in a dictionary or presenting at the beginning of the class some vocabulary words that perhaps students would not know. In that way, the students got used to the teacher always translating the text from English to Spanish for them. For this reason, even if students translate a text from English to Spanish, they will be able to understand the message but not in the target language.

As Elfiondri et al. (2020) mentioned, I also found another problem related to the difficulty that students had distinguishing significant information from minor details. According to Shelton (2021), a student can identify the main idea of a text thinking about what the text is mostly about. The teacher helped them translate the text and decode the essence of the reading.

Thus, students did not have an interest in finding the main information from the text, they waited for the teacher to help them translate the reading.

Unlu (2017) states that resources, content, and tasks used by teachers should be presented considering students' interests, English level, and needs. Therefore, the lack of understanding of the reading was probably because the teacher did not consider the three aspects already mentioned. The teacher just followed the book, with its content, resources, and activities that made a mechanical class.

### **Importance of the study**

Reading is a fundamental receptive skill to comprehend and interpret written texts in English. A strong competence in reading English texts provides learners with great access to current and relevant information because it enables students to acquire new information, knowledge, and increase their lexical knowledge.

According to Nwea (2023), language comprehension is the capacity to comprehend the main ideas from a reading, which is essential for language and literacy development. Mastering reading comprehension allows students to successfully communicate their ideas, and thoughts, which promotes critical-cognitive thinking and communication. Students can report what they have understood by explaining essential information to others. This is why this research focuses on a cooperative and communicative learning technique, named Jigsaw reading, which is aligned with the methodological recommendations from the Ecuadorian EFL curriculum for teenagers at the Baccalaureate level.

Using the jigsaw reading technique, students can develop sub-skills such as identifying the main ideas, details, and clues to comprehend the message of a text in English. Now, to begin reading, students should be conscious that each one has a role, that is to read an assigned part of a text, which is different from the others, and then share what they have understood. Additionally, incorporating this technique in class instruction would motivate them to collaborate and work as a team, and most importantly to exchange ideas and benefit from one another. As a

result, researching this topic in the Ecuadorian context with teenagers is a crucial contribution to the EFL field by finding answers to the following questions.

### **Research questions**

To what extent does the application of the Jigsaw reading technique improve reading comprehension of 1st level of baccalaureate students in a rural public school in Ecuador?

### **Sub-questions**

What are the main problems that 1st level of baccalaureate students in a rural public school have related to reading comprehension?

How to develop the reading comprehension skills of first baccalaureate students using the Jigsaw reading technique?

### **General Objective**

To improve first-year baccalaureate students' English reading comprehension skills through the implementation of the Jigsaw reading technique.

### **Specific Objectives**

1. To identify the main problems related to the reading comprehension skill of first-level baccalaureate students to create the action plan based on the Jigsaw reading technique.
2. To implement the Jigsaw reading technique to enhance students' reading comprehension through worksheets worked in class.
3. To evaluate the development of reading comprehension skills of first-year baccalaureate students, through the analysis of worksheets and observation checklists.

## **Literature review**

### **Previous studies**

This section provides an overview of previous studies on this particular topic. These studies will help understand and contextualize this research. Through the literature review, different theories, backgrounds, strategies, approaches, and methodologies will be considered and analyzed to carry out this research. The previous studies listed below have allowed me to build a theoretical framework for the present topic of investigation.

In 2022, Majda Rashed of the Faculty of Education at Zawia University Libya, conducted a study using the Jigsaw technique to assess her students' achievement in reading comprehension skills. The main goal was to improve the students' understanding of reading comprehension skills by implementing the jigsaw techniques in teaching reading comprehension. The methodology used during this research was experimental with a qualitative approach, consisting of a pre-test and a post-test to measure the participants' comprehension ability and to find out their achievement before and after applying the treatment. At the end of this investigation, she found that using a jigsaw technique makes reading comprehension effective and efficient. Rashed (2022) suggests that applying cooperative activities using jigsaw activities helps students to understand a text through the interaction among them. By applying the Jigsaw technique in a class, students can work better, understanding specific ideas from the readings so then they can share those ideas with their classmates. Rashed (2022) concluded that the experimental class got a higher score than the control class. It helped students to develop their learning since students could find the main ideas, comprehend the text, and interact among them, sharing what they had understood about the text.

Similarly, Nurbianta conducted a study in 2018 on the effectiveness of the jigsaw method in improving students' reading comprehension. The main goal of this study was to determine how effective the use of the jigsaw technique was in improving reading comprehension. The research method used in this research was a pre-experimental design with a pretest-posttest evaluation with one group of 30 students. This research found that most students agreed and

enjoyed the use of the jigsaw technique and also felt motivated to work better, and in that way improved their skills. Nurbianta (2018) concluded that “students who learn a reading in a group through the jigsaw technique will highly boost their learning motivation because students can share and negotiate to build the way of thinking, by having developed their reading comprehension abilities” (p.84). Each participant was responsible for reading and comprehending a part of the entire reading to then report to all classmates. In that way, students could share their ideas of the text.

Additionally, a study from 2023 called the application of jigsaw tasks by using scrambled sentences in teaching reading descriptive text, by Septarini and Nurul enriched my understanding about the topic. Their goal was to implement Jigsaw tasks by using scrambled sentences in teaching reading descriptive text and its strengths and weaknesses. Their methodology was descriptive qualitative research, where the study groups were 30 students. This study demonstrated that applied jigsaw tasks with scrambled sentences, motivate students to understand the main idea of the texts and focus on the material given. Septarini & Nurul (2023) concluded that students can acquire new vocabulary words using the jigsaw technique with scrambled sentences. By applying jigsaw tasks, students can interact and help each other if they have doubts about any part of the reading they cannot understand. Moreover, understanding most of the vocabulary words of a text will help students to comprehend better the main ideas of the text.

Finally, I analyzed a study carried out in 2021 by Tarigan, et al, called The Effect of Jigsaw Technique on students’ Reading Comprehension at SMK Swasta Yapim Medam, which main goal was to find out the effect of applying the Jigsaw technique on the students’ reading comprehension at X grade at SMK Swasta Yapim Medan. The methodology used was experimental with quantitative design, where the researcher analyzed the students’ ability in reading comprehension through the application of readings. This study analyzed 12 classes with 360 students, with 35-45 students in each class. For this study, the researchers chose a sample since there were too many classes, so they chose two classes at random. Tarigan, et al. (2021), concluded that reading comprehension had a more significant impact using jigsaw than a

traditional approach. It means that the jigsaw technique helps learners to improve their reading comprehension skills. In this case, the authors applied a pre-test and a post-test where they could compare how this technique worked. Also, Tarigan, et al. (2021) suggested that the jigsaw technique can be applied constantly because it has good results, and students develop and improve their comprehension skills. Additionally, students can develop themselves to give an opinion, how to discuss, and how to interpret a reading.

Some gaps that need to be addressed have been found when considering these earlier studies about this research topic, allowing me to add fresh knowledge to this study. For instance, previous studies have mainly used experimental, descriptive, or quantitative methodologies involving experimental class groups, which led to the decision to conduct this research through exploratory action research.

This research is based on the analysis of lessons with the jigsaw reading technique employed in an EFL classroom in Ecuador, which differs from the contexts of other studies.

### **Theoretical framework**

This section provides a framework for understanding reading comprehension from the sociocultural perspective for language learning and the comprehension-based approach. After these foundations, reading comprehension is defined through its importance, benefits, stages, and influence on teenagers' language development in an EFL setting. It emphasizes the importance of cooperative language learning through the jigsaw reading technique, as the basis of improving reading comprehension skills.

## **2. Language learning theory: A socio-cultural perspective**

This study sees language development as a result of social interaction. Under this perspective, language skills, such as listening, speaking, reading, and writing, are developed through social support (Vygotsky, 1987). In this sense, L2 learners interact with others within

their Zone of Proximal Development (ZPD), in which the L2 learners receive support from each other to advance to a higher level (Lightbown & Spada, 2006).

Meena (2020) says that cooperative learning encourages interaction among all of the students in a classroom (p. 145). It helps students to improve their knowledge because as they interact and practice together, they can share ideas and doubts about something. By using cooperative learning, teachers can be sure that students are supporting and helping each other. According to Johnson (2014), the students' learning and skills development will depend on the effort and responsibility of each one of the students.

### **2.1. Comprehension-based approach.**

The study was conducted based on the comprehension-based approach to language learning. According to this, foreign language learning takes place when L2 learners receive and understand meaningful input, similar to the process of first language acquisition. Among the language learning principles that characterize this approach, listening and reading comprehension is developed before productive language skills, such as speaking and writing. For instance, L2 learners are exposed to oral and written meaningful input in the initial stages of language development, to which they react through non-verbal communication, for example, using body language (Richards & Rodgers, 2014). Therefore, the curriculum is organized to introduce meaningful and comprehensible input that allows L2 learners to advance step by step based on their developmental language stages.

Nation (2013) states that the selection of the language input should consider students' proficiency level, age, and the purpose that these students have for learning the target language. The language input needs to cover appealing and familiar topics for the students, topics that they would be willing to understand through enough scaffolding.

### **2.2. Importance of reading and how to teach it to teenagers**

According to Silalahi (2019), reading is critical to develop autonomous learning, which causes students to have broader knowledge about a variety of topics. Through reading, a learner

can enrich their knowledge, learn new vocabulary, recall information, improve concentration, improve writing, and gain fluency about different topics. Dahlia (2018) mentions that the reading skill is essential, not only for educational purposes but also for daily life activities. Having a wide range of vocabulary will help learners succeed, which means that the more we practice the skill of reading, the more vocabulary we will gain. As a result, learners succeed in their studies by improving their comprehension and analytical abilities.

Haedar (2019) mentions that most students, especially during their teenage years, have low skills in reading, especially reading comprehension. For them, reading English text is a complex and tedious activity. It makes them less motivated to learn English, especially reading. For this reason, a teacher should carefully choose the English texts that they are going to read, considering the students' English level and interests. Therefore, dynamic resources should be used to make it appealing in the English reading class. Lauría de Gentile and Leiguarda de Orué (2012) recommend motivating teenage learners by attending to their needs for social interaction, movement, identity construction, and consolidation. In this sense, reading comprehension is better developed within a stress-free environment of collegial support. In the following parts of this theoretical framework, reading comprehension will be defined with a set of steps to guide the implementation of the proposal through the Jigsaw reading technique.

### **2.3. Reading comprehension**

Reading comprehension is the capacity to read and comprehend a text, looking at its main ideas and meaning. According to Nowak (2022), reading comprehension involves critical thinking and deductive reasoning. It allows an entire piece of reading to make sense. Students have to read, understand, and interact with the text to find the main ideas and specific information. Additionally, comprehension means that a reader will not report what they understood with the exact words of the text but the reader will report specific information and their main ideas.

Zimmerman (2003) states that reading comprehension is based on two skills, the first is the reading of the words that are used to decode the symbols on a page, and the second skill is the understanding and meaning of language (understanding sentences). With these



interconnected abilities, students are able to skim (to read quickly) and scan (read in-depth) the text to know the idea of the paragraph. It increases the possibility of knowing the meaning of the new words by the context clues and, at the same time, comprehending the text better.

### **2.3.1. Reading comprehension stages**

To support students' reading comprehension in English, there are 3 commonly used stages for organizing the lessons: Pre-reading, while reading, and post-reading.

#### **Pre-reading**

According to Campos (2023), pre-reading helps students to guess or assume what the reading will be about. Moreover, the teacher can activate the students' prior knowledge, making them remember some vocabulary words that they already know.

Beck et al. (2008) state that before conducting the reading, a teacher can facilitate the reading by giving students the vocabulary that will be used during the task. This practice will help students to comprehend the reading quickly. The teacher can present vocabulary words and write those words on the board using visual aids such as pictures or vocabulary glossaries and lists to scaffold the process.

#### **While reading**

In the words of Lynch (2021), at this stage, a learner concentrates on the content to understand it better. Students try to identify the main ideas and specific information in the reading. Moreover, students check the predictions that were made at the pre-reading stage.

#### **Post-reading**

Campos (2023), the post-reading activity is done after the students have finished reading. Learners can show their reading comprehension in different ways. They can answer questions or fill out worksheets to notice if they understood the main or specific points of the reading.

To develop reading comprehension, there are multiple techniques in the literature. For this study and following the socio-cultural language learning theory, the Jigsaw reading technique has been selected.

## **2.4 Sub-skills in reading comprehension**

According to Barowski (2023), reading comprehension is understanding the main ideas from a text, and the reader will be able to explain the essence of the reading.

In the words of Williamson (2021), skimming enables the reader to read quickly a text, trying to find specific information. Scanning enables the reader to read the text more in-depth.

By Calderwood (2023), decoding is the process of deciphering a written text. To do this, you first need to recognize the letters, associate them with the sounds, and combine them to pronounce the complete word.

## **2.5. Reading comprehension: Types of inquiries to measure its sub-skills**

According to Elfiondri et al. (2020), International standardized tests such as the TOEFL IBT evaluate the reading comprehension subskills with the following types of questions:

1) **Main Idea Questions:** The main idea is the most important element that states the author's intention. The questions elicit the "topic", "title", "primary idea", or "main idea" in the text.

2) **Stated Details:** The examinees are prompted to find a specific piece of information in the text.

3) **Unstated Detail Questions:** The examinees have to find information that is not explicit in the passage.

4) **Pronoun Referent Questions:** The examinees have to find the designated pronoun of a specific noun, which can be before or after in the text or even be in a different sentence.

