

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACION EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE:

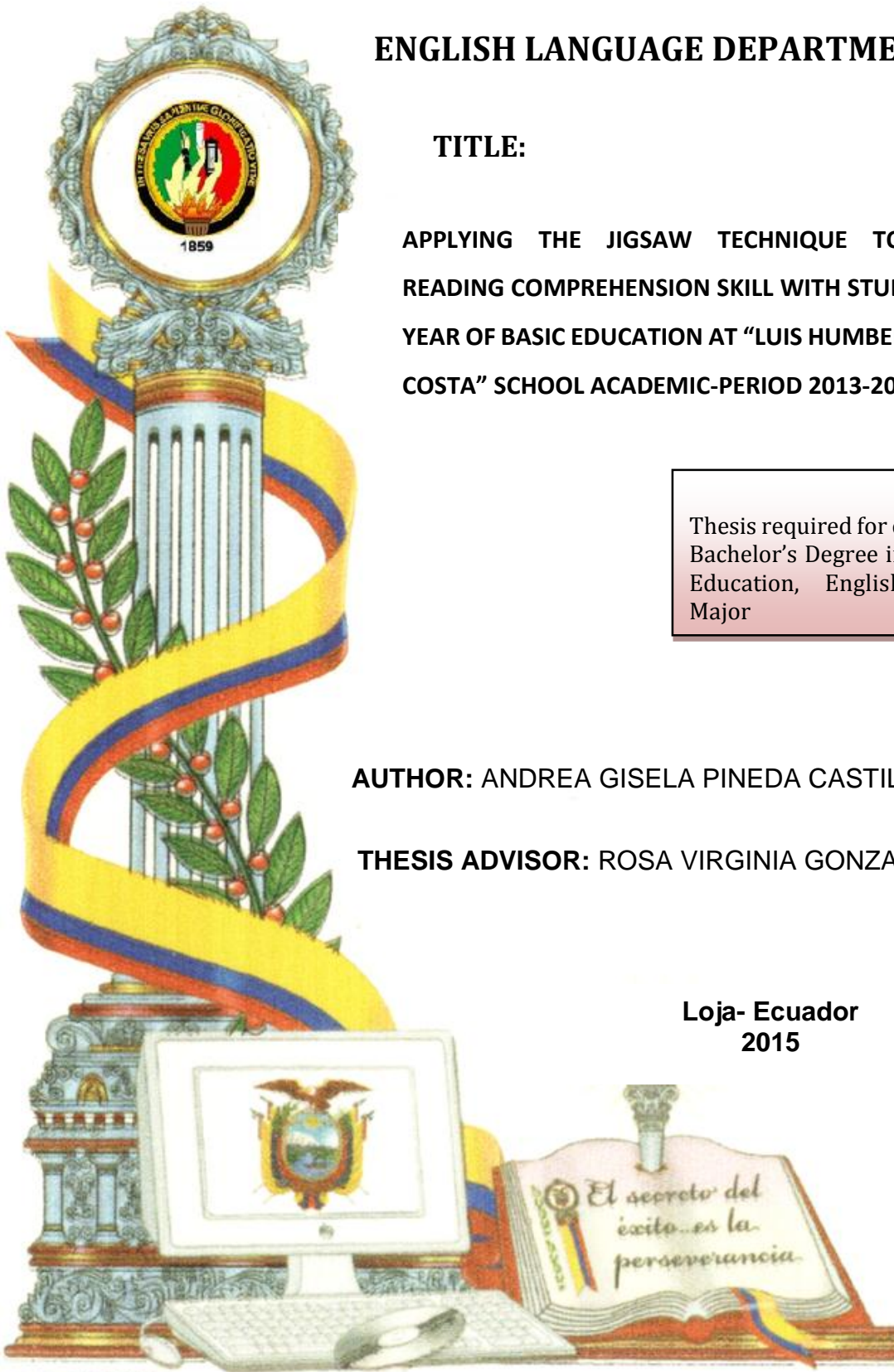
APPLYING THE JIGSAW TECHNIQUE TO IMPROVE
READING COMPREHENSION SKILL WITH STUDENTS OF 4th
YEAR OF BASIC EDUCATION AT "LUIS HUMBERTO BENITEZ
COSTA" SCHOOL ACADEMIC-PERIOD 2013-2014

Thesis required for obtaining the
Bachelor's Degree in Sciences of
Education, English Language
Major

AUTHOR: ANDREA GISELA PINEDA CASTILLO

THESIS ADVISOR: ROSA VIRGINIA GONZALEZ. Mg. Sc.

Loja- Ecuador
2015



CERTIFICATION:

Rosa Virginia González Zúñiga Mg Sc
PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the present research work entitled **APPLYING THE JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL WITH STUDENTS OF 4th YEAR OF BASIC EDUCATION AT "LUIS HUMBERTO BENITEZ COSTA" SCHOOL ACADEMIC-PERIOD 2013-2014** is the responsibility of the undergraduate student: Andrea Gisela Pineda Castillo.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

Loja, July 2015

A handwritten signature in blue ink, appearing to read 'Rosa Virginia González Zúñiga', written over a horizontal line.

Rosa Virginia González Mg. Sc.

THESIS ADVISOR

AUTORIA

Yo, Andrea Gisela Pineda Castillo declaro ser autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

Autor: Andrea Gisela Pineda Castillo

Firma:  _____

Numero de cédula: 1105615262

Fecha: 16 de julio de 2015

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR, PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO

Yo, **Andrea Gisela Pineda Castillo** declaro ser autora de la tesis titulada: **APPLYING THE JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL WITH STUDENTS OF 4th YEAR OF BASIC EDUCATION AT “LUIS HUMBERTO BENITEZ COSTA” SCHOOL ACADEMIC-PERIOD 2013-2014**; como requisito para obtener el grado de: Licenciada/o en Ciencias de la Educación, mención : Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que confines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional (RDI):

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de tesis que realice un tercero

Para constancia de esta autorización, en la ciudad de Loja, a los 16 días del mes de julio de 2015, firma la autora.

Firma:  _____

Autor: Andrea Gisela Pineda Castillo
Cédula: 1105615262
TELEFONO: 232 6743
Dirección: Obrapia La Dolorosa
Correo electrónico: andrea0891@hotmail.es

DATOS COMPLEMENTARIOS

Director de tesis:

Tribunal de grado:

Mg. Sc. Elizabeth María Sarmiento Bustamante	PRESIDENTA
Mg. Sc. Miriam Eucevia Troya Sánchez	VOCAL
Mg. Sc. Diana del Cisen González Sarango	VOCAL

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to all those who provided me with the ability to complete this research work. I extend my gratitude to Universidad Nacional de Loja for all the help provided during my studies. Special thanks go to the English Language Department and all the staff members who help me complete this research work.

Likewise to Luis Humberto Benitez School, the authorities, teachers and students for having made possible the development of this research work.

Finally, I extend my grateful thanks to Rosa Virginia Gonzalez my thesis advisor, who guided me constantly and efficiently during the entire process of this thesis.

THE AUTHOR

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal. I dedicate my thesis work to my family. A special feeling of gratitude to my loving parents Celso Patricio Pineda and Francisca Clemencia Castillo, whose words of encouragement and tenacity, have motivated throughout my life and also to my brothers and sisters I extend a special dedication. For all of them I dedicate my LOVE, OBEDIENCE, and RESPECT.

Andrea Pineda

MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN										
BIBLIOTECA:ÁREADE LAEDUCACIÓN,ELARTEYLACOMUNICACIÓN										
Tipo de documento	Autor y Título de la tesis Fuente	Fecha/año	Ámbito geográfico					Otras Desagregaciones	Notas Observaciones	
			Nacional	Regional	Provincial	Cantonal	Parroquial			Barrio comunidad
THESIS	AUTOR: Andrea Gisela Pineda Castillo. TÍTULO: "APPLYING THE JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL WITH STUDENTS OF 4th YEAR OF BASIC EDUCATION AT LUIS HUMBERTO BENITEZ COSTA SCHOOL ACADEMIC-PERIOD 2013-2014"	2015	Ecuador	Zona 7	Loja	Loja	San Sebastián.	Punzará Chico.	CD	Licenciado en Ciencias de la Educación, mención Idioma Inglés

THESIS SCHEME

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENT
- vi. DEDICATION
- vii. ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS SCHEME

- a. TITTLE
 - b. ABSTRACT (Spanish, English)
 - c. INTRODUCTION
 - d. LITERATUREREVIEW
 - e. MATERIALSAND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES
- INDEX

a. TITLE

**APPLYING THE JIGSAW TECHNIQUE TO IMPROVE READING
COMPREHENSION SKILL WITH STUDENTS OF 4th YEAR OF BASIC
EDUCATION AT “LUIS HUMBERTO BENITEZ COSTA” SCHOOL
ACADEMIC-PERIOD 2013-2014**

b. RESUMEN

El propósito de esta investigación-acción fue investigar el uso de Jigsaw en el mejoramiento del aprendizaje de la comprensión de la lectura con el cuarto año de educación básica de la escuela “Luis Humberto Benitez Costa”. Se llevó a cabo un plan de intervención realizado en doce sesiones para mejorar la comprensión de la lectura. El investigador diseñó un examen que le permitió medir el progreso de los diez estudiantes y las ventajas de usar la técnica del Jigsaw en el aprendizaje. Además, instrumentos como el diario de campo y la lista de verificación fueron usados regularmente para apreciar el crecimiento de los estudiantes. Los resultados indicaron que el uso de Jigsaw facilitó de manera significativa a la mejora del aprendizaje de la lectura comprensiva que se vio reflejado en el notable aumento de las notas del post-test y el progreso de los estudiantes durante la intervención. Sería justo concluir que este estudio ayudó a los estudiantes a mejorar el nivel de lectura comprensiva, y el investigador mejoró sus habilidades de enseñanza y que la comunidad tendrá profesores candidatos bien preparados.

ABSTRACT

The purpose of this action research was to investigate the use of the jigsaw technique in the improvement of reading comprehension skill with fourth year of basic education at “Luis Humberto Benitez Costa” school. An intervention plan with twelve sessions was carried out to improve the reading comprehension skill. One researcher-made test was designed and used to measure the ten students’ progress and advantages of jigsaw use. Additional instruments like field diary and checklists were also used regularly to appreciate the students’ growth. The results indicated that the use of the Jigsaw technique facilitated meaningfully the improvement of reading comprehension which was reflected in the noticeable increase of the posttest scores and students’ progress during the intervention. It would be fair to conclude that this study helped the students to improve their reading comprehension level, the researcher sharpen her teaching skills and the community will have well-prepared candidate teachers.

c. INTRODUCTION

In the present action research there are two variables which are involved as a fundamental part of this research work. They are reading comprehension skill which is the problem that the students present before the intervention stage as Adams,(2008) Reading comprehension is the act of understanding what you are reading.

While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing and the other variable is the application of Jigsaw technique as Agustina, (2014) states that The jigsaw technique is a specific cooperative learning technique which gives the students the opportunity to interact meaningfully with reading material and the responsibility to share the ideas to other members of the class increasing cooperation in the classroom.

After the application of the pretest the researcher wanted to improve the specific feature follow the steps in a process being this component the most difficult issue that students struggle with, in this case the researcher through the application of Jigsaw technique to enhance the reading comprehension skill.

This theme was chosen after the researcher make a big analysis to the participants in which she could realize the difficulties that they have concerning to the reading comprehension skill , being this skill essential in learning English and also it represents that a person manages the new language, for this reason it is necessary that pupils manage it correctly.

The researcher at the beginning of the intervention had some concerns in regard of the research project such as: What kind of theoretical frame about the jigsaw technique is useful to improve reading comprehension skill? Which are the negative issues that limit the reading comprehension skill? How to use the jigsaw technique to improve reading comprehension skill? How does the jigsaw technique as part of the classroom activities improve the limitations in reading comprehension skill? How effective was the application of the jigsaw technique in reading comprehension skill? All of those questions were answered through the intervention stage and the results gotten about it.

The variable that was monitored was the problem that students had in reading comprehension skill, especially the researchers focused on some parameters that are essential to master this skill such as: vocabulary and grammar background, scanning for details and following the steps in a process.

The population that was part of this research was 10 students who belong to the 4th year of basic education at “Luis Humberto Benitez Costa” school and the researcher who is in the last module of the English Language career and through this research she will get the degree as an English teacher She planned an intervention stage in which she applied the Jigsaw technique to enrich students’ reading comprehension skill.

She acted during twelve sessions around four weeks working at the morning and in the afternoon, during this period of time she applied the jigsaw technique and obviously chosen the best readings in order to catch students’ attention.

The researcher introduced vocabulary and grammar , students had practice vocabulary and grammar through slides that the researcher showed and also with

worksheets then they practice the readings applying the Jigsaw technique were they had to work in home and expert groups.

In the present Action research project the researcher saw how the students improved their reading comprehension and overcome some of the problems they had through the applications of Jigsaw technique which was chosen according to their level, age and needs, among other factors. Then, this group of students to who applied the treatment of this research was benefited because the results were interesting and significant in the post-test.

This action research had a significant effect on teaching, learning and it was a great practice not only for doing this study if not as future teacher, we need to know what is actually happening in the classrooms and what aspects of the classroom we should focus to develop the teaching most effectively.

During the intervention was experienced how Jigsaw technique can help students to improve their reading comprehension skill as a foreign language.

This work makes reflect on the importance of making practice as teacher using a specific resource before exerting the profession. Action research is a tool that is used to help teachers to discover strategies to improve teaching also, it is a necessary work should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain resources used in teaching-learning process.

Moreover, an obvious limitation to this study was that the school did not have essential materials to teach the English language, for this reason the researcher used her own materials to teach.

d. LITERATURE REVIEW

READING COMPREHENSION

Reading comprehension is one of the most important skills to all of us, because it builds our knowledge, it gives us an escape, and it helps to exercise our brains. The more you read, the better your reading skills and pronunciation will improve.

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text.

This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three. Adams (2008).

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either.

Children can draw on their prior knowledge of vocabulary, the best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. Adams,(2008).

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. What we can recall and how much we can recall depends on many factors. Is important to select important points from what

we read and be able to draw general conclusions. We should look for key words and phrases. It is very important to distinguish between fact and opinions Wainwright,(2007).

In reading comprehension it is important to make deductions draw inferences, be aware of implications and interpret information. It is important to distinguish between denotative or surface, or literal, meaning and connotative, or along and between the lines, it is important to evaluate and discuss what we read with others .Wainwright,(2007)

According to Wainwright,(2007) Reading comprehension is a process in which the reader has to decode linguistic symbols and reconstruct them up to a meaningful whole intended by the writer .reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration.

Comprehension includes recognizing and understanding a main idea and related details. A good reader recognizes that many ideas are implied and he must read between the lines to get the full meaning .Adams,(2008).

ESSENTIAL SKILL-COMPONENTS OF READING COMPREHENSION, DIFFERENT TYPES READING COMPREHENSION

There are three aspects to the process of reading comprehension: phonics, phonemic awareness, and fluency- These three aspects work together to create the reading experience. As children learn to read they must develop skills in all five of these areas in order to become successful readers.

Phonics

Phonics is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words. Without phonics, words are simply a bunch of squiggles and lines on a page Adams.(2008)

There are a number of ways that phonics can be taught because there is a variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way.

There are two important kind of phonetics that are:

Synthetic phonics: In this approach readers are taught to first connect letters to their corresponding phonemes (sound units) and then to blend those together to create a word.

Analytic phonics: A word is identified as a whole unit and then its letter-sound connections are parsed out. Analytic phonics uses familiar parts of words to discover new words.

Phonemic Awareness: Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). Phonics is used only in written language because it involves letters. Phonemes are sounds only.

Fluency: Fluency is a reader's ability to read with speed, accuracy and expression. Thus it requires him to combine and use multiple reading skills at the same time. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently Adams.(2008)
Remember that Fluency is intimately tied to comprehension.

5 TYPES OF READING COMPREHENSION

To really understand the different levels of reading comprehension is very important to identify the five types of reading comprehension which are the following.

Lexical Comprehension: Understanding key vocabulary words in a text. Leveled readers are written in a way that too many big words are not used on the same page. In addition, if an unfamiliar word is used, it is generally explained within the same sentence or with a definition box in the margin.
Giampaolo Keener A, (2014)

Literal Comprehension: Answers the questions Who, What, when, and where with information found directly in the text.

Interpretive Comprehension: Answers the questions What if, Why, and How by inferring information from the text.

Applied Comprehension: Answers opinion questions or questions that have the reader relate the new information to background knowledge.

Affective Comprehension: Understanding the social and emotional aspects of a text. If a child does not grasp why certain characters in a story may respond in a certain manner, they get lost in the words and the plot. (Giampaolo Keener A (2014)

READING ALONG LANGUAGE LEARNING APPROACHES

There are two major approaches that are highlighted in reading comprehension these are:

The Bottom-up Approach

The Bottom-up Approach of reading process holds the view that reading is a process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes toward reading. The argument is that without a literal or fundamental understanding of the language the top-down processing will not occur. Bottom-up processes are

those that take in stimuli from the outside world, letters and words for reading, and deal with that information with little resource to higher-level knowledge. In this model, readers begin with the lowest level, from which the symbols are identified.

From the point of view of bottom-up model, accuracy in understanding linguistic units is very significant and the lower-level processing skills in reading are important. This model weakens the significance of reading comprehension because the focus is on linguistic knowledge. Theories that stress bottom-up processing focus on how readers extract information from the printed page, claiming that readers deal with letters and words in a relatively complete and systematic fashion. Bottom-up processes take in stimuli from the outside world, in this case, the text itself .Abraham(2004)

Some example of reading activities used in this approach are:

- ❖ Finding or underlining examples of tenses or grammar structures.
- ❖ Scanning a text for specific information.
- ❖ Making a timeline of the events in the text
- ❖ Finding synonyms or definitions of words in bold. Abraham(2004)

The Top-down Approach

This approach focuses meaningful learning, with top-down processes, the uptake of information is guided by the individual's previous knowledge and expectations. Thus, the reader does not read every word, but see through the text

in order to be able to guess the meaning of the words or phrases. During the reading process, readers take large units of meaning of the text at a time and match what they already know with the meaning they derive from the text. Top down processing occurs as the system makes general predictions based on higher level and general schemata. It searches the input for information to fit into these partially satisfied, higher order schemata.