5) **Inference Questions:** in this type of question, the examinees have to deduce information from a passage with words such as "inferred", "implied", "likely", or "probably". This question requires sharp reading skills, previous knowledge, and good memorization skills.

**6) Vocabulary Questions:** these questions require careful examination of the main ideas surrounding the word and trying every option to replace it until the best possible word substitution is found.

## **2.6. Jigsaw reading technique**

Jigsaw reading is a cooperative technique that enhances comprehension skills through the sum of the individual efforts of each team member (Yuhananik, 2018). Each person is in charge of analyzing the assigned part or section of a long text and then shares the information with the other team members. Cooperative learning occurs within the process and as a result of the analysis made by the group. It helps students to build comprehension, work cooperatively, and enhance the practice of listening, interaction, communication, speaking, and problem-solving skills. It is a type of cooperative interdependence since meaning is built on the work of each member. There are two types of social interdependence. First, the positive aspect occurs when the actions of each participant promote the achievements of the established goals, and the negative occurs when the actions obstruct those achievements.

Acosta et al. (2019) say that, when you apply the Jigsaw technique to a class, you must consider that the student's level of English may cause the technique to undergo slight changes. All these characteristics should be analyzed and adapted to students' needs before conducting the technique. Furthermore, an essential factor that the author recommends is to carry out the implementation of the technique in 55 to 60 min. In this sense, the implementation of the class will be done considering the 45 minutes in the public school practicum.

According to Haedar (2019), when the jigsaw reading technique is used, it is necessary to pre-teach key vocabulary before assigning each part of the reading to students, as well as using guided questions to help them stay focused on their task.

Meng (2010) mentions that during the application of Jig-saw reading, each student is in charge of doing a specific task. Each one is assigned a number, and with that number, students will join a home group. Then, students should find and read the assigned part of the reading. After students have read the same part of the reading, they will have to join an expert group to

discuss and share what they have understood about the reading. At this stage, students should master the content of what they have read. Next, they have to return to their home group (the original group). Finally, student by student has to share ideas and knowledge about each piece of reading that was assigned so they have a full idea of the entire reading.

## **Methodology**

### **Research method**

To respond to the guiding question of this research: *To what extent does the application of the Jigsaw reading technique improve reading comprehension of 1st level of baccalaureate students in a rural public school in Ecuador?* the Exploratory Action Research (EAR) method was used. EAR promotes continuous reflection from practicing teachers to explore the different situations within the classroom and improve practice based on the findings during the exploration. Smith & Rebolledo (2018) define EAR as a set of stages that include exploration, understanding the problem, and providing a solution during the practice as teachers. Teachers can use exploratory action research in a class to solve learning problems. In this research, first, I created an exploration plan, then I explored, analyzed, and reflected on the problems in the lesson related to low comprehension reading skills.

### **Type of Research**

This study has a qualitative approach. According to Efrat & Ravid (2013), "the aim of qualitative research in education is to gain insights into how students learn, how teachers teach, how parents get involved in the process, and administrators make sense of their educational experience" (p.40-41). As a researcher, I am interested in learning more about how students construct their knowledge, interpret their experiences, and what significance they place on those experiences.

## **Data collection methods**

The data collection methods used in this research were observation and dialogue. In the first stage of the research, non-participatory observation of the classes and flash interviews with the teacher were employed as a way to diagnose the current situation of students' reading comprehension. Starting from the second stage, the researcher conducted participatory observation due to the fact that he became the teacher from then on. According to Griffiths (2008), the non-participating observer does not interact with the phenomenon directly. The researcher just takes notes to capture and observe the problem, without altering conditions.

On the other hand, through participant observation, the researcher is involved in the social setting or group considering its behaviors, interactions, and practices (Tegan, 2023). This was a valuable type of observation for this study because it allowed me to understand the experiences of my students as they developed their reading comprehension skills. The units of analysis were the weekly worksheets that students completed to show their understanding about the given texts.

## **Data collection tools**

**Observation checklists** were used to obtain more precise data about participants' behaviors during the participant and non-participant observations. According to Joseph (2019), "A checklist is a way of recording particular characteristics of a phenomenon providing a simple 'yes or no' judgment." Using the checklist helped me to focus on specific behaviors related to the reading comprehension skills at A2.1. English level (MINEDUC, 2016). I checked how students were working and how they reacted to the weekly implementations using the Curriculum objective: *O.EFL 4.1 Identify the main ideas of written texts in order to produce a level-appropriate critical analysis of familiar subjects and contexts;* with the following performance criteria:

- *EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.*
- *EFL 4.3.2 Make use of clues such as titles to identify and understand relevant information in written level-appropriate text types.*

- *EFL 4.3.3 Find the most essential information in print or online sources to support an idea or argument.*
- *EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.*

**Flash interviews** with the teacher were conducted to know her perspective on students' reading comprehension throughout the research process. According to Tegan & Mercus (2022), in the flash interviews, the researcher seeks spontaneous input based on guiding questions. Flash interviews are flexible because the interview proceeds without rigid planning, but follows the flow of the participants' ideas about a general theme. In this case, the teacher was asked some questions related to students' reading comprehension preferences and needs and how the lessons attended them. Her ideas were fundamental for the changes I made to improve the comprehension skills of my students.

### **Participants and context**

This research was carried out with 19 students from the first level of baccalaureate in a rural school in the Cañar province. The research lasted for eight weeks, from October to December 2023. During these weeks, I observed and collected data on the students' behavior related to reading comprehension. After making a data analysis, I decided to use the cooperative strategy with a technique called Jigsaw reading to improve the students' reading skills. For this, I decided to conduct four different lessons, with different types of texts and levels of difficulty. After each class, I had flash interviews with the professional tutor about what was good, bad, and what I should improve for the next class.

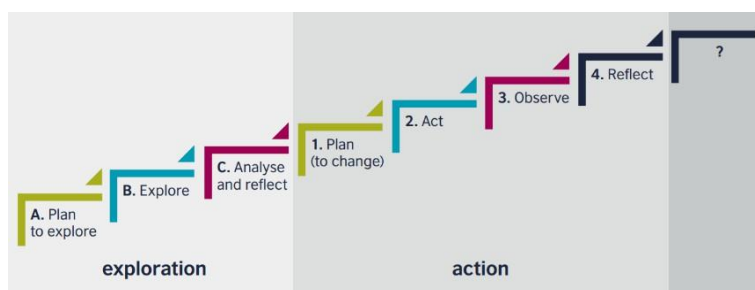
To measure the effectiveness of the technique in enhancing reading comprehension, I analyzed individual work in weekly worksheets.

### **Research stages**

This research is an Exploratory action research process. It was divided into two stages, exploration and action. Seven steps were followed to establish the exploratory action research. According to Smith & Rebolledo (2018), "Exploratory action research is a way to explore,

understand and improve our practice as teachers. We will first discuss the value of ‘exploring’ and later we will move on to show how this can contribute to appropriate forms of ‘acting’ for change” (p.20). It follows the next procedure:

### **Image 1: Steps of Exploratory Action Research**



*Note. Steps of Exploratory Action Research [Image], by Smit and Rebolledo, 2018, A Handbook for Exploratory Action Research.*

### **Exploration stage**

During this stage, data is obtained through non-participatory observation because intervention is not required. In this spot, the main problem should be understood to then know how to act.

### **Plan to explore**

The problem identified was the low level of reading comprehension skills. Using the words of Smith and Rebolledo (2018), in the plan to explore you have to decide the main problem to focus on. Also, you have to establish your goals, research questions, methodology, and the participants. Moreover, different types of tools should be chosen, in this case, observation checklists, and flash interviews. To guarantee the effectiveness of this study, an intervention proposal was developed with activities during this exploration stage.

## **Explore**

Villegas (2023), mentions that, for a better analysis of the phenomenon, the researcher has to collect and review enough significant data for the research. At this time, I aimed to obtain enough data on the problem by using non-participant observation through an observation checklist to identify the fundamental components of the problem. I observed students struggling at the time to report in English what they have understood of a reading. The students most of the time tried to translate word by word in Spanish to comprehend the text, and the huge problem here was that the teacher facilitated its translation.

## **Analyze and reflect**

As regards Vaccarino (2007), in this stage, the challenges are identified and for that reason, it is necessary to create an action plan to solve this. For this, it was necessary to consider and analyze the previous data obtained to find some informational patterns concerning possible root causes of the overall issue.

## **Action stage**

At this stage, there exist possible solutions to be implemented to solve the problem identified in the exploration stage. At this stage, planning is a fundamental tool to fulfill the proposed objective, which is to solve the problem.

## **Plan to change**

Regarding Breukelen (2010), at this stage, you decide the changes to make and also plan how to collect data to analyze the results. Through it, strategies for implementation should be planned to solve the issue identified in the first stage. For this, planning was carried out using the jigsaw technique, and the following components were considered:

1. Stated Objectives: In this step, I defined the precise objectives for improving reading comprehension skills that I expected to accomplish by implementing the jigsaw technique.



2. Specific activities: I researched information on how the jigsaw technique is developed in a classroom. For this, I considered the readings' English level, and also how to assess if the technique worked.
3. Resources: At this stage, I knew the resources that would be used during the interventions.
4. Chronogram: I create a schedule to carry out all the planned activities
5. Follow-up: Up to this point, a monitoring of the impact of the implementations was created to observe and evaluate whether the established objectives were achieved.

The plan was to conduct the jigsaw reading technique and that way students could comprehend a part of the entire reading to then report to their classmates. In this class, students worked in groups, between 4 to 5 students per group. Each student reported what they understood of the text to their group. After the class, I had a flash interview with the professional tutor for feedback to improve for the next implementation.

### **Act**

In this stage, the implementation of the action plan was carried out. According to Aransiola (2022), in this step you apply your planned proposal to the class, considering the technique that will be conducted to solve the problem. Likewise, the data obtained on this intervention helped me to notice if I was on the right track.

During this step, the jigsaw reading technique was used to conduct the lessons. First, the lessons covered warm-ups, activities to activate their previous knowledge, and also, participants did skimming (read quickly) before reading. All these activities were done at the beginning of the class because learners could struggle during the reading because they did not know some vocabulary words. For this, I used concept checking questions for clarification of meaning. Also, I introduced some vocabulary words with flashcards and promoted the use of a dictionary independently without relying on the teacher's translations.

Once the students had learned and understood new vocabulary words, they could continue with the reading. Each student was assigned to read a part of the entire reading to then report to the group. Finally, to check their reading comprehension, a worksheet was applied to

check that. After the lesson ended, I analyzed the data, graded the worksheets, and noticed if the jigsaw technique enhanced the students' reading comprehension. I could notice how students comprehended the texts and how they reported to the others. Additionally, students read and worked better by interacting with each other.

### **Observe**

According to Kemmis et. al (2004), you observe and collect as much data as you can while you are documenting the effects of action. During this stage, I used observation checklists. In this step, I focused on gathering as much data as possible to then reflect on it. Moreover, I assessed the role of the jigsaw technique in helping students' reading comprehension.

### **Reflect**

This was the last step of exploratory action research. At this point, I analyzed and reflected on all the data collected through the instruments, and observation checklist. Additionally, I interviewed the teacher to know her perspective on applying the jigsaw technique in the lessons. This step facilitated my reflection on the interventions' results, to know if the technique was reliable to fulfill the objectives.

Designing the teaching proposal

**Title:** Improving reading comprehension through the jigsaw technique

**Author:** Franklin Escobar

**Objective:** To improve high school students' reading comprehension skills through the Jigsaw reading technique

### **Introduction**

In the field of education, the jigsaw technique can be beneficial for teaching–learning process in improving reading skills. According to Garduño (2013), Reading comprehension is one of the linguistic skills that allows us to interpret written discourse. To do this, a person must

involve their attitude, experience, and prior knowledge. Based on it, to better comprehend a reading, it is important to create new connections between reading and imagination.

According to the Bell Foundation (2023), the jigsaw technique encourages students to practice reading, listening, and speaking skills. Therefore, the jigsaw technique encourages students to work in groups, assigning each student an essential part to play in the academic activity. Each student will have to report to their classmates what they have understood of the reading. In that way, working in groups using the jigsaw technique will help students build their knowledge and comprehend the essence of the reading.

The readings must be appropriate for the student's age, level, and needs, otherwise, their interest will decrease even more. It is necessary to analyze their likes and preferences to know what types of readings they like. Therefore, in the following implementations, different types of readings will be used, some with images and others without, to know students' progress and evolution with each type of reading.

The implementations will be carried out over eight weeks with 19 students. Those learners will have a new experience to improve their comprehension level by working in two different groups. Finally, at the end of each lesson, students had to complete a worksheet to know if the technique worked well.

<b>Class 1: The Pet Store</b>	
<p><b>Objective</b></p> <p>To analyze and interpret the students' level of comprehension using short texts with the use of pictures.</p> <p><b>Abilities:</b></p> <ul style="list-style-type: none"> <li>● EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.</li> <li>● EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</li> </ul>	<p><b>Material</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Pencil</li> <li>- Eraser</li> <li>- Dictionary</li> </ul>
<p><b>Procedure</b></p> <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students to act like animals in front of the class. Each animal acted by the student is included in the reading (dog, cat, rabbit, guinea pig, mouse, parrot, fish, turtles, snakes, spiders, scorpions).</li> <li>- The rest of the class has to guess what animal his/her classmate is acting like.</li> </ul> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to skim the reading.</li> <li>- Students have to circle some unknown vocabulary words to then find their meaning using an English dictionary.</li> </ul> <p><b>While- reading</b></p>	

- The teacher will paste on the wall different parts of the reading. Then, the teacher will divide the class into groups. First, in home groups then in expert groups. Finally, the teacher will assign each expert group a part of a reading.
- Students have to make groups and listen carefully to the instructions. Then, they have to read and take notes about the reading. When they finish the reading, they have to share all that they understand about the reading first in their expert group. When they are experts on the reading part, they will return to their home group and each one of them will share their part of the reading.