Theories that stress top-down processing hold that readers form hypotheses about which words they will encounter and take in only just enough visual information to test their hypotheses. Some examples of reading activities that are based on this approach are:

- Predicting the text using titles, pictures
- Writing a journal entry about a time the learner had a similar experience

Abraham(2004)

ESSENTIAL SKILLS NEEDED FOR READING COMPREHENSION

At the Beginning around third or fourth grade, children are expected to be able to read a passage of text, understand it and answer questions about it. So for this reason here are the five skills needed for reading comprehension.

Making the Connection between Letters and Sounds

Once your child grasps the connection between letters (or groups of letters) and the sounds they typically make (phonics), he'll be able to "sound out" words.

Decoding the Text

The process of sounding out words is also known as decoding. As decoding becomes faster and more automatic, your child can shift his focus from sounding out words individually to understanding the meaning of what he is reading.

Recognizing Words

The ability to read whole words by sight without sounding them out is called “word recognition.” This speeds up the rate at which your child can read and understand a passage of text. This can be a challenging step for kids with dyslexia.

Understanding the Text

Fluent readers can remember what they’ve just read and relate the new material to what they already know. They can recall details if asked and summarize what they understood from the passage. Lapkin, (2014)

STRATEGIES TO TEACH READING COMPREHENSION SKILL

There are several comprehension strategies that can be used to help students improve their reading comprehension skills. These strategies include, but are not limited to: identify where the difficulty is, identify what the difficulty is, restate the

difficult sentence or passage in their own words, look back through the text, and look forward in the text for information that might help them resolve the difficulty (context clues)

Making connections

Children make personal connections with the text by using their schema. There are three main types of connections we can make during reading:

-Text-to-Self: Refers to connections made between the text and the reader's personal experience.

-Text-to-Text: Refers to connections made between a texts being read to a text that was previously read.

-Text-to-World: Refers to connections made between a text being read and something that occurs in the world.

Creating mental images (visualizing)

This strategy involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands the text. Shannon,(2009).

Inferring

Authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provide clues that readers can use to “read between the lines by making inferences that combine information in the text with their schema. Appel , (2009).

Evaluating (determining importance)

Determining importance has to do with knowing why you’re reading and then making decisions about what information or ideas are most critical to understanding the overall meaning of the piece. Appel, (2009).

Monitor student’s comprehension

Monitor student’s comprehension. Some students are capable of tracking their own comprehension. These students will know when they understand the text and when they don't. These types of students who can track their own comprehension are able to fix problems that they might be having will reading; however, other students may not be aware of their comprehension skills. They may think that they understand the text, when in fact they are not. Shannon (2009).

Use graphic organizers

Graphic organizers help to show the relationships between concepts, characters and diagram. There is a wide variety of graphic organizers that can be used such as: maps, webs, Venn diagrams, charts, and others. Organizers can be used to help students focus on the concepts that are presented with in the

text. Organizers can be used with factual next or fictional text.. Graphic organizers help students to structure their reading while focusing on content .Shannon(2009)

Answers students questions

To help students with textual compression is answering questions. Questions help students to learn from reading, because it gives them a reason to read. Questions also help to focus student's attention on what they are supposed to learn, just as objectives do. Questioning encourages reading actively. This also helps students learn to monitor their own comprehension. Question helps students to review or refreshes on that they just read. This helps students relate what they have just read to prior knowledge. Questioning and answering instructions lets students to look back at the text they just read and find questions that couldn't answer before this can also help students to understand question and answer relationships, which is where the answer to a question can be found. Shannon,(2009)

Recognize story structure

Recognize the structure of a story or the text. Students that can do this are able to develop a sense of appreciation and understand and remember key point in the text. Students that can do this are then able to learn to identify categories of content, and how the content is organized into a plot. From here students can learn to use story mapping to recognize the structure of the story. Story maps help to show a visual of the sequence of events in the story. Shannon,(2009)

Summarizing.

Summarizing requires students to recall information from the story and put it into their own words. This also requires students to be able to pick out important information from the text and place it in the correct order in their summary.

Students can successfully be taught all of the above strategies to help improve their reading comprehension. Shannon,(2009)

COGNITIVE FACTORS THAT LIMIT THE DEVELOPMENT OF READING COMPREHENSION SKILL.

Reading comprehension is a cognitive process that requires myriad skills and strategies. Numerous programs are designed to improve reading comprehension: summer reading, read to succeed, student book clubs and battle of the books.. Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together. Hart, (2014)

Background Knowledge

Background knowledge plays an essential role in reading comprehension. In an effort to comprehend a text, students rely on their background knowledge to

link what they already know to the text they are reading. Background knowledge includes both a reader's real-world experiences and literary knowledge. Drawing parallels between background knowledge and texts helps students become active readers, improving their reading comprehension. Hart, (2014)

Vocabulary

Whether or not students have mastered vocabulary skills affects their reading comprehension. Students must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension. Hart, (2014)

Fluency

Reading with fluency allows students to retain information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. As students become fluent readers, they will spend less time trying to decipher the meaning of words and more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insightfully respond to a text. Hart(2014)

Active Reading

Beginning readers often rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading

comprehension. Students can actively guide their own reading by targeting comprehension problems as they occur. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text. Hart(2014)

Critical Thinking

Students can actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will also be able to identify literary devices and their effect on the text. Having critical thinking skills help to deepen a student's comprehension of a text, resulting in a positive reading experience. Hart(2014)

DIFFICULTIES TO DEVELOP READING COMPREHENSION SKILL

There are five difficulties or factors which parents and teachers must consider when seeking to improve the comprehension skill of any student.

Fluency in the language

If the reading material is written in a language which the student is in the process of learning, his comprehension will be limited. If his knowledge of the vocabulary is only basic and he speaks in a halting manner, it will have a negative effect on his comprehension of reading material. He should first be fluent in the

spoken language before he attempts to understand any but very basic literature.

Tyler, (2010)

Reading skill

If the child is reading at a primary grade level, he should not be assigned a book suitable for more advanced students. This can discourage him, and affect his outlook on reading in general. It is important to foster a positive attitude and enthusiasm about books and reading in every student. The student needs a good knowledge of phonics and syllabication, and be comfortable reading at that specific level, before he is expected to read and comprehend more advanced material. Tyler,(2010)

Learning disabilities

If a child is dyslexic, has developmental delays, or suffers from other learning disabilities, it may impede his progress in mastering comprehension skills. He cannot be expected to comprehend written material before he has developed basic reading skills. He should be working with a special needs or remedial teacher who can help him overcome his disability, and achieve his highest possible potential. Tyler(2010)

Experience

The student needs experience in an area, before he can fully grasp the significance of an article or book on a specific topic. Children in the tropics will

not fully understand the fun and attraction of winter activities in the snow. Students will have trouble relating in a meaningful way to the warm, humid environment of a rain forest. Tyler, (2010)

Interest

Ideally, the student should choose the topic about which he would like to read. It should then be the task of the teacher or librarian to find material on that topic which is suitable for his reading level. Fortunately, children are very curious, and their interest can often be aroused by a spirited class discussion on a specific theme.

It is most important, in every grade, to provide students with appropriate and interesting reading material, written for children at that level of ability. Otherwise, they will be at risk of becoming frustrated, discouraged and turned off reading for the foreseeable future and that is a terrible thing to any young person. Tyler(2010)

SUBSKILLS OF READING COMPREHENSION

Vocabulary

Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing.

Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without

knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction. Adams(2008)

Grammar

Recent studies show that there are ways that grammar can be taught formally that improve reading comprehension. For example, teaching students to combine sentences seems to improve how well students understand what they read. Clearly, it makes sense to guide students to understand how sentences work.

Studies of reading comprehension suggest the importance of students having a language of grammar (knowing the difference between a noun and a verb for example), and common sense would suggest that it makes sense to help students to unpack sentences that confuse them.

That doesn't necessarily justify a lot of grammar worksheets and the like, but it does argue for teaching students about sentences as they meet them Shanahan(2013)

Scanning

Is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific

words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin. Johnson A. L.,(2005)

Understanding the Organization of a Text

Every text contains a number of different ideas, which are presented in different parts of the text. The manner in which different ideas are related to each other in a text is referred to as the structure or organization of a text. This is controlled by the topic, the writer's purpose and the audience that he/she has in mind. A good reader should be able to trace the organizational pattern in the text. Mishra, (2013).Once readers understand how a text is organized, they are better able to get meaning from a difficult text

COOPERATIVE LEARNING STRATEGIES IN EFL CLASSROOM.

The following information focuses on cooperative learning in EFL classroom. Furthermore, cooperative learning is defined and its relevance and aims especially for EFL teaching and learning are described.

One of the most important techniques that belongs to the cooperative learning is the jigsaw technique this technique is one of the most important in order to improve our reading comprehension skill

WHAT IS JIGSAW TECHNIQUE?

Jigsaw is a technique that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team. Aronson (2008).

Jigsaw is a kind of cooperative learning technique that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information.

The jigsaw technique is a specific cooperative learning technique which gives the students the opportunity to interact meaningfully with reading material and the responsibility to share the ideas to other members of the class increasing cooperation in the classroom Agustina(2014)

Jigsaw technique allows students to actively participate in learning process therefore, participants need to interact with each other to complete the task successfully. They assert that “the goal orientation in a jigsaw task is convergent and there is one possible outcome”

The jigsaw technique can also be used to cover a large amount of material quickly, to introduce students to different perspectives on a topic, to introduce topics and create interest, and as a research strategy Agustina(2008)

Objectives of jigsaw technique

The goal of a jigsaw activity is generally to give students responsibility and control over their own learning.

During and after performing the Jigsaw activity, students will.
Develop expert knowledge of a given concept, teach a given concept to other students and integrate a collection of concepts into a topic level understanding

To apply the jigsaw technique we can give students a feeling of satisfaction the satisfaction gained at the completion of a task. We can also check comprehension by asking a group to re-tell the story to the class. We can then briefly analyze the text, e.g. quote connectives, cohesion markers, or flow of ideas to illustrate why Part II should follow Part I. We can throw in a bit of story grammar: the setting, the theme, the plot, characters, resolution, etc. By familiarizing students with story grammar, we can help them read more effectively as they have a better schema to rely on. Lai, (2008)

What is the benefit of the jigsaw classroom?

First and foremost, it is a remarkably efficient way to learn the material. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless

everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

Jigsaw is a well-established technique for encouraging group sharing and learning of specific content. This technique can be used as an instructional activity across several days and is best to use when there is a large amount of content to teach. Aronson(2008)

Jigsaw helps students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy helps to improve reading and problem-solving skills. Monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic. This allows teachers to tailor instruction accordingly. Aronson(2008)

What is jigsaw reading?

Jigsaw Reading technique as the technique in which a reading text is cut into segments and the task of the students is to restore it to its proper order to make sense of the text. If used as a group activity where students discuss the decisions of how to order the segments of the text, it can elicit a great deal of communicative interaction. Farouk, (2001)

Doing Jigsaw Reading is like playing with a jigsaw puzzle. Each student in a

group is given part of the story to read. He has to read and comprehend it all by himself in order to report to other members of the group. After each member has reported the different parts of the story, the whole group work together re-arranging the parts to recover the original story Lai,(2008)

How to work with jigsaw reading texts?

We can use any coherent passage to create a jigsaw reading text. But it is more interesting if we use short stories our students can read independently, i.e. without the help of the teacher or the dictionary. We can divide the story up in between episodes.

For example, having divided the story into 4 parts, we make copies so that each student is only allowed to read 1/4 of the story. To make the activity more exciting, we can turn it into a competition: Ask students to form groups of four. Give each group Part 1 to Part 4 of the story. Tell them to read, to take notes if necessary, and to report orally to the group after reading. The group that can reconstruct the story back to its original is the winner. Lai,(2008)

What kind of jigsaw can we do in primary classes?

In lower primary, we can use sentences to do jigsaw. Instead of breaking a story up, we can break up a sentence into short chunks at the meaning boundaries. Lai,(2008)

Teacher's role in jigsaw

The primary role of the educator is to choose learning material, structure the groups, explain the cooperative nature of group work, provide an environment conducive for this type of work, monitor group work, and assist students in summarizing, synthesizing, and integrating material. It is also essential that the teacher effectively model and explain jigsaw prior to involving students in this type of teaching method. Lai,(2008)

Elements of cooperative learning

Johnson and Holubec (1993) put forward five principles

Positive interdependence: Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort. Johnson D. W.,(1993)

Face-to-face promote interaction Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one. (Johnson D. W., 1993)

Individual and group accountability: The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be.

The teacher is expected to give an individual test to each student, randomly examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain the rationale underlying the group answers, and monitor students to teach what they've learned to the others. Johnson D. W.(1993)

Interpersonal skills: Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict-management skills and so on. Johnson D. W.(1993)

Group processing: Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change. Johnson D. W.(1993)

Motivating Students into the Jigsaw: Some students who have never experienced jigsaw and who have been accustomed to the competitive model of traditional classroom might be skeptical of this model, so it is necessary to motivate the students at the opening stages of jigsaw activities. Lai,(2008)

Therefore the teacher should explain the method in detail, tell students that jigsaw is a cooperative learning technique which is characterized by

interdependent learning rather than independent or dependent learning, and familiarize them with the benefits of jigsaw learning. In this way, students may become active, and thereby learning itself in jigsaw will be better on the way. Lai, (2008)

e. MATERIALS AND METHODS

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate (practitioners) and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflected upon her teaching and improved her students' situation.

CONTEXT

"Luis Humberto Benitez Costa" public school was selected as the place for the present research work since it is the school where the researcher had the opportunity to teach as part of his teaching practicum it means communitarian practices; therefore she has an insight of the spectrum of English teaching within the school. "Luis Humberto Benitez Costa" is located in Punzara Chico neighborhood and it is not organized according to Ecuadorian School System

requirements for learning English. Students attending this rural public school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of Luis Humberto Benitez Costa School, the treatment of English as a subject within the curriculum of the school is optional, and it is reflected in the limited class periods devoted to teach it. It does not have an English teacher as part of its teaching staff and the only English instruction children receive is that coming from the teacher trainees who are required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS

This research project was carried out with Fourth-Year students of basic Education as Luis Humberto Benitez Costa School. There are ten students in this group they are between nine to eleven years old, in the institution does not exist an English teacher, and the learners just receive 2 hours of English language classes per week, consequently the responsible for English classes are the practitioners of the English Language Career of the Universidad Nacional de Loja, additionally the students nowadays are using the Enterprise 3 Book, and also the extra materials like worksheets, posters, handouts and school supplies are provided by the practitioner.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The **Scientific method** assisted the study of jigsaw technique applied in the developing of reading comprehension. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; this particular method helped support data collection in order to make relevant predictions and further analysis.

The **Descriptive method** enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The **analytic-synthetic method** was used to analyze the obtained results through the tests. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions.

The **statistic method** made possible the quantitative statistical analysis of data derived from the pre and post-test and the qualitative text analysis of the data received from the **checklist and field diary**.

TECHNIQUES

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

Tests, field diaries & checklist and researcher's-made tests were used to gather the information.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were: The target population, the thesis advisor and the researcher. In this research the target population was fourth year students of basic education at Luis Humberto Benitez School the thesis advisor who tutored along the stages of the study and the researcher that worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

The personal computer, internet, removable memory stick, and multimedia were the technological resources used. And the office supplies like handouts, flashcards, slides, textbooks and bibliography made it possible.

PROCEDURE

The study started with a pre- test to the students who were part of this research in order to identify the issues the students were facing. The analysis of the data gathered facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on reading comprehension and the use jigsaw technique was done to support the questions raised along the observations.

An intervention plan,(see on page 123) organized in twelve lessons, was designed with the help of the literature framework. After that, the application plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After collecting the data it was tabulated and displayed into tables. Percentages/ Means of each test-section were calculated in order to have an overall view of participants' performance in each one.

The Pearson correlation was used to find out the relationship between the learning outcomes and before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between the pre and post-test. Both variables were expressed in terms of quantitative scores and statistical

analysis was used to determine whether there was a significant change in achievement for the base line date to the post-test results.

The discussion of the results was carried out with the analysis of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

f. RESULTS

In this section the data receive from tests are presented in tables and figure and the respective logical analysis is done after each one.

Table 1
Pre-test: Performance of reading comprehension skill

STUDENTS CODE	VGB	SD	FS	TOTAL
	3/3	4/4	3/3	
AR1601	2	3	1	6
AR1602	1	3	1	5
AR1603	1	2	1	4
AR1604	2	2	1	5
AR1605	2	2	2	6
AR1606	2	2	2	6
AR1607	2	3	1	6
AR1608	2	1	0	3
AR1609	2	2	1	5
AR1610	1	3	1	5
TOTAL	17	23	11	51
MEAN	1,70/3	2,30/4	1,10/3	5,10
%	33%	45%	22%	100%

Note: **VGB**= Vocabulary and Grammar Background, **SD**=Scanning for Details, **FS**= Following the Steps in a process.

As we can see in Table 1 the mean of the results of reading comprehension skill is 5, 10 out of 10, which is a very low score and does not accomplish the researcher expectations. Therefore, it showed that there was a clear limitation for fourth year students in order to read small readings and recipes that contain small paragraphs related to their level.

Being the mean of 5.10 for the reading comprehension skill it shows an issue that worried the researcher to carry out this action research.

Table 2

Post-test: Performance of reading skills

STUDENTS CODE	VGB	SD	FS	TOTAL	%
	3/3	4/4	3/3		
AR1601	2,75	3,5	2,5	8,75	10%
AR1602	3	3	2,5	8,5	9%
AR1603	2,75	4,7	3	10,45	12%
AR1604	3	4,7	3	10,7	12%
AR1605	2,75	4,5	2,5	9,75	11%
AR1606	3	4	3	10	11%
AR1607	3	3	3	9	10%
AR1608	2,75	4	3	9,75	11%
AR1609	3	3.50	3	6	7%
AR1610	3	4	2.5	7	8%
TOTAL	29	35,4	25,5	89,9	100%
MEAN	2,90/3	3,54/4	2,55/3	8,99	
%	32%	39%	28%	100%	

Note: **VGB**= Vocabulary and Grammar Background, **SD**=Scanning for Details, **FS**= Following the Steps in a process.