### **Post-reading**

- Teacher will give students a worksheet about the reading, and students have to complete the comprehension questions.

### **The pet store reading**

### **Warm-up**

**Animals:** dog, cat, rabbit, guinea pig, mouse, parrot, fish, turtles, snakes, spiders, scorpions.

- Do you have pets?
- What's its name?
- Are you afraid of any animal? Why?

### **Reading**

#### **The pet store**

George is at the pet store, looking at what kind of pet he might want to get for his birthday. George asked if he could have a horse, but his parents said no because horses are too big.

First, he sees dogs and cats. Baby dogs are called puppies. Baby cats are called kittens. George likes them because they are easy to take care of and can play a lot, but they will get bigger. George wants a small pet.

Then George sees animals that have to live in a cage. He sees rabbits, guinea pigs, and mice. Mice are what you call more than one mouse. He likes these animals because they

are small. Birds live in cages too. George sees a parrot and a canary. He likes them all, but he doesn't want to clean the cage.

George sees the animals in tanks. The tanks full of water have fish and turtles in them. He thinks about a fish but decides he likes the turtles more. There are also tanks with rocks and sand that have snakes, spiders, and scorpions, but George is afraid of them. George likes the turtles best, but they won't fit in the little fishbowls. Turtles need bigger tanks, so they can swim sometimes and hide sometimes.

George decides he wants to get a turtle for his birthday. He buys a book on how to take care of a turtle and a list of what types of turtles the store has

**1) Draw what you understand about the reading, and write 2 or 3 sentences to describe your drawing.**

**2) What kind of pet did George want, but his parents said no because they were too big?**

- a) A Puppy
- b) A Kitten
- c) A Horse
- d) A Rabbit

**3) What kind of pet does NOT live in a cage?**

- a) Rabbits
- b) Guinea pigs
- c) Mice/Mouse
- d) Goldfish

**4) Which kind of pet did NOT scare George?**

a) The Scorpions

b) The Canaries

c) The Spiders

d) The Snakes

**5) What kind of pet did George decide he wanted to get for his birthday?**

a) Turtle

b) Parrot

c) Goldfish

d) Mouse

<b>Class 2: Black Friday</b>	
<p><b>Objective</b></p> <p>To identify the meaning of expressions used in the reading.</p> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>● EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.</li> <li>● EFL 4.3.2 Make use of clues such as titles to identify and understand relevant information in written level-appropriate text types.</li> </ul>	<p><b>Material</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Pencil</li> <li>- Eraser</li> <li>- Dictionary</li> <li>- Popsicles</li> </ul>
<p><b>Procedure</b></p> <p><b>Warm-up</b></p> <p>Teacher asks students some questions related to the reading topic. Students have to share what they know about that holiday.</p> <p><b>Pre-reading</b></p> <p>Teacher shows some flashcards to introduce the reading with some new vocabulary words and students have to copy that in their notebooks.</p> <p>-Students have to make assumptions about what the reading is about.</p> <p><b>While-reading</b></p> <p>Teacher will paste on the wall different parts of the reading. Then, the teacher will divide the class into groups taking into account the popsicle color with the piece of reading color. First, in home groups then in expert groups. Each expert group will have a part of a reading.</p>	



Students have to make the groups and listen carefully to the instructions. After that, they have to read and take notes about the reading. When they finish the reading, they have to share all that they understand about the reading first in their expert group. When they are experts on the reading part of the reading, they will return to their home group and each one of them will share their part of the reading.

### **Post-reading**

-The teacher will give the students a worksheet to be completed.

### **Annexes**

#### **Warm-up**

- Have you heard about Black Friday? What is it?
- What do you think about this day?
- Do you think it is cheaper than normal days?
- Have you bought anything today?
- Where do you go to buy?

#### **Pre-reading**

Thanksgiving: Día de acción de gracias

Sleepyhead: dormilón

Business: negocio

Queue: cola/fila

Cheaper: más barato

Nursing homes: asilos de ancianos

#### **Reading**

Each highlighted word in the reading is the vocabulary word given before reading.

#### **Black Friday**

The day after **Thanksgiving** has become America's biggest shopping day. Closed all day on Thursday, shopping centers all across the nation open early on Friday. Some of them open at 12:01 on Friday morning, while others open at 4 a.m. Some "**sleepyhead**" shopping

centers, like Target this year, don't open their doors on Friday until 6 a.m. From Friday to the day before Christmas, this is the season when **businesses** make nearly 25 percent of what they earn in a year. This season puts many businesses "in the black", that is, they make the money they need for the year.

Reporters from local TV stations interview people who sleep in tents in front of the shops a day or two before the doors open on Friday. These people patiently wait in **queue** to get products that are 50 percent **cheaper** or more.

"Oh, we have fun," said one of the people in the queue. "We sometimes bring games to play, we watch TV and order lots of pizza, and we often meet interesting people. And, most important of all, we save a lot!" The problem, of course, is that only a very small number of products have big reductions in their prices. Apart from a few big discounts, each shop has other things that are reduced from 10 to 50 percent, saving shoppers from \$10 to \$400 per item, and so Americans want to go shopping.

Not all Americans enjoy shopping. Reverend William Graham wants to change Black Friday's name. "We want to call it *Remember Jesus Friday*. People should start the season with the right attitude. Christmas has become a Season of Shopping. We want to make it a Season of Giving. And we don't mean giving material things. We mean giving your back, your mind, and your hands. Help an old lady clean up her house. Teach a kid how to read. Visit sick people in the hospital or in **nursing homes**. Give food to the Red Cross. Celebrate Christmas by remembering Jesus and forgetting Santa Claus."

**Black Friday (Each paragraph color belongs to the same popsicle color)**

The day after **Thanksgiving** has become America's biggest shopping day. Closed all day on Thursday, shopping centers all across the nation open early on Friday. Some of them open at 12:01 on Friday morning, while others open at 4 a.m. Some "**sleepyhead**" shopping centers, like Target this year, don't open their doors on Friday until 6 a.m. From Friday to the

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### Worksheet

Name: \_\_\_\_\_

**1. According to the text, the expression “sleepyhead” refers to shops that ...**

- a) open later than others
- b) open early in the morning
- c) don’t open until late in the morning

**2. On these days some businesses make ... for the rest of the year.**

- a) half the money
- b) enough money
- c) nearly all the sales

**3. Which of these sentences is TRUE?**

- a) Most products are reduced nearly half price
- b) In general, most discounts in prices are quite big
- c) Just a few selected products have large discounts

**4. Reverend William Graham thinks shopping so much at this time of the year ...**

- a) is not right
- b) is the right attitude
- c) needs a new name

**5. According to the text, Black Friday is ...**

- a) the Friday before Christmas
- b) the beginning of a shopping period
- c) an important holiday in The United States

<b>Class 3: The Halloween party</b>	
<p><b>Objective</b></p> <p>To implement a short text using flashcards to enhance students' attention.</p> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>● EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.</li> <li>● EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</li> </ul>	<p><b>Material</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Pencil</li> <li>- Dictionary</li> <li>- Popsicles</li> <li>- Flashcard</li> </ul>
<p><b>Procedure</b></p> <p><b>Warm-up</b></p> <p>Teacher will ask students what they know about Halloween, likes, and dislikes.</p> <p><b>Pre-reading</b></p> <p>Teacher will show students some flashcards with vocabulary words that they probably don't know.</p> <p>Students have to take notes of some vocabulary words that would be used during the reading.</p> <p><b>While-reading</b></p> <ul style="list-style-type: none"> <li>-Teacher will paste on the wall different parts of the reading and assign each expert group a part of a reading.</li> <li>-Students have to make groups and listen carefully to the instructions. They have to read and take notes about the reading. When they finish the reading, they have to share all that</li> </ul>	

they understand about the reading first in their expert group. When they are experts on the reading part of the reading, they will return to their home group and each one of them will share their part of the reading.

### **Post-reading**

Teacher will give students a worksheet. Students have to choose the correct summary and ask some questions. Finally, they have to create another end to the history.

### **Reading and worksheet**

#### **Warm-up**

- What comes to mind when observing these pictures?
- Do you like Halloween? Why?
- Are you going to dress up this year? Which character?

#### **Pre-reading**

Ghost: fantasma

Haunted house: casa embrujada

Bat: murcielago

Witch: bruja

Frog: rana

Cat: gato

Frankenstein: frankenstein

Spooky: escalofriante

### **The Halloween party**

Abby the witch was very excited to have a Halloween party at her haunted house! First, Abby invited a ghost, a bat, a cat, a frog, and Frankenstein to come to her party on Halloween night.

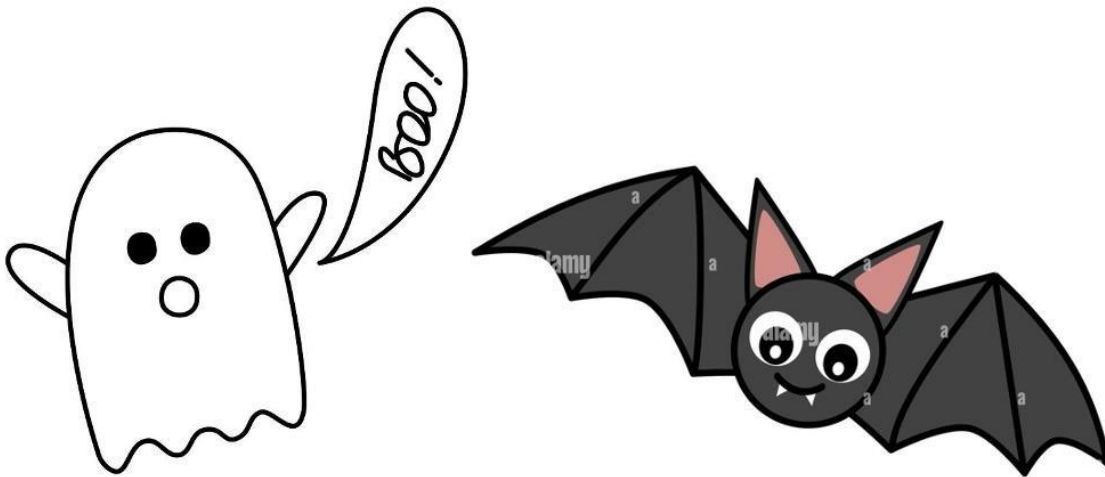
Next, Abby made witch's brew for her guests to drink, yum! Then, she decorated her haunted house and made it look extra spooky.

Next, Abby made witch's brew for her guests to drink, yum! Then, she decorated her haunted house and made it look extra spooky.

Finally, her guests arrived! They all had a spooky Halloween party. It is fun to get together with friends on Halloween!

**The end**

**Flashcards**





### Worksheet

Name: \_\_\_\_\_

**1. According to the reading, choose the correct summary.**

A) Abby was a witch, she wanted to do a spooky party at her house. She invited 5 friends to her party. The decoration and food that Abby made was spooky. Everyone arrived at her house and enjoyed the party.

B) Abby the witch invited first bat, cat, ghost, frog and Frankenstein to a party.  
  
She made a witch's brew for her parents. Her guests arrived and they got fun together.

C) Abby the ghost invited first ghost, bat, cat, frog and Frankenstein to a Halloween party.  
  
She made a witch's brew for her guests. Finally, her guests arrived and they got fun together.



**2. According to the text, the meaning of spooky is (1 pts):**

- a) fun 😊
- b) scary 😱
- c) boring 😞
- d) expensive 💸

**3. According to the text, the meaning of haunted house is (1 pts):**

- It's a place where some spirits live.
- It's a church.
- It's a place where normal people live

**4. Read the list of guests and circle ones that were invited to the party (3 pts):**

- Bat
- Dragon
- frog
- dog
- mouse
- cat

**5. Which character do you like the most?**

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<b>Class 4: Thanksgiving</b>	
<p><b>Objective</b></p> <p>To include holiday topics to engage students' interest.</p> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>● EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.</li> <li>● EFL 4.3.3 Find the most essential information in print or online sources to support an idea or argument.</li> <li>● EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</li> </ul>	<p><b>Material</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Pencil</li> <li>- Dictionary</li> <li>- Popsicles</li> <li>- Flashcard</li> </ul>
<p><b>Procedure</b></p> <p><b>Warm-up</b></p> <p><b>(Hot potatoes)</b></p> <p>Teacher will give a ball to the students and they have to pass each other. Students have to pass the ball and say any vocabulary word they know.</p> <p><b>Pre-reading</b></p> <p>Teacher shows some flashcards with vocabulary words that the students probably don't know.</p> <p>Students have to take notes of some vocabulary words that would be used during the reading.</p> <p><b>While-reading</b></p>	

Teacher will paste on the wall different parts of the reading and assign each expert group a part of a reading.

Students have to make groups and listen carefully to the instructions. They have to read and take notes about the reading. When learners finish the reading, they have to share all that they understand about the reading first in their expert group. When they are experts on the reading part of the reading, they will return to their home group and each one of them will share their part of the reading.

### **Post-reading**

Teacher will give students a worksheet. Students have to complete the worksheet.