As shown in Table 2 the data about the reading comprehension skill post-test in which it is shown that the majority of students improved in the three descriptions of reading skill. Being the two best mean scores in **Vocabulary and grammar background** (2.90/3) and **Scanning for details** (3.54/4) parameters it means that they understood and responded in a meaningful way.

The total in general related with the mean of the results of reading comprehension skills is **8,99** out of 10, which is obviously satisfactory score and displays a significant progress.

The mean of 8.99 for reading comprehension skills favored the investigator after have conducted action research in this classroom. Therefore, the fourth -

year students that significantly improved their performance in reading comprehension skills.

COMPARING TEST RESULTS.

In order to demonstrate the degree of students' reading comprehension skill where the participants belong to the 4th year of Basic Education at "Luis Humberto Benitez Costa" school the researcher compared the total scores of the two tests, where the pre-test scores corresponded to variable X, and the post-test scores were represented by variable Y.

It is important to emphasize that the researcher used the Pearson coefficient in order to quantify the correlation between the two variables, and in this way obtain the statistical values of both scores.

$$r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

r= 0.16

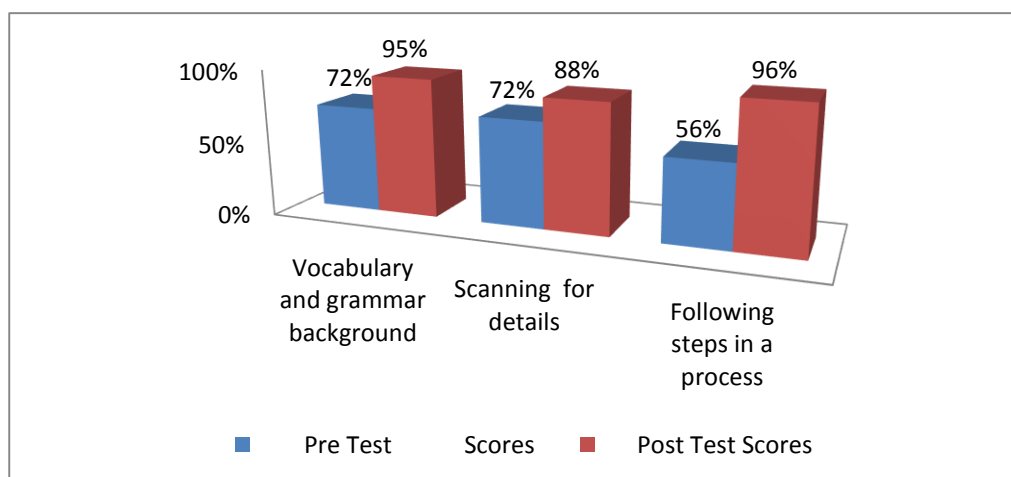
Table N° 1: Comparing test results.

Reading Comprehension Pre-Test and Post-Test Scores

Student Code	X	Y	X ²	Y ²	XY
AR1601	5,62	9,5	31,58	90,25	53,39
AR1602	6,75	8	45,56	64,00	54,00
AR1603	8,62	9,51	74,30	90,44	81,98
AR1604	6,87	9,75	47,20	95,06	66,98
AR1605	7	9,51	49,00	90,44	66,57
AR1606	8,75	10	76,56	100,00	87,50
AR1607	7	8	49,00	64,00	56,00
AR1608	6,87	8	47,20	64,00	54,96
AR1609	6,75	9,5	45,56	90,25	64,13
AR1610	5,87	9,75	34,46	95,06	57,23
N= 20	ΣX = 70,1	Σ Y= 91,52	ΣX²= 500,43	ΣY²= 843,41	XY = 642,74
PEARSON COEFICIENT	0,16				

Note: X= Pre-test scores, Y= Post-test scores

Figure 1: Comparison pre and post- test



The Pearson Product-Moment Correlation provided a value of 0,16 as the coefficient in the present comparison and it is located below 1. This value tells us that there is a positive correlation between both variables. It means that the increasing tendency of X variable scores goes with Y's variable scores. Therefore

the increase of Pre –Test Scores showed in Table 3 could be attributed to the application of the jigsaw technique and the researcher could conclude that it had a significant influence on the results gained to improve the reading comprehension skill.

FIELD DIARY

Table 4

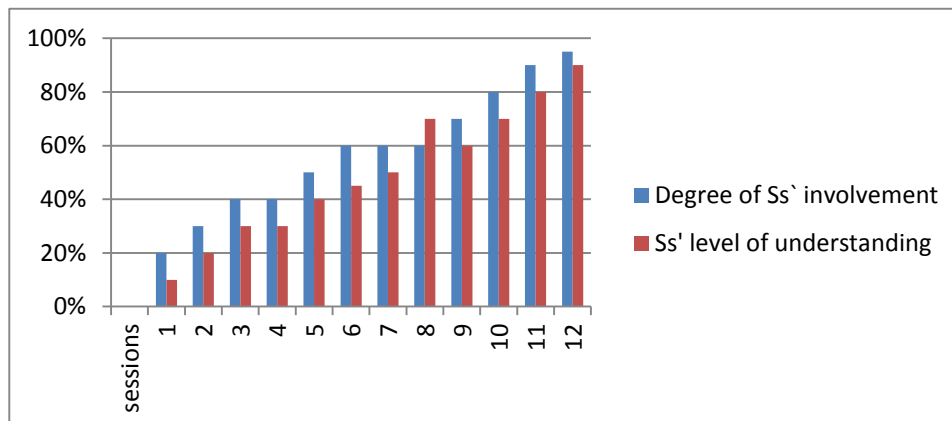
It Shows percentages of students evolution along the process of 12 moments during the intervention

Student’s attitude evolution in relation to the Jigsaw Technique

	DI	SLV
Sessions	%	%
1	20	10
2	30	20
3	40	30
4	40	30
5	50	40
6	60	45
7	60	50
8	60	70
9	70	60
10	80	70
11	90	80
12	95	90

Note: **DI**= Degree Students’ Involvement, **SLV**=Students Level of understanding

Figure: 2



As it can be seen in figure 1 students' evolution was significant because it is evident that students before the intervention showed a low level of involvement during the activities developed in each session and also their level of understanding related to the Jigsaw technique applied was minimum but with the passing of time students felt gradually involved in the intervention sessions, understanding and following the strategies that were applied during the intervention.

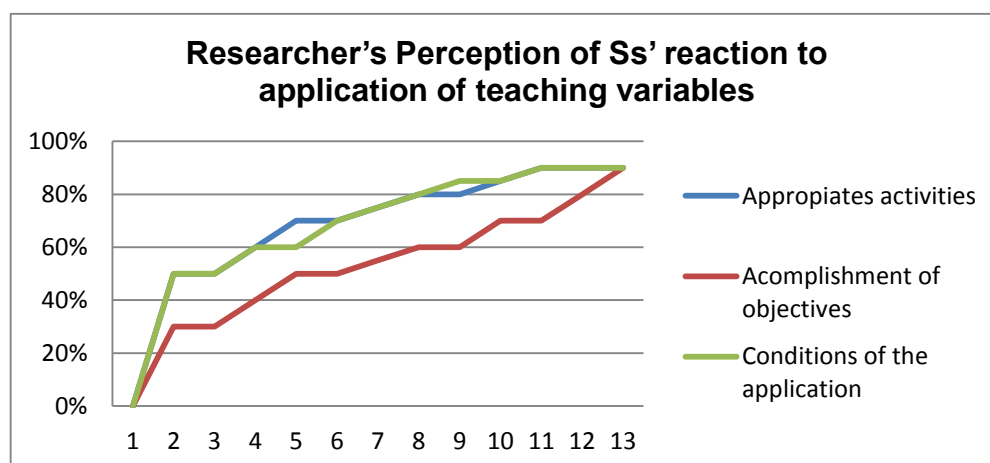
Table 5:

Researcher's Perception of Ss' reaction to application of teaching variables

	AA	AO	CA
Sessions	%	%	%
1	50	30	50
2	50	30	50
3	60	40	60
4	70	50	60
5	70	50	70
6	75	55	75
7	80	60	80
8	80	60	85
9	85	70	85
10	90	70	90
11	90	80	90
12	90	90	90

Note: **AA=** Appropriateness of activities, **AO=** Accomplishment of objectives, **CA=** Conditions of the application.

Figure 3



The researcher observed a positive tendency toward the realization of her teaching goals because the Jigsaw technique adopted by the researcher seemed to be the appropriate one for the class; as it is evident in the direction of the percentages analyzed. Students improved their reading comprehension skill little by little after each intervention session.

The researcher concludes through the application of the field diary that the intervention was useful because as it can be seen in the chart, it shows how students improved along the teaching sessions in the intervention.

g. DISCUSSION

This study performed to a group pre-test and post-test experimental design to determine the relationship between the jigsaw technique and reading comprehension skill during the application of twelve workshops with students 4th year of basic Education at “Luis Humberto Benitez Costa” school. The expectation was that there would be a positive increase in reading comprehension skill.