### **Reading and worksheet**

#### **Pre-reading**

Arrive: llegar

Taught: enseñó

Grow food: cultivar alimentos

Hunt: cazar

Harvest: cosecha

Mashed potatoes: pure de papas

Sweet potatoes: batatas

Pumpkin pie: pastel de Calabaza

Roast turkey: pavo asado

Parade: desfile

Crazy sales: ventas locas

Christmas: navidad

### **Thanksgiving**

Thanksgiving is celebrated in the USA on the 4th Thursday of November. The tradition comes from the first people to **arrive** from England to North America. The Native Americans **taught** them to **grow food** and **hunt**, and the pilgrims invited the Native Americans for dinner after the **harvest**. This was the first Thanksgiving in common folklore.



- b. USA
- c. Canada

**2. Match with the correct picture. (4 points)**

**Harvest**



**Turkey**



**Hunt**



**Parade**



**3. One day after Thanksgiving is another celebration. What is this called? (1 point)**

- a. Christmas
- b. Black Friday
- c. Halloween

## Results

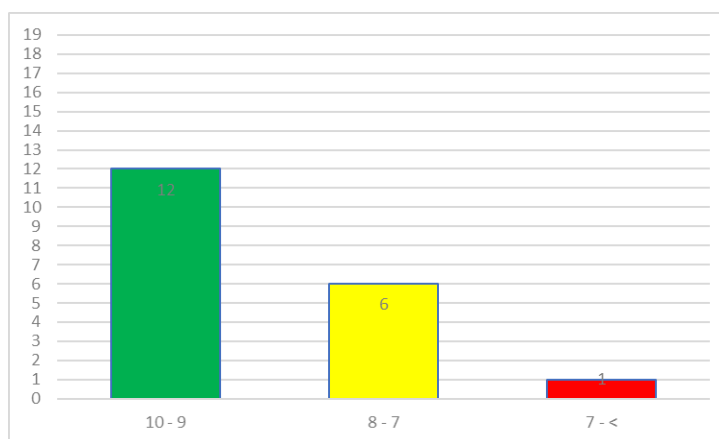
This section aims to present the results of the analysis of data through the triangulation method. According to Noble & Haele (2019), triangulation is a method used to increase the veracity and confidence of the findings by combining theories, methods or observers in a research study. These findings will be described in a qualitative form, from an observation checklist on daily interaction and students' worksheets, and flash interviews with the teacher. Furthermore, these results were obtained in stages, to explore the use of the jigsaw reading technique, and thus be able to observe if the students' reading comprehension skills improved. Finally, to present the data analysis, the general and specific objectives were considered.

### Results of diagnostic tests

Before starting the class implementations, a diagnostic test was administered to the students. This test consists of a reading with an A2 English level, the same as, according to the Ministry of Education (2016), students should have. The name of the reading was Jennifer Lawrence in "The Hunger Games." This reading was applied in the same way as the teacher usually teaches the English class during reading time. This class was taught in a *read aloud* way, in which all students read the text together and then they had to complete a worksheet (see appendix 1).

### Graphic 1

*Results of the diagnostic test*



*Note: Data obtained from the diagnostic test.*

The “y” axis represents the number of participants, and the “x” axis represents the grades. The green bar shows 12 students achieved grades greater than or equal to 9, the yellow bar shows 6 students obtained scores more than seven until 8, and the red bar shows 1 student who obtained a score less than 7. These were the scores obtained from the students in the diagnostic test of reading ability. The objective for which this test was applied was to identify the strengths and weaknesses of students when reading using the following criteria from the Curriculum:

*EFL4.3.1 Understand the main points in short, straight forward texts on familiar subjects.*

*EFL 4.3.2 Make use of clues such as titles to identify and understand relevant information in written level-appropriate text types.*

*EFL 4.3.3 Find the most essential information in print or online sources to support an idea or argument.*

*EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.*

However, a problem occurred while the students were filling out the worksheet, the teacher helped them translate the reading, even with the answers. This factor altered the correct procedure of this investigation. This problem was the reason why most of the students obtained good grades.

### **Results of the observation checklist**

The results of the observation checklist are presented in the following section. This tool was used during three interventions: one observation, during the exploratory stage, the second during the action stage, and the last one, in a second implementation. Using the observation checklist, I noticed *the level of development in the reading comprehension subskills of students during English lessons*. The evaluation indicators were taken from the EFL curriculum (2016). They show the English profile in reading skills that a student with an A2 English level should have.

There are eight indicators, and eight rubrics for each indicator (see appendix 2). In this way, each performance indicator has its rubric with a scoring scale from 1 to 5. This rubric was useful to evaluate students' comprehension reading skills, before, during, and after the class implementation.

The following graphics show the results of applying the three observation checklists (see appendix 3). There are three different colors in the bars: green, yellow, and gray. The green color represents that students do not reach the required learning, on a scale of 1-2 points, with the lowest score. Yellow represents students who achieve the required learning, on a scale of 3-4 points. Finally, the gray color represents mastering the required learning, on a single 5-point scale.

**Table 1**

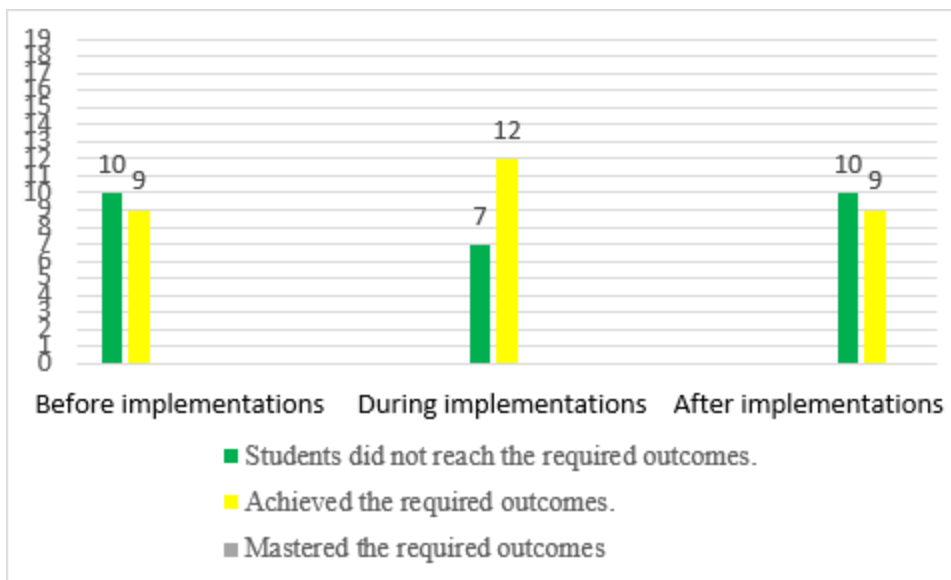
Qualitative scale	Quantitative scale
Mastered the required outcomes.	5
Achieved the required outcomes.	3-4
Students did not reach the required outcomes.	1-2

*Note: This table shows the rubric used in the observation checklist. Adapted from: Ministerio de Educación. (2016). REGLAMENTO GENERAL A LA LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL.*

**Graphic 2**

*O.EFL 4.1 Identify the main ideas of some details in written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.*





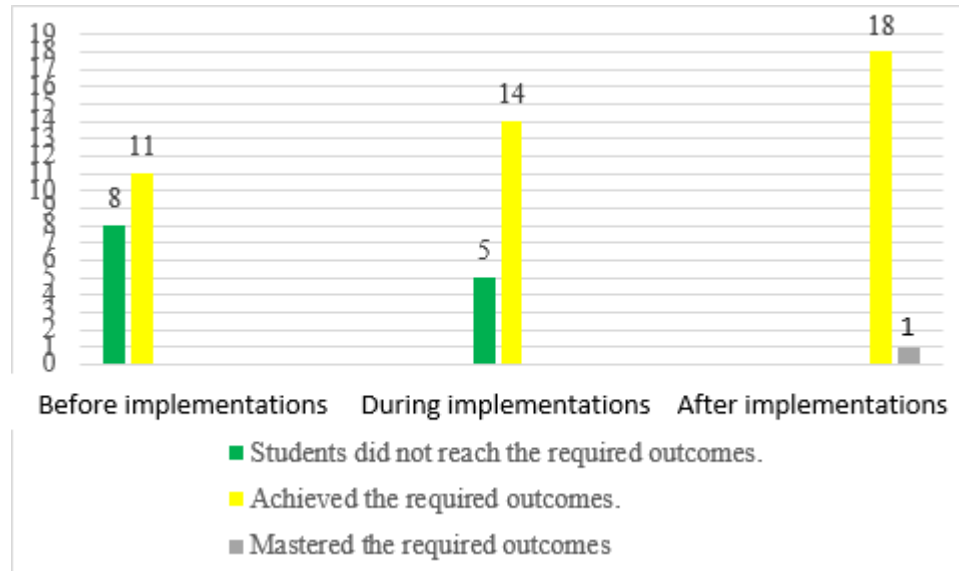
*Note: This data compares the three implementations of the observation checklist responding to the same indicator.*

Before starting the class implementations, I observed that 10 students did not achieve the required results, while 9 students achieved the required outcomes. This means that almost half of the class was able to identify certain details in the written texts in order to analyze them. During the implementations of the classes with the jigsaw technique, a slight improvement was observed, 12 students achieved the required outcomes, and 7 students did not. Finally, after the implementations, 10 students did not achieve the required outcomes and 9 did.

According to Hardy (2015), some details written in a text can help a reader to comprehend better a reading, its characters, and all the scenes. These details could help the learner to feel engaged with the reading. In this way, the topics to be discussed in the following interventions were relevant topics that were of interest to readers. Likewise, vocabulary has been considered appropriate to the student's English level and enough support was given through visual support and vocabulary lists. Thus, students could understand and identify the main details within the reading, to achieve the objective of the indicator.

### Graphic 3

EFL4.3.1 Understand the main points in short, straight forward texts on familiar subjects.



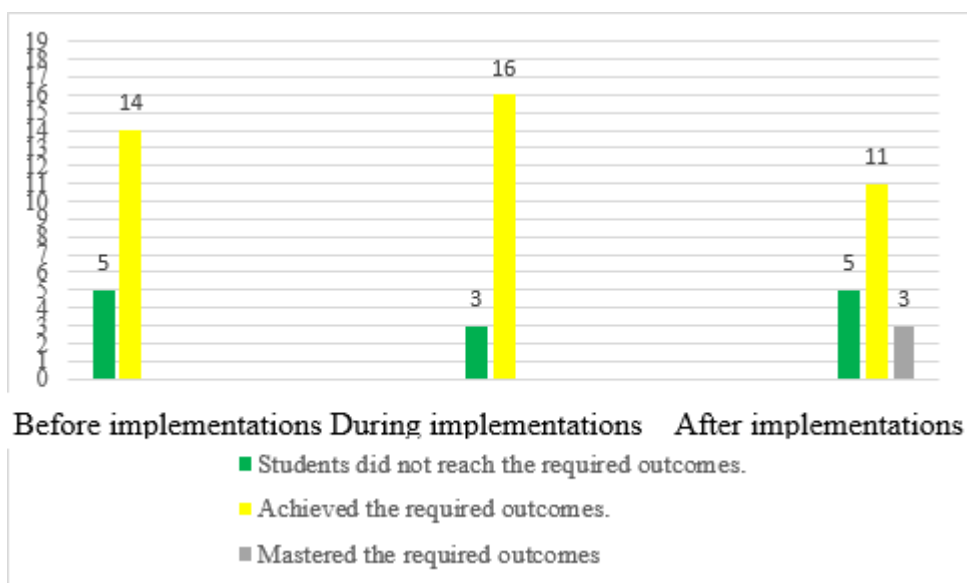
*Note:* This data compares the three implementations of the observation checklist responding to the same indicator.

Before implementations, 11 students out of 19 could understand a few main ideas in the reading, but the other eight learners were struggling with that. During implementations, 14 students achieved the required outcomes, and five did not. Finally, after implementations, and comparing it with the first intervention, all students develop their skills in understanding the main points in a reading. Eighteen participants achieved the required outcomes, and one student mastered the required outcomes.

As stated by Shawna (2014), it is essential to identify and understand the main points of a reading because it will help the reader to know the meaning and intention of the text. For this, a text without a central idea is just a bunch of words without meaning and sense. For this reason, the applied English readings were carefully chosen, considering they were of interest to the students and that the main ideas were clear and easy to understand. Once the reader has understood the main idea, the other secondary ideas enriched the meaning of the text.

#### Graphic 4

EFL 4.3.2 Make use of clues such as titles, organization charts and illustrations to identify and understand relevant information in written level-appropriate text types.



**Note:** This data compares the three implementations of the observation checklist responding to the same indicator.

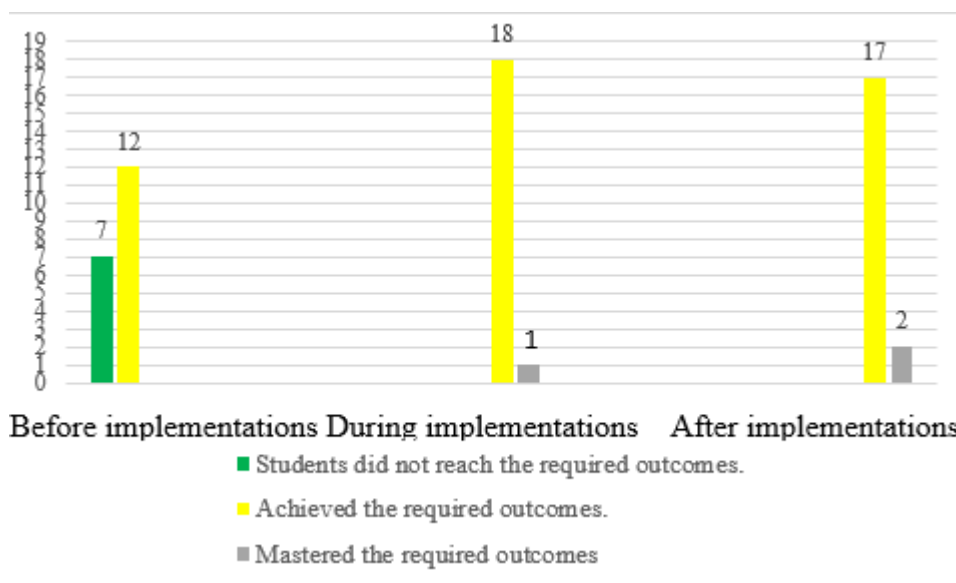
During these 3 stages of observation, most of the students considered the use of clues to easily understand a reading. Before implementations, 14 students considered using these clues, and the other 5 did not achieve the required outcomes. In comparison with the third observation that was after the implementations of the jigsaw technique, 5 students did not achieve the required outcomes, 11 learners achieved it, and 3 mastered the required outcomes.

According to Writer (2023), using clues such as titles help the reader to assume any information by focusing on the title of what the reading is about. Stewart and Young (2022) mention that the use of organization charts helps to organize and connect ideas. It helps to understand and remember ideas more easily. Based on this information, the organization of a text is essential to connect easily the ideas given by the text and give meaning to the reading. Finally, Eng et al. (2020) mention that the use of illustrations helps readers to identify the characters, and the setting and in turn motivates the reader to read. The use of graphics during reading acts as a

facilitator in the process of understanding reading. Also, it helps students to assume and use their imagination to create a possible story in their minds. After reading, students can know if their assumptions are correct or not.

### Graphic 5

*EFL 4.3.3. Find the most essential information in print or online sources to support an idea or argument.*



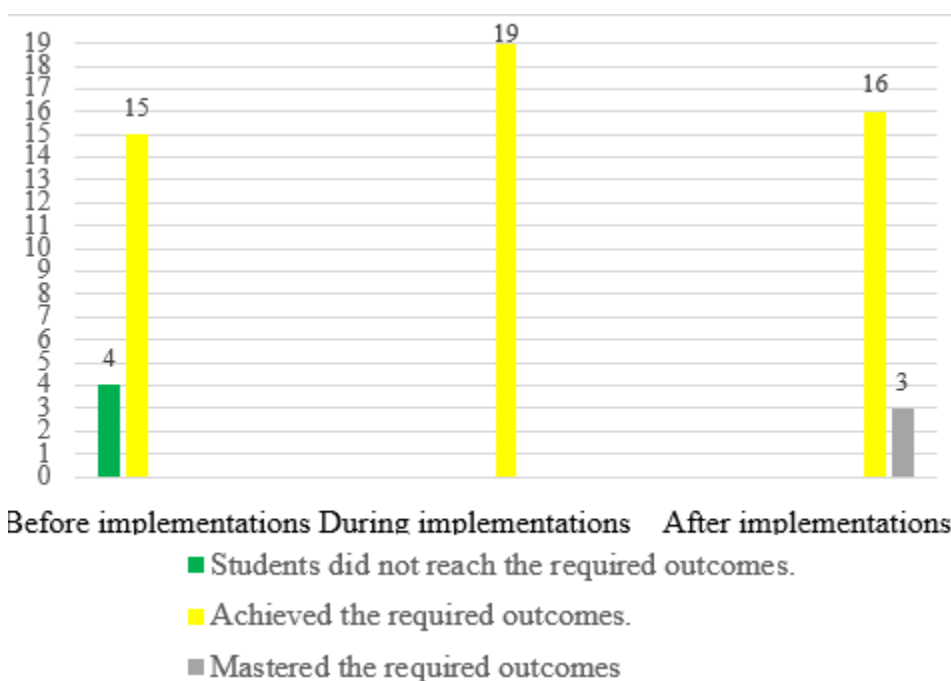
*Note: This data compares the three implementations of the observation checklist responding to the same indicator.*

Before implementations, seven of nineteen students did not try to look for information in print or online sources to support an idea of the reading. Twelve students tried to search for information, using their English dictionaries, and notes taken on their notebooks. During implementations, 18 participants achieved the required outcome, and one student mastered the required. After implementations, 2 participants mastered the required outcomes, and 16 achieved the required results.

According to Cayley (2021), digital resources help users to research different kinds of information and content. For this reason, students can find the necessary information in their English dictionaries.

### Graphic 6

*EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.*



*Note:* This data compares the three implementations of the observation checklist responding to the same indicator.

This graphic shows how students used everyday reference material in English lessons. Before implementations, 15 students used this material, and four learners did not. During and after implementations, all students used everyday reference material. Therefore, after implementations, three students improved and mastered the required outcomes.

To summarize these three implementations of the observation checklist, by applying jigsaw reading technique, and at the same time, considering each observation indicator, the

students developed their reading comprehension level. For this, the preferences and English level of the students were considered, which makes them interested in and understand reading.

### **Reading comprehension development from the worksheet analysis**

In this second part of the results, I considered analyzing the three worksheets, question by question, that were applied after each class to know if the jigsaw technique worked. Two phases of analysis were applied, the first stage of data condensation, and the second stage of summary. In addition, in this stage of analysis, it was not considered the grades obtained from the diagnostic test, and the first implementation of the class. As already mentioned in the problem statement, the data obtained was altered due to the active participation of the English teacher to translate the text and provide the answers to students. For this reason, these two implementations were not considered, and it was decided to use the last three interventions (see appendix 4).

#### **Phase 1: Data condensation**

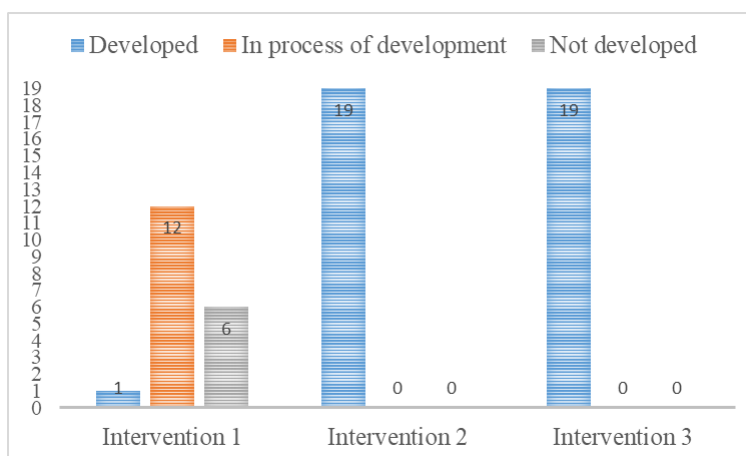
First, a purpose was added to each question in each worksheet of the three interventions in the English classes. After that, the questions with the same purpose were grouped into tables, considering all the class worksheets. (See tables, appendix 5)

#### **Implementation 1**

In this part, I analyzed how the students developed their reading skills in English when using the jigsaw technique. For this, a comparative figure is shown between the three class interventions, in which it is observed whether the students have been improving with each class intervention. The “x” axis represents the number of participants, and the “y” axis represents the interventions.

#### **Graphic 10**

*The purpose of the questions of these three interventions was to understand the main points of the reading.*



*Note: This graphic resulted from a grouping that was made of the students who failed or did not.*

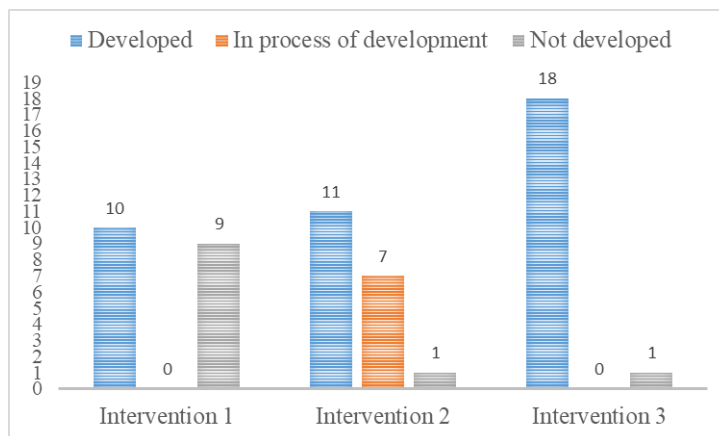
In the first intervention, the questions were to select the correct expression, and the other was true or false. One student understood the main points of the reading, 12 students were in the process of developing, and 6 participants failed to answer this question. In the second intervention, the question was about describing the character they liked the most in the reading, and all 19 participants achieved this purpose successfully. Finally, in the third intervention, learners had to match the vocabulary word with its picture. All students understood the main points of the reading.

After intervention 1, according to the English teacher, “improve the distribution of groups taking into account students who have difficulties with the language, pairing them with students who have more knowledge to obtain better results of the implementation and that the technique works better” (personal communication, October 9, 2023) see appendix 6. In this way, the teacher's suggestion was considered, and an attempt was made to pair the students with higher grades with those with low grades in the following implementation. I used color popsicles written on each one with each student's name. That way I could group the students considering the color of the popsicle. Likewise, the professional teacher was asked to help with this selection.

## Implementation 2

### Graphic 11

*The purpose of the questions of these three interventions was to identify the main ideas of some details.*



*Note: This graphic resulted from a grouping that was made of the students who failed or did not.*

In the first intervention, students had to choose the correct option, and ten learners could identify the main ideas of the reading. Nine participants did not develop this question. In the second intervention, the last grades and the suggestions made by the teacher were considered. There were three questions, questions 1 and 2 were about choosing and circling the correct answer, and in the third question students had to circle three correct answers out of five options. Averaging these three questions from intervention 2, 11 students achieved the objective, seven were in the development process, and only one student remained without meeting the objective. Finally, in the last intervention, students had to choose the correct answer, 18 participants identified the main ideas of some details, and just one remained without achieving the goal.

After the second intervention, in the words of the English teacher A. Vargas, says that “students have improved the aspect of understanding and comprehending main ideas within a reading, but they still lack some vocabulary words. You should use a strategy to present them with the vocabulary” (personal communication, October 31, 2023); see appendix 7. The



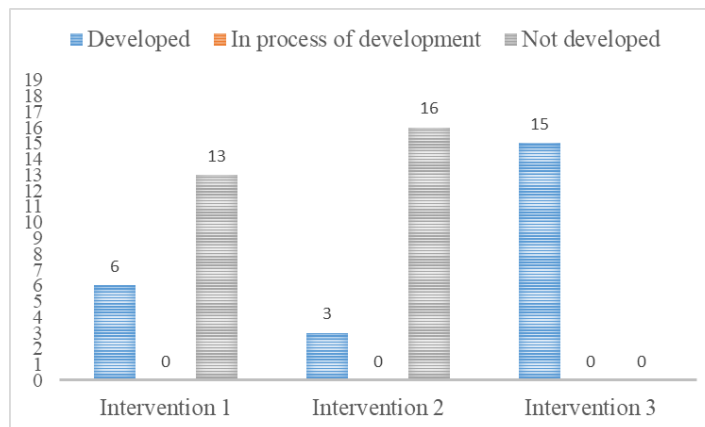
suggestion given by the professional teacher was considered, where flashcards, and pictures were used in the last application to improve during the class.

### Implementation 3

For the third intervention, the last implementations and suggestions made by the teacher were considered and improved. I applied flashcards to the students to introduce the vocabulary used during the reading. The results were:

### Graphic 12

*The purpose of the questions of these three interventions was to identify the main ideas of written texts.*



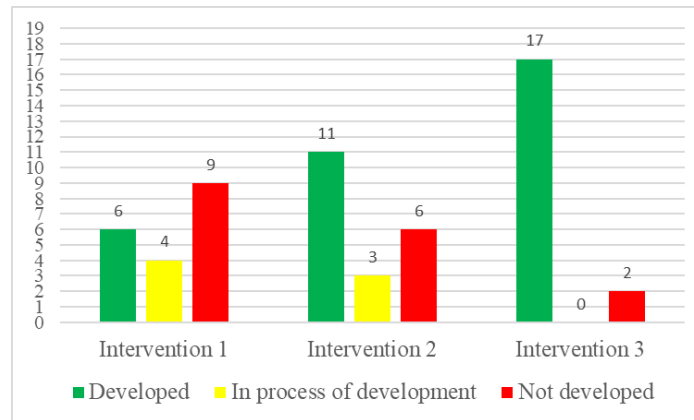
*Note: This graphic resulted from a grouping that was made of the students who failed or did not.*

In the first intervention, the question was to give the meaning of black Friday, and 6 participants got the correct answer, while 13 students did it wrong. In the second intervention, students had to choose the correct reading summary, three could do it, and 16 pupils could not achieve the goal. Finally, in the third intervention, the participants had to choose the correct meaning of a picture given that was about a celebration, and the class could identify the main ideas of written texts and achieve the purpose.

## Phase 2 Summary

At this stage, it is observed whether or not the students improved their reading skills, specifically comprehending a reading. This graphic was obtained through the average between the three interventions, which included the students' grades (see Appendix 8).

### Graphic 13



*Note: These bars demonstrate the level of reading comprehension of the students during the three interventions.*

In this graphic, there is a significant change making a comparison between both interventions, one and three. In addition, it is seen that during the first intervention, only six students met the established objectives, while in the third intervention, 17 participants achieved the proposed objective. Additionally, in the first intervention, nine students did not meet the established purposes, while in the third intervention, two students did not reach the objective. The students' reading comprehension has been improved considering the students' English level, their reading preferences, and the use of educational resources such as flashcards and dictionaries. Finally, the constant use of the English language within the classroom also allowed students to gain new knowledge and curiosity when learning the language.