The findings supported the research question which is also consistent with the previous literature. According to Agustina, (2014) the jigsaw technique is a specific cooperative learning technique which gives the students the opportunity to interact meaningfully with reading material and the responsibility to share the ideas to other members of the class increasing cooperation in the classroom.

The data, measured through the Pearson Correlation Coefficient indicate a positive increase in Reading comprehension skill after the application of twelve workshops as part of the intervention process. It seems that hat the intervention generated positive results specially in the parameter of **FS: *Follow steps in a process*** from 1.10/3 to 2.55/3

During the intervention the students’ attitude in front of Jigsaw technique applied improved little by little. Having considered the difficulties that students had in reading comprehension skill at the beginning, which was reasonable since they were not exposed to these kind of activities, the students’ progress was slow.

They started reading small sentences, short sentences and sometimes single words in order that they felt confidence and performed short description about the topic mastered.

Students showed good improvements in the activities and their comprehension on descriptive sentences or paragraphs of the readings, here the researcher acted as facilitator and motivator. The students also knew what they had to do in the classroom. They took part actively in expert groups and home group's discussion. They worked cooperatively and promoted each other to complete the task. The students also were more enthusiastic in learning than before in order to improve reading comprehension skill.

In addition this study had some strengths and limitations during the intervention that enhance the development of the technique. Some strengths in the application of the technique were that students were very receptive to all the instructions and also their parents support them a lot in everything. However there were some limitations to be consider these are that students receive short periods of class during the week. And also that they did not use to work in groups constantly for that reason they did not like to work with everyone just they preferred to work between close friends, but at the end they overcame their negativism to work in groups and then they love to practice the reading comprehension skill through the Jigsaw technique and they enjoy to put in practice this technique with all their classmates.

Furthermore, it is important to note the attitude and improvement in reading comprehension skill that students had before and after the application of jigsaw technique. At the beginning, students did not like to practice reading comprehension skill, they did not use to practice readings in English, but after the application of jigsaw technique they felt motivated practicing some readings and trying to understand each one of the reading.

As a future candidate teacher this research work helped to learn more about practicing the reading comprehension skill in the classroom. First of all the application of jigsaw technique it is very important in English classes because it helps students to feel more confident, participative and the most important to improve their reading comprehension.

This action research it is a different kind of process that allow researchers to examine about a social problem and look for the solution for it. It allows to learn with the practice in the real field and gain experience that enrich the professional life.

h. CONCLUSIONS

At the end of this research work the researcher concludes that:

- Suitable theoretical references concerning reading comprehension skill helped the researcher to enhance students' reading comprehension, in accordance with what (Adams 2008) states that reading comprehension is the act of understanding what you are reading. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing (Aronson 2008). Jigsaw is a technique that emphasizes cooperative learning provides students an opportunity to actively help each other build comprehension; like them other authors who emphasize the importance of using Jigsaw to master this productive skill. The researcher took them as reference and could prove that students' level of reading comprehension skill improved through the implementation of Jigsaw technique.
- The limitations concerning the reading comprehension skill of the students of fourth year of basic education were specially located in the components such as Vocabulary and grammar background Scanning for details , Following steps in a process which are vital to master this productive skill in the English language. They were more clearly visualized after the application of a reading comprehension test at the beginning of the intervention and also they were improved with the application of jigsaw technique.

- The use of Jigsaw technique as part of the classroom activities reduce of the students' limitations meaningfully at the moment of reading. It was demonstrated in the students' collaboration to participate in each class applying the jigsaw through small readings and recipes related with students' level and the improvement was reflected in their progress
- The twelve workshops were reinforced with activities that enabled students to improve their reading comprehension skill as cumulative process, mastering new words taking into account the different subskills (Vocabulary and grammar background; Scanning for details and Following the steps in a process) that involve the reading comprehension.
- To sum up, the action research presented dealt with the influence that the jigsaw might have in the improvement of the reading comprehension skill. The findings of the research showed that the use of Jigsaw technique determines positively the improvement of the reading skill and made the students more relaxed and cooperative at the time they were reading.

i. RECOMMENDATIONS

- In English classes teachers should apply the jigsaw during all the classes as an effective strategy because it helps students to feel motivated to participate and reach a better understanding in the reading comprehension skill.
- At the moment of planning to use the jigsaw technique in the classroom the researcher should taking into account the different subs skills (vocabulary and grammar background, scanning for details and following the steps in a process) the same that are involved in order to improve reading comprehension skill.
- The teacher should select the appropriate reading in order that students feel comfortable and motivated and also apply the jigsaw technique in a good way creating a great environment that help students feel more confident at the time they read.
- Teachers should implement in their daily lessons plan a specific time to practice the reading comprehension skill putting in practice the jigsaw technique. As a matter of fact, with this group of students the researcher got great results, they became cooperative and active students

j. BIBLIOGRAPHY

- Abraham, P. (2004). Reading Skilled. Retrieved from <http://www.sabes.org>
- Adams, P. M. (2008). K12Reader Reading Instruction Resources for Teacher and Parents. Retrieved from: <http://www.k12reader.com/about-us/>
- Agustina, I. (2014). Research Gate. Retrieved from :
http://www.researchgate.net/researcher/81690346_Ina_Agustina
- Appel, S. M. (2009). Reading Resource. Retrieved from
<http://www.readingresource.net/teachingreadingcomprehension.html>
- Aronson, E. (2008). Jigsaw Classroom: overview of the technique. from
<http://www.jigsaw.org/overview.htm>
- Farouk, M. (2001). The Effect of Using the Jigsaw Reading Technique on the EFL. Cairo Egypt: Journal of Education College, Helwan Universit.
- Giampaolo Keener A, S. S. (2014). MaryLandHand In Hand Homeschool. Retrieved from
<http://www.handinhandhomeschool.com/resources/reading/levels-of-comprehension.php>
- Hart, L. (2014). Cognitive Factors That Affect Reading Comprehension Seattle pi. Retrieved from: <http://education.seattlepi.com/cognitive-factors-affect-reading-comprehension-1591.html>
- Johnson, A. L. (2005). jigsaw reading2 Explore. Retrieved from
<http://42explore.com/skim.htm>
- Johnson, D. W. (1993). Cooperation in the Classroom (6th ed.). Edina, MN: Interaction Book Company.

Lai, E. (2008). Slamn 1. jigsaw reading Retrieved from:

<http://salman1.blogspot.com/>

Lapkin, E. (2014). National Center for Learning Disabilities .5 Essential Skills Needed for Reading Comprehension. Retrieved from: <http://ncl.org/types-learning-disabilities/dyslexia/essential-skills-needed-for-reading-comprehension>

Mishra, I. (2013). Literally Communication .Reading Skills and its Sub-skills

Retrieved from: <http://literallycommunication.blogspot.com/2013/06/reading-skills-and-its-sub-skills.html>

Shanahan, T. (2013). Shanahan on Literacy.grammar end comprehnsion

Retrieved from: <http://www.shanahanonliteracy.com/2013/12/grammar-and-comprehension-scaffolding.html>

Shannon. (2009). Yahoo Network. effects of reading comprehension

Retrieved from: <http://voices.yahoo.com/factors-affect-reading-comprehension-7178558.html>

Wainwright, G. (2007). How to Read Faster and Recall More.: Copyright,

Designs and Patents Act.

k. ANNEXES

1. ANNEX 1: PROJECT



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THESIS PROJECT:

THEME

APPLYING THE JIGSAW TECHNIQUE TO IMPROVE READING
COMPREHENSION SKILL WITH STUDENTS OF 4th YEAR OF BASIC
EDUCATION AT "LUIS HUMBERTO BENITEZ COSTA" SCHOOL
ACADEMIC-PERIOD 2013-2014

Thesis project previous to obtain the Bachelor's
degree in Sciences of Education, English
Language Specialization

AUTHOR:

Andrea Gisela Pineda Castillo

LOJA – ECUADOR

2014

a. THEME

APPLYING THE JIGSAW TECHNIQUE TO IMPROVE READING
COMPREHENSION SKILL WITH STUDENTS OF 4thYEAR OF BASIC
EDUCATION AT “LUIS HUMBERTO BENITEZ COSTA” SCHOOL
ACADEMIC-PERIOD 2013-2014

b. PROBLEM

1. BACKGROUND

The present action research will be developed at “Luis Humberto Benitez Costa” School for this reason, it is important to make a small introduction of it. This institution is located in Punzara Chico neighborhood it is in an urban area, it institution educates children from five to eleven years old. It works with one hundred-twenty students and ten teachers.

Its mission is to provide an education of quality and warmth with the constant practice of values, grounded in objectives of basic education that allows them to develop entirely individual skills through constructivists processes, thus achieving a change in attitude in the society.

Its vision is to be an institution of basic education that works with an academic and administrative staff committed to change and respect of the rights of others, with active, reflective responsible, critical creative and solidarity children, with a high development of intelligence and thought that are capable to project them in different educational fields being useful to society. This project is going to be developed with the students of fourth year of basic education where there are twenty students. They are between 7 and 8 years old.

2. CURRENT SITUATION OF THE RESEARCH OBJECT

English is one of the most important languages in the world; because it is

considered as a significant and necessary element in the integral formation of learners. Also, teaching English by using different techniques allow students to get an intercultural relationship and access to updated information.

Reading is one of the most important skills in English and it gives many benefits to the students to master reading, students need to have reading desire and must be trying to read something intensively and read continually.

For this reason this project has the purpose to improve reading comprehension with students of fourth year at “Luis Humberto Benitez Costa” school applying jigsaw technique in order to improve reading comprehension because it has become one of the most important skills in the English Language Learning.

The students of 4th year of Basic Education at “Luis Humberto Benitez” they are of 9 to 11 years old and have difficulties with reading comprehension that is the result of the lack of interest, the lack of critical thinking and the lack of vocabulary knowledge in the English language, also by the lack of confidence at the moment to give an opinion about a short story.

In addition, they have other limitations. For example is complicated to teach them because they do not have much knowledge about English and they cannot identify the main idea in a story also, and they have not had the opportunity to work with jigsaw technique.

Another problem is that students do not participate in class, because they are

afraid at the moment to share an idea. For these reasons this research allows her to describe the effectiveness of this technique to help students improve their reading comprehension and their social and cooperation skills. Due to problems mentioned before it's important to state the following research problem.

3. RESEARCH PROBLEM

Is the jigsaw technique effective to improve reading comprehension skills with students of fourth year of basic at Luis Humberto Benitez Costa School academic period February -April 2013-2014.?

4. DELIMITATION OF THE RESEARCH

4.1. TEMPORAL

To establish the proposed objectives the present research project will be developed during the period February-April 2013- 2014.

4.2. SPATIAL

This project is going to be developed at "Luis Humberto Benitez School, which is located in Punzara Chico neighborhood.

4.3. OBSERVATION UNITS

The people who are going to be part in this research project are:

- ✓ Researcher

- ✓ Students of fourth Year of Basic Education.

4.4. SUBPROBLEMS

- What kind of theoretical frame about the jigsaw technique is useful to improve reading comprehension skill with students of 4th year at “Luis Humberto Benitez Costa” school academic period 2013-2014?
- Which are the negative issues that limit the reading comprehension skill with students of 4th year at Luis Humberto Benitez school academic period 2013-2014?
- How to use the jigsaw technique to improve reading comprehension skill in the English language with students of 4th year at “Luis Humberto Benitez Costa” school academic period 2013-2014
- How does the jigsaw technique as part of the classroom activities improve the limitations in reading comprehension skill with students of 4th year at “Luis Humberto Benitez Costa “school academic period 2013-2014?
- How effective was the application of the jigsaw technique in reading comprehension skill with students of fourth 4th year at “Luis Humberto Benitez Costa school” academic period 2013-2014?

c. JUSTIFICATION

The present research entitled: “APPLYING THE JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL WITH STUDENTS OF 4th YEAR OF BASIC AT “LUIS HUMBERTO BENITEZ COSTA” SCHOOL FEBRUARY – APRIL 2014 is an interesting educational theme that can help students to improve their reading comprehension skill.

In classrooms there are too many problems at the moment of teaching, but the main reason why an English teacher must apply and use different techniques and be always ready to help students to improve their reading comprehension.

In regarding to the scientific perspective, it is vital to develop this research project because there is a lot of information in order to give some theoretical elements that will allow to establish some alternatives of solution to the problematic found around how jigsaw technique help to improve the vocabulary acquisition in the English Language Learning.

Seeing from the educational point of view, it is so essential to develop the present project because it allows to the teachers to become aware of the importance about the application of jigsaw technique with their students keeping in mind that the mentioned resources can help students to perform in a better way into the educative field in the future.

Further from the social perspective, this research is important because nowadays

the use of English into our society is really useful and obvious the reading comprehension is very necessary in order to understand a text and of this way improve our reading comprehension.

And finally, it is entirely a previous requisite to obtain the Bachelor's degree and the researcher has enough resources to get the better results, which can contribute to improve the English learning process in the researched School.

d. OBJECTIVES

i.GENERAL OBJECTIVE

❖ To apply the jigsaw techniques to improve reading comprehension skill with students of 4th year of basic education at “Luis Humberto Benitez Costa” school academic period February – April 2013-2014

ii.SPECIFIC OBJECTIVES

❖ To investigate the theoretical frame about the jigsaw technique to improve reading comprehension skill with students of 4th grade at Luis Humberto Benitez school , academic period 2013-2014

❖ To diagnose the negative issues that limit the reading comprehension skill with students of 4th grade at Luis Humberto Benitez school , academic period 2013-2014

❖ To plan the jigsaw technique to improve reading comprehension skill in the English language with students of 4th grade at Luis Humberto Benitez school , academic period 2013-2014

❖ To apply the jigsaw technique as part of the classroom activities in order to solve the limitations in reading comprehension skill with students of 4th grade at

Luis Humberto Benitez school , academic period 2013-2014

❖ To reflect about the effectiveness that the jigsaw technique has on reading comprehension skill with students of four grade at Luis Humberto Benitez school , academic period 2013-2014

e. THEORETICAL FRAME

READING COMPREHENSION SKILL

What is reading comprehension?

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. (Kintsch K. v., 1983)

In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Kintsch K. v., 1983)

Reading comprehension also is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. (Duggan, 2008-2012)

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds

and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text (Duggan, 2008-2012)

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. (Duggan, 2008-2012)

Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. (Duggan, 2008-2012)

In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. (Duggan, 2008-2012)

These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension. (Duggan, 2008-2012)

How does reading comprehension develop?

As you can see, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. (Duggan, 2008-2012)

Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. (Duggan, 2008-2012)

As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading. (Duggan, 2008-2012)

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written

in Egyptian hieroglyphics with no understanding of their meaning. (Duggan, 2008-2012)

You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning.

They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information. (Duggan, 2008-2012)

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), and directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. (Duggan, 2008-2012)

Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually. (Duggan, 2008-2012)

Also reading comprehension is understanding a written means extracting the required information from it as efficiently as possible, for example , we apply different reading strategies when looking at the a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. (Grellet, 1981)

In the first case a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case it is not enough to understand the gist of the text; more details comprehension is necessary. It is therefore essential to take the following elements into consideration (Grellet, 1981)

Strategies of reading comprehension

How you prepare yourself before you read influences how much you will understand and retain. There are three stages in the reading process: 1) pre-reading; 2) during reading; and 3) post-reading.

1.3.1. PRE-READING

Research has shown that previewing the text in any one or all of the following ways can increase your involvement with the text.

Set a purpose: set a purpose for reading (summary, paraphrase, and entertainment)and make a mental or written note of your goals in reading the text.

Your purpose might need to locate specific information and ideas, or you might need to summarize and paraphrase the text.

Make predictions: make some predictions about what topics, ideas and issues the text will cover and how the author will communicate. Use the title or subheadings to generate some ideas

Ask questions: pose some questions before you begin to read that you hope the text will answer

Build knowledge: think about the topic: familiarize yourself with the content; language; and format of the text; what topics, issues and ideas the text will cover; and in what way the language and organization of the text are used for the specific purposes of the writing and/or special themes. The purpose of the writing may be to: describe, persuade, inform, entertain, interact, find out, regulate, and record.

Preview the vocabulary: quickly skim and scan the text for unfamiliar vocabulary and then try and determine the meaning from the context.

Skimming: do a quick surface level reading of the text paying attention to subheadings, visuals, and format to determine whether the text contains information that you might need to use in your own writing.

Scanning: Do a quick reading of the text and search for specific words, phrases, ideas, visuals, format, and subheadings.

1.3.2. DURING READING

Looking for specific clues in the text to extract the author's meaning and purpose for communicating will strengthen your skills as a reader.

Order of reading the text: Reading the text in the order below will help you understand it's global meaning before you go on to read the whole text in detail. Indeed, once you have gone through the order below, you may find that you don't need/want to read the whole text! Read the text in the following order:

Title/headings

Sub-headings

First paragraph

Last paragraph

First sentence of each paragraph

Whole text

Attending to the different elements in the text: pay attention to what the author is trying to communicate; how does the author use the language to convey meaning? What are some of the obvious and/or hidden themes in the text? Try and get a sense of the writer's attitude toward the topic.

Guessing: when you come to a word that you don't know, try and guess the meaning from the context, don't stop reading -keep going even if one or two words are unfamiliar

Reading silently: good readers read silently. Reading out loud slows you down, it also forces you to pay attention to the sounds of words rather than their meaning

Searching for answers to your pre-reading questions and confirmation of your predictions: look for information that responds to your questions and confirms or denies the predictions you made about the text

1.3.3. POST READING

After reading, go back to your initial pre-reading activities and fill in the gaps; do a detailed analysis of the text in preparation for your own writing assignment. This will improve your understanding and recall of the text.

Evaluate: provide an opinion on how effective the author has been in carrying out the purpose of the writing and in what ways the writer has been successful at accomplishing the task.