## **Conclusion**

This exploratory action research study aimed to identify the main problems related to reading comprehension skills and implement the action plan to identify the step-backs and improvements in the reading comprehension subskills using jigsaw reading activities. Upon examining the data gathered the main findings indicate that: Non-participatory observation and the observation checklist were applied to obtain information about the participants, their behavior, strengths, weaknesses, and interactions in the context investigated during the applications of English readings using the jigsaw technique.

Answering the first specific objective, the observation checklist that was used in this application, before, during, and after the application of the technique helped to identify different indicators in which students fail when reading. It was observed that students failed to identify ideas and main points in a text in English, they did not use clues as titles or the organization of the text as well, and finally, in the readings, they did not have pictures that would help them understand in a better way. Furthermore, students mostly tried to translate the English readings, and the teacher helped them with the translation. Finally, the participants did not take advantage of the use of educational resources as a tool to improve their understanding; they had a dictionary but did not usually use it in classes.

To answer the second and third specific objectives, a teaching proposal was designed and conducted based on the use of the jigsaw technique. With all this information obtained, the applications of each class were improved, presenting the vocabulary that will be used during reading through flashcards, and images were also used in the worksheets. In the same way, the resources were taken advantage of and used by the students, for example, the dictionary that scholars had to translate some unknown words from English to Spanish. In that way, they stopped using their cell phones secretly, and the teacher no longer helped them translate.

Answering the fourth specific objective, comparing the results between the first intervention and the third intervention (graphic 13), determined how students improve their

reading comprehension level by applying the jigsaw technique in class. These results showed a great difference in the students' reading comprehension levels when applying the jigsaw reading technique in English classes. After conducting the last class with the worksheet, the reading comprehension levels improved in the participants. Incorporating jigsaw reading technique in understanding readings in English, positively influenced the students to improve their reading comprehension, considering several factors that must be considered when reading and thus be able to understand the text satisfactorily.

The findings indicated that the jigsaw technique positively influenced students to improve their level of reading comprehension. For the students, this English reading technique allowed them to understand an English text differently than what they usually do with their teacher. During the non-participatory observations, when the professional teacher applied a reading, they all read, and finally, the teacher was in charge of translating the entire text. All students felt the responsibility of trying to comprehend the reading, and that motivated them since the grade depended on everyone. Overall, this research highlighted the value of using jigsaw techniques to improve students' reading comprehension. This technique is student-centered and helps students actively participate. In addition, students improved other skills, for example, they learned to work in different groups, to learn new vocabulary, and to realize that if the readings are long, they can understand it better, in this case using this reading technique. Finally, jigsaw is a versatile technique since it can be used in various ways, with different types of readings, and different levels of difficulty, for few and many students in a group. Also, this provides multi-sensory learning using visual support such as flashcards, and pictures.

### **Implications and Limitations**

The research showed the advantages that the use of jigsaw can have within a classroom, but you must also be aware of the limitations of this technique.

Applying this technique to a large group of students can be somewhat complicated when maintaining order in the classroom. Also, the time that students have for English lessons is short, and if the readings are long the activity may not be completed.

## **Recommendations**

The application of the jigsaw technique and its activities help improve students' reading comprehension. However, some aspects could be improved to understand it more deeply. Many gaps remained to be investigated since a comparison could have been made between two class groups, to be able to see the progress of both classes. In short, it is recommended that this technique be applied to two different class groups, who have the same level of English and are at the same level of studies.

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## **Appendix**

### **Appendix 1 – Diagnostic test**


Join into the link to see the worksheets ([JigSaw Reading Thesis](#))

## Reading

Name:

Date:

We all know **Katniss Everdeen** in *The Hunger Games*, but who is the actress who plays her, **Jennifer Lawrence**?



**Fast Facts**

Name: **Jennifer Shrader Lawrence**  
Place of birth: **Kentucky, USA**  
Date of birth: **August 15, 1990**  
Profession: **TV and film actress**

Jen's family

Mother: **Karen Lawrence**  
Father: **Gary Lawrence**  
Brothers: **Ben and Blaine Lawrence**

**Did you know?**  
Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.

1. What sports did Jennifer play at school?

- Basketball
- Surfing
- Hockey
- Tennis

2. What films has Jennifer Lawrence starred in?

- Titanic
- The Hunger Games
- Transformers

- Winter's Bone

3. What cities has she lived in?

- London

- Los Angeles

- Miami

- New York

4. What jobs has she done?

- Actress

- Model

- Fashion designer

- Waitress

5. What does Jennifer do in her free time?

- Play hockey

- Painting

- Surfing

- Play the guitar

6. What are her two brothers called?

- Karen

- Ben

- Gary

- Blaine

7. Soy capaz de leer textos muy breves y sencillos. Sé encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios y comprendo cartas personales breves y sencillas.

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## **Appendix 2 – Indicators**

1. O.EFL 4.1 Identify the main ideas of written texts in order to produce level-appropriate critical analysis of familiar subjects and contexts.
2. O.EFL 4.1 Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts.
3. EFL4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)
4. EFL 4.3.2 Make use of clues such as titles to identify and understand relevant information in written level-appropriate text types.
5. EFL 4.3.2 Make use of clues such as organization to identify and understand relevant information in written level-appropriate text types.
6. EFL 4.3.2 Make use of clues such as illustrations to identify and understand relevant information in written level-appropriate text types.
7. EFL 4.3.4 Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc)
8. EFL 4.3.5 EFL 4.3.5 Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another



Students did not reach the required outcomes (1-2)	Achieved the required outcomes (3-4)	Mastered the required outcomes (5)
Students cannot identify the main ideas of written texts in the reading.	Students can identify a few of the main ideas of written texts in the reading.	Students can identify the main ideas of written texts in the reading.

### Appendix 3 – Observation Checklist

# participants	Performance indicator							
	O.EFL 4.1	O.EFL 4.1	EFL4.3. 1	EFL 4.3.2	EFL 4.3.2	EFL 4.3.2	EFL 4.3.4	EFL 4.3.5
	Identify the main ideas of written texts in order to produce level-appropriate critical analysis of familiar subjects	Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar	Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)	Make use of clues such as titles to identify and understand relevant information in written level-appropriate	Make use of clues such as organization to identify and understand relevant information in written level-appropriate	Make use of clues such as illustrations to identify and understand relevant information in written level-appropriate	Find the most important information in print or online sources in order to support an idea or argument.	Use everyday references in material in order to select information appropriate to the purpose

	and contexts	subjects and contexts		ate text types.	ate text types.	ate text types.	(Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)	of an inquiry and relate ideas from one written source to another.
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## Appendix 4 – Lesson Plan

<b>Class 1: The Pet Store</b>	
<p><b>Objective</b></p> <p>To analyze and interpret the students' level of comprehension using short texts with the use of pictures.</p> <p><b>Abilities:</b></p> <ul style="list-style-type: none"><li>● EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.</li><li>● EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</li></ul>	<p><b>Material</b></p> <ul style="list-style-type: none"><li>- Reading</li><li>- Pencil</li><li>- Eraser</li><li>- Dictionary</li></ul>
<p><b>Procedure</b></p> <p><b>Warm-up</b></p> <ul style="list-style-type: none"><li>- The teacher asks students to act like animals in front of the class. Each animal acted by the student is included in the reading (dog, cat, rabbit, guinea pig, mouse, parrot, fish, turtles, snakes, spiders, scorpions).</li><li>- The rest of the class has to guess what animal his/her classmate is acting like.</li></ul> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"><li>- The teacher asks the students to skim the reading.</li><li>- Students have to circle some unknown vocabulary words to then find their meaning using an English dictionary.</li></ul> <p><b>While- reading</b></p>	

- The teacher will paste on the wall different parts of the reading. Then, the teacher will divide the class into groups. First, in home groups then in expert groups. Finally, the teacher will assign each expert group a part of a reading.
- Students have to make groups and listen carefully to the instructions. Then, they have to read and take notes about the reading. When they finish the reading, they have to share all that they understand about the reading first in their expert group. When they are experts on the reading part, they will return to their home group and each one of them will share their part of the reading.

### **Post-reading**

- Teacher will give students a worksheet about the reading, and students have to complete the comprehension questions.

### **The pet store reading**

#### **Warm-up**

**Animals:** dog, cat, rabbit, guinea pig, mouse, parrot, fish, turtles, snakes, spiders, scorpions.

- Do you have pets?
- What's its name?
- Are you afraid of any animal? Why?

#### **Reading**

### **The pet store**

George is at the pet store, looking at what kind of pet he might want to get for his birthday. George asked if he could have a horse, but his parents said no because horses are too big.

First, he sees dogs and cats. Baby dogs are called puppies. Baby cats are called kittens. George likes them because they are easy to take care of and can play a lot, but they will get bigger. George wants a small pet.

Then George sees animals that have to live in a cage. He sees rabbits, guinea pigs, and mice. Mice are what you call more than one mouse. He likes these animals because they

are small. Birds live in cages too. George sees a parrot and a canary. He likes them all, but he doesn't want to clean the cage.

George sees the animals in tanks. The tanks full of water have fish and turtles in them. He thinks about a fish but decides he likes the turtles more. There are also tanks with rocks and sand that have snakes, spiders, and scorpions, but George is afraid of them. George likes the turtles best, but they won't fit in the little fishbowls. Turtles need bigger tanks, so they can swim sometimes and hide sometimes.

George decides he wants to get a turtle for his birthday. He buys a book on how to take care of a turtle and a list of what types of turtles the store has

**1) Draw what you understand about the reading, and write 2 or 3 sentences to describe your drawing.**

**2) What kind of pet did George want, but his parents said no because they were too big?**

- a) A Puppy
- b) A Kitten
- c) A Horse
- d) A Rabbit

**3) What kind of pet does NOT live in a cage?**

- a) Rabbits
- b) Guinea pigs
- c) Mice/Mouse
- d) Goldfish

**4) Which kind of pet did NOT scare George?**

a) The Scorpions

b) The Canaries

c) The Spiders

d) The Snakes

**5) What kind of pet did George decide he wanted to get for his birthday?**

a) Turtle

b) Parrot

c) Goldfish

d) Mouse

<b>Class 2: Black Friday</b>	
<p><b>Objective</b></p> <p>To identify the meaning of expressions used in the reading.</p> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>● EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.</li> <li>● EFL 4.3.2 Make use of clues such as titles to identify and understand relevant information in written level-appropriate text types.</li> </ul>	<p><b>Material</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Pencil</li> <li>- Eraser</li> <li>- Dictionary</li> <li>- Popsicles</li> </ul>
<p><b>Procedure</b></p> <p><b>Warm-up</b></p> <p>Teacher asks students some questions related to the reading topic. Students have to share what they know about that holiday.</p> <p><b>Pre-reading</b></p> <p>Teacher shows some flashcards to introduce the reading with some new vocabulary words and students have to copy that in their notebooks.</p> <p>-Students have to make assumptions about what the reading is about.</p> <p><b>While-reading</b></p> <p>Teacher will paste on the wall different parts of the reading. Then, the teacher will divide the class into groups taking into account the popsicle color with the piece of reading color. First, in home groups then in expert groups. Each expert group will have a part of a reading.</p>	



Students have to make the groups and listen carefully to the instructions. After that, they have to read and take notes about the reading. When they finish the reading, they have to share all that they understand about the reading first in their expert group. When they are experts on the reading part of the reading, they will return to their home group and each one of them will share their part of the reading.

### **Post-reading**

-The teacher will give the students a worksheet to be completed.

### **Annexes**

#### **Warm-up**

- Have you heard about Black Friday? What is it?
- What do you think about this day?
- Do you think it is cheaper than normal days?
- Have you bought anything today?
- Where do you go to buy?

#### **Pre-reading**

Thanksgiving: Día de acción de gracias

Sleepyhead: dormilón

Business: negocio

Queue: cola/fila

Cheaper: más barato

Nursing homes: asilos de ancianos

#### **Reading**

Each highlighted word in the reading is the vocabulary word given before reading.

#### **Black Friday**

The day after **Thanksgiving** has become America's biggest shopping day. Closed all day on Thursday, shopping centers all across the nation open early on Friday. Some of them open at 12:01 on Friday morning, while others open at 4 a.m. Some "**sleepyhead**" shopping

centers, like Target this year, don't open their doors on Friday until 6 a.m. From Friday to the day before Christmas, this is the season when **businesses** make nearly 25 percent of what they earn in a year. This season puts many businesses "in the black", that is, they make the money they need for the year.

Reporters from local TV stations interview people who sleep in tents in front of the shops a day or two before the doors open on Friday. These people patiently wait in **queue** to get products that are 50 percent **cheaper** or more.

"Oh, we have fun," said one of the people in the queue. "We sometimes bring games to play, we watch TV and order lots of pizza, and we often meet interesting people. And, most important of all, we save a lot!" The problem, of course, is that only a very small number of products have big reductions in their prices. Apart from a few big discounts, each shop has other things that are reduced from 10 to 50 percent, saving shoppers from \$10 to \$400 per item, and so Americans want to go shopping.

Not all Americans enjoy shopping. Reverend William Graham wants to change Black Friday's name. "We want to call it *Remember Jesus Friday*. People should start the season with the right attitude. Christmas has become a Season of Shopping. We want to make it a Season of Giving. And we don't mean giving material things. We mean giving your back, your mind, and your hands. Help an old lady clean up her house. Teach a kid how to read. Visit sick people in the hospital or in **nursing homes**. Give food to the Red Cross. Celebrate Christmas by remembering Jesus and forgetting Santa Claus."

**Black Friday (Each paragraph color belongs to the same popsicle color)**

The day after **Thanksgiving** has become America's biggest shopping day. Closed all day on Thursday, shopping centers all across the nation open early on Friday. Some of them open at 12:01 on Friday morning, while others open at 4 a.m. Some "**sleepyhead**" shopping centers, like Target this year, don't open their doors on Friday until 6 a.m. From Friday to the

day before Christmas, this is the season when **businesses** make nearly 25 percent of what they earn in a year. This season puts many businesses “in the black”, that is, they make the money they need for the year.

Reporters from local TV stations interview people who sleep in tents in front of the shops a day or two before the doors open on Friday. These people patiently wait in **queue** to get products that are 50 percent **cheaper** or more.

“Oh, we have fun,” said one of the people in the queue. “We sometimes bring games to play, we watch TV and order lots of pizza, and we often meet interesting people. And, most important of all, we save a lot!” The problem, of course, is that only a very small number of products have big reductions in their prices. Apart from a few big discounts, each shop has other things that are reduced from 10 to 50 percent, saving shoppers from \$10 to \$400 per item, and so Americans want to go shopping.

Not all Americans enjoy shopping. Reverend William Graham wants to change Black Friday’s name. “We want to call it *Remember Jesus Friday*. People should start the season with the right attitude. Christmas has become a Season of Shopping. We want to make it a Season of Giving. And we don’t mean giving material things. We mean giving your back, your mind, and your hands. Help an old lady clean up her house. Teach a kid how to read. Visit sick people in the hospital or in **nursing homes**. Give food to the Red Cross. Celebrate Christmas by remembering Jesus and forgetting Santa Claus.”

### Worksheet

Name: \_\_\_\_\_

**1. According to the text, the expression “sleepyhead” refers to shops that ...**

- a) open later than others
- b) open early in the morning
- c) don’t open until late in the morning

**2. On these days some businesses make ... for the rest of the year.**

- a) half the money
- b) enough money
- c) nearly all the sales

**3. Which of these sentences is TRUE?**

- a) Most products are reduced nearly half price
- b) In general, most discounts in prices are quite big
- c) Just a few selected products have large discounts

**4. Reverend William Graham thinks shopping so much at this time of the year ...**

- a) is not right
- b) is the right attitude
- c) needs a new name

**5. According to the text, Black Friday is ...**

- a) the Friday before Christmas
- b) the beginning of a shopping period
- c) an important holiday in The United States

<b>Class 3: The Halloween party</b>	
<p><b>Objective</b></p> <p>To implement a short text using flashcards to enhance students' attention.</p> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>● EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.</li> <li>● EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</li> </ul>	<p><b>Material</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Pencil</li> <li>- Dictionary</li> <li>- Popsicles</li> <li>- Flashcard</li> </ul>
<p><b>Procedure</b></p> <p><b>Warm-up</b></p> <p>Teacher will ask students what they know about Halloween, likes, and dislikes.</p> <p><b>Pre-reading</b></p> <p>Teacher will show students some flashcards with vocabulary words that they probably don't know.</p> <p>Students have to take notes of some vocabulary words that would be used during the reading.</p> <p><b>While-reading</b></p> <ul style="list-style-type: none"> <li>-Teacher will paste on the wall different parts of the reading and assign each expert group a part of a reading.</li> <li>-Students have to make groups and listen carefully to the instructions. They have to read and take notes about the reading. When they finish the reading, they have to share all that</li> </ul>	

they understand about the reading first in their expert group. When they are experts on the reading part of the reading, they will return to their home group and each one of them will share their part of the reading.

### **Post-reading**

Teacher will give students a worksheet. Students have to choose the correct summary and ask some questions. Finally, they have to create another end to the history.

### **Reading and worksheet**

#### **Warm-up**

- What comes to mind when observing these pictures?
- Do you like Halloween? Why?
- Are you going to dress up this year? Which character?

#### **Pre-reading**

Ghost: fantasma

Haunted house: casa embrujada

Bat: murcielago

Witch: bruja

Frog: rana

Cat: gato

Frankenstein: frankenstein

Spooky: escalofriante

### **The Halloween party**

Abby the witch was very excited to have a Halloween party at her haunted house! First, Abby invited a ghost, a bat, a cat, a frog, and Frankenstein to come to her party on Halloween night.

Next, Abby made witch's brew for her guests to drink, yum! Then, she decorated her haunted house and made it look extra spooky.

Next, Abby made witch's brew for her guests to drink, yum! Then, she decorated her haunted house and made it look extra spooky.

Finally, her guests arrived! They all had a spooky Halloween party. It is fun to get together with friends on Halloween!

**The end**

**Flashcards**





### Worksheet

Name: \_\_\_\_\_

**1. According to the reading, choose the correct summary.**

A) Abby was a witch, she wanted to do a spooky party at her house. She invited 5 friends to her party. The decoration and food that Abby made was spooky. Everyone arrived at her house and enjoyed the party.

B) Abby the witch invited first bat, cat, ghost, frog and Frankenstein to a party.  
She made a witch's brew for her parents. Her guests arrived and they got fun together.

C) Abby the ghost invited first ghost, bat, cat, frog and Frankenstein to a Halloween party.  
She made a witch's brew for her guests. Finally, her guests arrived and they got fun together.



**2. According to the text, the meaning of spooky is (1 pts):**

- a) fun 😊
- b) scary 😱
- c) boring 😞
- d) expensive 💸

**3. According to the text, the meaning of haunted house is (1 pts):**

- It's a place where some spirits live.
- It's a church.
- It's a place where normal people live

**4. Read the list of guests and circle ones that were invited to the party (3 pts):**

- Bat
- Dragon
- frog
- dog
- mouse
- cat

**5. Which character do you like the most?**

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<b>Class 4: Thanksgiving</b>	
<p><b>Objective</b></p> <p>To include holiday topics to engage students' interest.</p> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>● EFL4.3.1 Understand the main points in short, straightforward texts on familiar subjects.</li> <li>● EFL 4.3.3 Find the most essential information in print or online sources to support an idea or argument.</li> <li>● EFL 4.3.5 Use everyday reference material to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</li> </ul>	<p><b>Material</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Pencil</li> <li>- Dictionary</li> <li>- Popsicles</li> <li>- Flashcard</li> </ul>
<p><b>Procedure</b></p> <p><b>Warm-up</b></p> <p><b>(Hot potatoes)</b></p> <p>Teacher will give a ball to the students and they have to pass each other. Students have to pass the ball and say any vocabulary word they know.</p> <p><b>Pre-reading</b></p> <p>Teacher shows some flashcards with vocabulary words that the students probably don't know.</p> <p>Students have to take notes of some vocabulary words that would be used during the reading.</p> <p><b>While-reading</b></p>	

Teacher will paste on the wall different parts of the reading and assign each expert group a part of a reading.

Students have to make groups and listen carefully to the instructions. They have to read and take notes about the reading. When learners finish the reading, they have to share all that they understand about the reading first in their expert group. When they are experts on the reading part of the reading, they will return to their home group and each one of them will share their part of the reading.

### **Post-reading**

Teacher will give students a worksheet. Students have to complete the worksheet.

### **Reading and worksheet**

#### **Pre-reading**

Arrive: llegar

Taught: enseñó

Grow food: cultivar alimentos

Hunt: cazar

Harvest: cosecha

Mashed potatoes: pure de papas

Sweet potatoes: batatas

Pumpkin pie: pastel de Calabaza

Roast turkey: pavo asado

Parade: desfile

Crazy sales: ventas locas

Christmas: navidad

### **Thanksgiving**

Thanksgiving is celebrated in the USA on the 4th Thursday of November. The tradition comes from the first people to **arrive** from England to North America. The Native Americans **taught** them to **grow food** and **hunt**, and the pilgrims invited the Native Americans for dinner after the **harvest**. This was the first Thanksgiving in common folklore.

Nowadays, Thanksgiving represents a time when friends and family get together for a large turkey dinner. Traditionally people make stuffing, **mashed potatoes**, **sweet potatoes**, and **pumpkin pie** to go with the huge **roast turkey**.

In the morning, there is a massive **parade** in NYC called the Macy's Thanksgiving Day parade, which has a lot of giant balloons, famous people, and marching bands. In the afternoon, people watch American football games. There is usually one game in the afternoon and one in the evening.

The Friday after Thanksgiving, which is the following day, is black Friday and has a lot of **crazy sales**. Also, it is traditional to start putting up Christmas decorations after Thanksgiving if your family celebrates **Christmas**.

### Flashcards



### Worksheet

Name: \_\_\_\_\_

1. Where do people celebrate Thanksgiving Day? (1 point)

a. Ecuador

**Appendix 5 – Tables**

Participants	1. EFL4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)	2. EFL 4.3.2 Make use of clues such as organization to identify and understand relevant information in written level-appropriate text types.	3. EFL4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)	O.EFL 4.1 Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts.	5. O.EFL 4.1 Identify the main ideas of written texts in order to produce level-appropriate critical analysis of familiar subjects and contexts.	Total/10
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						

	EFL4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) (implementation 1)	EFL4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) (implementation 1)	EFL4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) (implementation 2)	EFL4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) (implementation 3)	Total		O.EFL 4.1 Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 1)	O.EFL 4.1 Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 2)	O.EFL 4.1 Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 2)	O.EFL 4.1 Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 2)	O.EFL 4.1 Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 3)	Total		O.EFL 4.1 Identify the main ideas of written texts in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 1)	O.EFL 4.1 Identify the main ideas of written texts in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 2)	O.EFL 4.1 Identify the main ideas of written texts in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 3)	Total
Participants						Participants							Participants				
1						1							1				
2						2							2				
3						3							3				
4						4							4				
5						5							5				
6						6							6				
7						7							7				
8						8							8				
9						9							9				
10						10							10				
11						11							11				
12						12							12				
13						13							13				
14						14							14				
15						15							15				
16						16							16				
17						17							17				
18						18							18				
19						19							19				

## Appendix 6 – Interview to the teacher

### Entrevista 1

Esta entrevista tiene la finalidad de recolectar información sobre la aplicación de Jig-saw strategy para mejorar el nivel de comprensión lectora de los estudiantes. Los datos obtenidos serán utilizados para continuar con el desarrollo del trabajo de integración curricular (tesis).

#### 1. ¿Cómo fue la implementación de la estrategia en la clase?

Primeramente, el docente informo a la clase que se trataba de una práctica de Reading e indico como se iba a trabajar en la misma. Formó grupos de trabajo, los mismos que estaban integrados por 4 estudiantes.

#### 2. ¿Notó alguna mejora en las habilidades de comprensión lectora de sus estudiantes?

Si hubo mejora porque como los grupos estaban formados indistintamente, los estudiantes que más comprendían indicaban a los que menos comprendían.

#### 3. ¿Qué aspectos de Reading comprehension se mejoraron? ¿Cuáles no lo fueron?

Los estudiantes comprendieron el Reading en contexto.

**4. ¿Qué cambios podría sugerir para la segunda implementación de la clase?**

Que todos los integrantes del grupo deben actuar por igual, no solamente uno o 2. Se debería delegar responsabilidad a cada integrante del grupo

**5. ¿Qué mejoraría al aplicar nuevamente la estrategia Jigsaw?**

- Primeramente, deberíamos comenzar indicando cual es el objetivo de la práctica,
- Que en lugar de realizar un dibujo sobre lo que leyeron, se debería realizar a manera de un collage, o un resumen de la misma o a lo mejor el estudiante debería dar una conclusión o su punto de vista acerca de la misma.

### **Interview**

This interview has the purpose of collecting information about the application of Jig-saw strategy to improve the level of reading comprehension of students. The data obtained will be used to continue the development of the curricular integration work (thesis).

**1. How was the strategy implemented in the class?**

First, the teacher informed the class that it was a reading class, the teacher communicated how he was going to work on it. He formed work groups, which were made up of 4 students.

**2. Did you notice any improvement in your students' reading comprehension skills?**

There was improvement because as the groups were formed indifferently, the students who understood the most indicated those who understood the least.

**3. What aspects of Reading comprehension were improved? Which ones weren't?**

The students understood Reading in context.

**4. What changes could you suggest for the second implementation of the class?**

That all members of the group must act equally, not just one or 2. Responsibility should be delegated to each member of the group

**5. What would you improve by applying the Jigsaw strategy again?**

- First, we should begin by indicating what the objective of the practice is,
- That instead of making a drawing about what they read, it should be made as a collage, or a summary of it or perhaps the student should give a conclusion or their point of view about it.

## **Appendix 7 – Interview to the teacher**

### **Entrevista 2**

Esta entrevista tiene la finalidad de recolectar información sobre la aplicación de Jig-saw strategy para mejorar el nivel de comprensión lectora de los estudiantes. Los datos obtenidos serán utilizados para continuar con el desarrollo del trabajo de integración curricular (tesis).

#### **1. ¿Cómo fue la implementación de la estrategia en la clase?**

La implementación de la estrategia fue buena, como ya lo he dicho es una estrategia innovadora que gusta a los estudiantes, pero si hay que controlar mejor el trabajo que cada uno hace porque en los grupos tiende a leer solo una persona y ella explica lo que entiende a los demás.

#### **2. ¿Notó alguna mejora en las habilidades de comprensión lectora de sus estudiantes?**

Sí, los estudiantes se ven más participativos y dispuestos a mejorar sus habilidades de comprensión, pero siempre hay palabras que no entienden y se distraen en ello.

#### **3. ¿Qué aspectos de Reading comprehension se mejoraron? ¿Cuáles no lo fueron?**

Key details ha sido un aspecto que ha mejorado bastante ellos buscan y entienden los detalles que cada lectura presenta, en lo que necesitan mejorar es en resumir información o quedarse con una idea general de sobre lo que trata la lectura.

#### **4. ¿Qué cambios podría sugerir para la tercera implementación de la clase?**

Puede presentar vocabulario que Ud. considere que sea complicado para ellos, eso ayudaría a que entiendan mejor la lectura y no se demoren mucho en el proceso.

#### **5. ¿Qué mejoraría al aplicar nuevamente la estrategia Jigsaw?**

Mejoraría la distribución de los grupos tomando en cuenta a los estudiantes que tienen dificultades con el idioma, emparejándoles con los estudiantes que tienen más conocimiento para obtener mejores resultados de la implementación y que la estrategia funcione de mejor manera

#### **6. ¿Cree usted que las preguntas deberían ser mucho más detalladas?**

Pienso que deberían preguntar por más detalles sobre la lectura preguntas donde se pregunten sobre key and general details.

#### **7. ¿Qué tipo de texto podría aplicar en la tercera intervención?**



Se puede utilizar lecturas de acuerdo a las fechas cercanas que tenemos como Halloween, aunque no celebremos en Ecuador es una tradición en Estados Unidos y ellos deben sumergirse en esa cultura para tener más interés para motivarlos a aprender el idioma.

## **Interview 2**

This interview has the purpose of collecting information about the application of Jig-saw strategy to improve the level of reading comprehension of students. The data obtained will be used to continue the development of the curricular integration work (thesis).

### **1. How was the strategy implemented in the class?**

The implementation of the strategy was good, as I have already said, it is an innovative strategy that the students like, but we have control better the work that each one does because in the groups only one person tends to read and he/she explains to the others.

### **2. Did you notice any improvement in your students' reading comprehension skills?**

Yes, students seem more engaged and willing to improve their comprehension skills, but there are always words that they do not understand and get distracted by it.

### **3. What aspects of Reading comprehension were improved? Which ones weren't?**

Key details have been an aspect that has improved a lot, they look for understand the details that each reading presents, what they need to improve on is summarizing information or keeping a general idea of what the reading is about.

### **4. What changes could you suggest for the third implementation of the class?**

You can present vocabulary that you consider complicated for them, that would help them understand the reading better and not take too long in the process.

### **5. What would you improve by applying the Jigsaw strategy again?**

I would improve the distribution of groups taking into account students who have difficulties with the language, pairing them with students who have more knowledge to obtain better results from the implementation and for the strategy to work better.

### **6. Do you think the questions should be much more detailed?**

I think they should ask for more details about reading questions where they ask about key and general details.

### **7. What type of text could you apply in the third intervention?**

You can use readings according to the upcoming dates that we have such as Halloween, even if we do not celebrate in Ecuador, it is a tradition in the United States and they should immerse themselves in that culture to have more interest to motivate them to learn the language.

## Appendix 8 – Grades of the three interventions

EFL4.3.1						O.EFL 4.1						O.EFL 4.1					
EFL4.3.1		EFL4.3.1		EFL4.3.1		EFL4.3.1		O.EFL 4.1		O.EFL 4.1		O.EFL 4.1		O.EFL 4.1		O.EFL 4.1	
Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) (implementation 1)		Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) (implementation 1)		Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) (implementation 2)		Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) (implementation 3)		Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 1)		Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 2)		Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 2)		Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 2)		Identify the main ideas of some details, in order to produce level-appropriate critical analysis of familiar subjects and contexts. (implementation 3)	
Participants						Participants						Participants					
1	2/2	0	1/1	8/8	11/13	1	0	0	1/1	3/3	1/1	5/8	1	0	0	1/1	1/4
2	0	2/2	1/1	8/8	11/13	2	0	0	1/1	3/3	0	4/8	2	2/2	1/1	1/1	4/4
3	0	2/2	1/1	8/8	11/13	3	2/2	0	1/1	3/3	1/1	7/8	3	0	0	1/1	1/4
4	2/2	2/2	1/1	8/8	13/13	4	2/2	1/1	1/1	3/3	1/1	8/8	4	2/2	0	1/1	3/4
5	0	0	1/1	8/8	9/13	5	0	0	1/1	2/3	1/1	4/8	5	2/2	1/1	1/1	4/4
6	2/2	0	1/1	8/8	11/13	6	0	0	1/1	2/3	1/1	4/8	6	2/2	1/1	1/1	4/4
7	2/2	0	1/1	8/8	11/13	7	2/2	1/1	1/1	3/3	1/1	8/8	7	0	0	0	0
8	2/2	0	1/1	8/8	11/13	8	2/2	1/1	1/1	3/3	1/1	8/8	8	2/2	0	0	2/4
9	2/2	0	1/1	8/8	11/13	9	2/2	1/1	1/1	2/3	1/1	7/8	9	0	0	1/1	1/4
10	2/2	0	1/1	8/8	11/13	10	2/2	1/1	1/1	3/3	1/1	8/8	10	0	0	0	0
11	0	0	1/1	8/8	9/13	11	0	1/1	1/1	3/3	1/1	6/8	11	0	0	1/1	1/4
12	0	0	1/1	8/8	9/13	12	2/2	1/1	1/1	2/3	1/1	7/8	12	2/2	0	0	2/4
13	0	0	1/1	8/8	9/13	13	0	0	1/1	3/3	1/1	5/8	13	0	0	1/1	1/4
14	2/2	0	1/1	8/8	11/13	14	0	0	1/1	3/3	1/1	5/8	14	0	0	1/1	1/4
15	2/2	0	1/1	8/8	11/13	15	0	1/1	1/1	3/3	1/1	6/8	15	0	0	1/1	1/4
16	2/2	0	1/1	8/8	11/13	16	0	1/1	1/1	3/3	1/1	6/8	16	0	0	1/1	1/4
17	0	0	1/1	8/8	9/13	17	2/2	1/1	1/1	3/3	1/1	8/8	17	0	0	1/1	1/4
18	2/2	0	1/1	8/8	11/13	18	2/2	1/1	1/1	3/3	1/1	8/8	18	0	0	1/1	1/4
19	0	0	1/1	8/8	9/13	19	2/2	0	1/1	0	1/1	4/8	19	0	0	1/1	1/4

## Appendix 9 - Parental consent

### Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Guapan

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que el practicante de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales, 9no ciclo, paralelo 1** que realiza sus prácticas pre profesionales en la institución **Unidad Educativa Guapan** tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si brinda su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su nivel de comprensión lectora. Durante este tiempo, los alumnos de primero de bachillerato deberán colaborar con ciertas actividades como exámenes, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en los primeros exámenes, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya me he comunicado con el docente de inglés de este curso para pedir su debida autorización.

De igual manera se dará a conocer a los representantes de cada alumno/a acerca de las actividades que se van a realizar con ellos por medio de una corta reunión por zoom.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas pre profesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.

5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que el estudiante de la UNAE tome fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

### **FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO**

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

.....

Nombre completo padre/madre/representante legal:

.....

Cédula de ciudadanía: .....

Firma del padre/ madre/ representante legal: .....

Fecha: .....

## Appendix 10 - Validation of the instruments



Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE  
Comité de Titulación de PINE



### Template: Validation of the Instrument by Experts.

**Evaluator's name:** Mcs. Clara Eugenia Aucancela Chitacapa

**Specialty:** English

**Academic degree:** Master 4<sup>th</sup>

- **Authors of the Final Integrated Project:** Franklin Escobar
- **Title of the research:** The Application of Jigsaw Reading to Improve Students' Comprehension Level in High School
- **General objective:** To improve the first level of baccalaureate students' reading comprehension skills through the implementation of Jigsaw reading activities.
- **Specific objectives:**
  - To identify the main problems related to the reading comprehension skill of first-level baccalaureate students to create the action plan based on Jigsaw reading activities.
  - To design several jigsaw reading activities to improve students' reading comprehension skills.
  - To implement Jigsaw reading activities to monitor student progress and participation through worksheets worked in class.
  - To evaluate the progress of first-year of baccalaureate students, through the analysis of worksheets and observation checklists, and thus see if their level of reading comprehension improved when applying the jig saw strategy.

## 1. INSTRUMENT TO VALIDATE THE RATING SCALE

**Instruction:** Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree    2 – Disagree    3 – Undecided    4 – Agree  
5 – Strongly Agree

### Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

## 2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

✓ Yes

NO \_\_\_\_\_

2. What items would you add or erase?

Everything is correct.

3. What other suggestions would you make to improve this instrument?

Personally, this instrument is well designed.

Evaluator's Names: **Mcs. Clara Eugenia Aucancela Chitacapa**

ID: 030194345-2

Academic Degree: Master

Signature: \_\_\_\_\_  


### Template: Validation of the Instrument by Experts.

Evaluator's name: Azuena Vargas Cárdenas

Specialty: Lengua y literatura – Inglés

Academic degree: Lic. en Ciencias de la Educación

- **Authors of the Final Integrated Project:** Franklin Escobar
- **Title of the research:** The Application of Jigsaw Reading to Improve Students' Comprehension Level in High School
- **General objective:** To improve the first level of baccalaureate students' reading comprehension skills through the implementation of Jigsaw reading activities.
- **Specific objectives:**
  - To identify the main problems related to the reading comprehension skill of first-level baccalaureate students to create the action plan based on Jigsaw reading activities.
  - To design several jigsaw reading activities to improve students' reading comprehension skills.
  - To implement Jigsaw reading activities to monitor student progress and participation through worksheets worked in class.
  - To evaluate the progress of first-year of baccalaureate students, through the analysis of worksheets and observation checklists, and thus see if their level of reading comprehension improved when applying the jig saw strategy.
-



## 1. INSTRUMENT TO VALIDATE THE RATING SCALE

**Instruction:** Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree    2 – Disagree    3 – Undecided    4 – Agree  
5 – Strongly Agree

### Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	(4)	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	(5)
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	(5)
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	(4)	5
The items in the instrument are stated clearly.	1	2	3	4	(5)
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	(4)	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	(5)
The layout or format of the instrument is technically sound.	1	2	3	(4)	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	(5)
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	(5)
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	(4)	5

## 2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes X NO \_\_\_\_\_

2. What items would you add or erase?

All the document is right.

3. What other suggestions would you make to improve this instrument?

increase the time to evaluate students

Evaluator's Names: Azucena Vargas Cárdenas

ID: 0300 957701

Academic Degree: Lic. en Ciencias de la Educación

Signature: 

## Appendix 11 – Authorization of the Principal of the school



adimientos para el Trabajo de Integración Curricular y el Examen Complexo en PINE  
Comité de Titulación de PINE



### CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Azogues, 31 de octubre del 2023

#### 1. DATOS INFORMATIVOS:

<b>1.1. Apellidos y nombres:</b> Escobar Chacha Franklin Javier	
<b>1.2. Carrera:</b> Pedagogía de los Idiomas Nacionales y extranjeros	<b>1.3. Itinerario:</b> 3 horas
<b>1.4. Ciclo:</b> Noveno Ciclo	<b>1.5. Paralelo:</b> 1

*Nombre del Rector: Ing. Raul Pinos*

Rector de la institución Educativa

Yo, **Franklin Javier Escobar Chacha**, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa Guapan, con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallo mi estudio educativo:

**TITULO:** The Application of Jigsaw Reading to Improve Students' Comprehension Level in high school

**OBJETIVO:** To improve students' comprehension skill through the implementation of the Jigsaw reading strategy.

**METODOLOGIA:** Exploratory action research.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.



Procedimientos para el Trabajo de Integración Curricular y el Examen Complexo de PINE  
Comité de Titulación de PINE




Esperando su favorable acogida y autorización.

Atentamente,  
Franklin Escobar

Autorizado.

Ing. Raul Pinos (Rector de la Unidad Educativa Guapan)

Firma: 

Nombres y apellidos: Luis Raul Pinos Rojas

C.I.: 0301382339

Sello de la institución: \_\_\_\_\_



## Appendix 12 - Declaratoria de propiedad intelectual



UNIVERSIDAD  
NACIONAL DE  
EDUCACIÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN  
PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR  
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, Franklin Javier Escobar Chacha, portador de la cedula de ciudadanía nro. 0350343513, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada The Application of the Jigsaw Reading Technique to Improve Students' Comprehension Level in High School son de exclusiva responsabilidad del suscriptor de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e Información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado The Application of the Jigsaw Reading Technique to Improve Students' Comprehension Level in High School en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 7 de marzo de 2024

  
(Franklin Javier Escobar Chacha)  
C.I.: (0350343513)

## **Appendix 13 - Certificado del Tutor / Co-tutor**



**CERTIFICACIÓN DEL TUTOR Y COTUTOR PARA  
TRABAJO DE INTEGRACIÓN CURRICULAR  
DIRECCIONES DE CARRERA DE GRADO PRESENCIALES**

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Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Mgtr. Tania Anabel Cajamarca Alvear, tutora y Mgtr Carmen Maricela Cajamarca Illescas, cotutora del Trabajo de Integración Curricular denominado “The Application of the Jigsaw Reading Technique to Improve Students’Comprehension Level in High School” perteneciente al estudiante: Franklin Javier Escobar Chacha con C.I. 0350343513, damos fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informamos que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 6 % de coincidencia en fuentes de internet, apeándose a la normativa académica vigente de la Universidad Nacional de Educación.

Azogues, 07 de marzo de 2024



Firmado electrónicamente por:  
**TANIA ANABEL  
CAJAMARCA ALVEAR**

Docente Tutor/a  
Mg. Tania Anabel Cajamarca Alvear. Ph.D. (c)  
C.I.: 0102813417



Firmado electrónicamente por:  
**CARMEN MARICELA  
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