Map: create a map (visual representation) of the different ideas in the text starting with the main theme in the center and building off of it to list the related and supporting details

Discuss a) content, b) vocabulary, c) author's plan and use of language, d) patterns: Analyze the ideas in the text and discuss any unfamiliar or special vocabulary; examine how the author structured the text and what grammatical and structural patterns were used in support of the author's purpose for writing.

Return to initial predictions: ask yourself whether the predictions you made about the content and plan of the text were confirmed or denied

Answering your pre-reading questions: try to answer your initial questions to determine if the text provided you with the information you expected, predicted or needed

Following up with a written assignment: it is now time to make use of what you have read to generate a summary, paraphrase or semantic map in preparation for a more extended writing assignment (University of Westminster)

2 NEGATIVE ISSUES THAT LIMIT THE READING COMPREHENSION SKILL

2.1 Reading Comprehension issues

Reading Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. (Robertson, Reading Rockets, 2009)

Readers who have strong comprehension are able to draw conclusions about what they read – what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining

reading with thinking and reasoning. (Robertson, Reading Rockets, 2009)

2.2 What kind of problems usually children face while they read?

Children will usually express their frustration and difficulties in a general way, with statements like "I hate reading!" or "This is stupid!". But if they could, this is how kids might describe how comprehension difficulties in particular affect their reading: (Joanne Meier, 2012-2013)

- ❖ It takes me so long to read something. It's hard to follow along with everything going on.
- ❖ I didn't really get what that book was about.
- ❖ Why did that character do that? I just don't get it!
- ❖ I'm not sure what the most important parts of the book were.
- ❖ I couldn't really create an image in my head of what was going on.

They do not understand the main idea of the text while they read.

(Joanne Meier, 2012-2013)

3 JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL.

What is Jigsaw technique?

Jigsaw is a technique that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of

the assigned material and then "teaching" it to the other members of the team. (Aronson, E. (2000-2008).

Jigsaw is a kind of cooperative learning technique that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information.

(Sahin, 2010)) Argues that "Jigsaw technique allows students to actively participate in learning process therefore, participants need to interact with each other to complete the task successfully. They assert that "the goal orientation in a jigsaw task is convergent and there is one possible outcome"

The jigsaw technique can also be used to cover a large amount of material quickly, to introduce students to different perspectives on a topic, to introduce topics and create interest, and as a research strategy. (Aronson, E. 2000-2008).

The jigsaw classroom is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective. ((Aronson, E. (2000-2008).

Jigsaw Reading technique as the technique in which a reading text is cut into segments and the task of the students is to restore it to its proper order - to make

sense of the text. If used as a group activity where students discuss the decisions of how to order the segments of the text, it can elicit a great deal of communicative interaction. Berkeley –Wykes, Jonthan (1983)

Objectives of jigsaw technique.

The goal of a jigsaw activity is generally to give students responsibility and control over their own learning.

During and after performing the Jigsaw activity, students will.

- ❖ develop expert knowledge of a given concept,
- ❖ teach a given concept to other students,
- ❖ integrate a collection of concepts into a topic level understanding

We can give students a feeling of satisfaction the satisfaction gained at the completion of a task. We can also check comprehension by asking a group to re-tell the story to the class. We can then briefly analyze the text, e.g. quote connectives, cohesion markers, or flow of ideas to illustrate why Part II should follow Part I. We can throw in a bit of story grammar: the setting, the theme, the plot, characters, resolution, etc. By familiarizing students with story grammar, we can help them read more effectively as they have a better schema to rely on. (Lai, 2008)

What is the benefit of the jigsaw classroom?

First and foremost, it is a remarkably efficient way to learn the material. Group members must work together as a team to accomplish a common goal; each

person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task. (Aronson, E. (2000-2008).

Jigsaw is a well-established method for encouraging group sharing and learning of specific content. This technique can be used as an instructional activity across several days and is best to use when there is a large amount of content to teach. (Aronson, E. (2000-2008).

Jigsaw helps students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy helps to improve reading and problem-solving skills. (Aronson, E. (2000-2008).

Monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic. This allows teachers to tailor instruction accordingly. (Aronson E. &, 1997)

What is jigsaw reading?

Doing Jigsaw Reading is like playing with a jigsaw puzzle. Each student in a group is given part of the story to read. He has to read and comprehend it all by himself in order to report to other members of the group. After each member has reported the different parts of the story, the whole group work together re-arranging the parts to recover the original story. (Lai, 2008)

How to work with jigsaw reading texts?

We can use any coherent passage to create a jigsaw reading text. But it is more interesting if we use short stories our students can read independently, i.e. without the help of the teacher or the dictionary. We can divide the story up in between episodes.

For example, having divided the story into 4 parts, we make copies so that each student is only allowed to read 1/4 of the story. To make the activity more exciting, we can turn it into a competition: Ask students to form groups of four. Give each group Part 1 to Part 4 of the story. Tell them to read, to take notes if necessary, and to report orally to the group after reading. The group that can reconstruct the story back to its original is the winner. (Lai, 2008)

What kind of jigsaw can we do in primary classes?

In lower primary, we can use sentences to do jigsaw. Instead of breaking a story up, we can break up a sentence into short chunks at the meaning boundaries. (Lai, 2008)

Teacher's role in jigsaw

The primary role of the educator is to choose learning material, structure the groups, explain the cooperative nature of group work, provide an environment conducive for this type of work, monitor group work, and assist students in summarizing, synthesizing, and integrating material. It is also essential that the

teacher effectively model and explain jigsaw prior to involving students in this type of teaching method. (Lai, 2008)

FIVE PRINCIPLES TO APPLY THE JIGSAW TECHNIQUE

Johnson and Holubec (1993) put forward five principles to apply jigsaw technique

Positive interdependence

Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort. (Holubec, 1993)

Face-to-face promotive interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one. (Holubec, 1993)

Individual and group accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be.

The teacher is expected to give an individual test to each student, randomly examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain the rationale underlying the group answers, and monitor students to teach what they've learned to the others. (Holubec, 1993)

Interpersonal skills

Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict-management skills and so on. (Holubec, 1993)

Group processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change. (Holubec, 1993)

Motivating Students into the Jigsaw

As the questionnaire survey shows, 71% of the students confirmed the importance of motivating students to communicate and accomplish the task

together in jigsaw. Some students who have never experienced jigsaw and who have been accustomed to the competitive model of traditional classroom might be skeptical of this model, so it is necessary to motivate the students at the opening stages of jigsaw activities. It has been observed that the researchers' remarks about the forthcoming activities could arouse high levels of interest and attention on the part of the students. (Lai, 2008)

Therefore the teacher should explain the method in detail, tell students that jigsaw is a cooperative learning technique which is characterized by interdependent learning rather than independent or dependent learning, and familiarize them with the benefits of jigsaw learning. In this way, students may become active, and thereby learning itself in jigsaw will be better on the way. (Lai, 2008)

3 JIGSAW TECHNIQUE IN THE CLASSROOM TO TEACH READING COMPREHENSION SKILL IN THE ENGLISH LANGUAGE.

Jigsaw technique

Jigsaw it can be used when students are reading a text, listening to a presentation or carrying out a group investigation, like other cooperative learning activities, the jigsaw method employs both home groups and expert groups. The method requires some prior work from the teacher, who must prepare task sheets in advance of the lesson. (Alan Crawford, 2005)

The jigsaw technique helps all the students to study and learn all of the material. They become "expert" as they teach each other parts of the material. Each student thus has an active role in teaching and learning and experiences deep understanding and higher order thinking (Alan Crawford, 2005)

It allows the students to become teachers but first gives them the confidence to do so by giving them time to consult with other students that read the same section of a given text. (Dumaresq)

Pre- reading

Home groups

Pre teach vocabulary Students and teacher analyze the story in a general way

While-Reading

Expert groups; In the expert groups students will start to scan the story discuss the main points of their segment and to rehearse the presentations they will make to their homegroup. Students get familiarized with the story and ask some questions related with the story










Post-reading

Home groups; Ask each member that belongs to the expert group to give or present her or his segment to the their home group

Answer some question the same that are related with the story.

**4 APPLYING THE JIGSAW IN ORDER TO IMPROVE THE READING
COMPREHENSION SKILL OF THE ENGLISH LANGUAGE**

WORKSHOP I

THEME: PRE – TEST				
OBJECTIVES: ❖ Teacher` subjective To diagnose the students reading level before to start with the intervention. ❖ Student` subjective To develop the test and get good results.	CLASS DEVELOPMENT			
	<p align="center">PRESENTATION PRACTICE</p> <div style="border: 1px solid black; padding: 5px;"> <p>PRESENTATION Test purpose: Researcher gives students an explanation about what are the reasons, why she is going to take this kind of instrument. Test directions: Researcher must explain step by step the contents of the test and how it will develop.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>PRACTICE Test administration: Researcher will apply the test about the reading comprehension skill prepared by her.</p> </div>			
	CONTENT: Explain the vocabulary of the instructions of the question Eg. Underline, circle, mostly, again, Look, following			
	RESOURCES: ✓ Test paper.			
TIME: 90				
NUMBERS OF THE STUDENTS: 10				
LEVEL: Beginners.	ASSESSMENT Perceive emotional state: Teacher will assess the emotional state of the students after taking the test. After that, Ss put a tick in the face according what they feel during the test in order to get a feedback. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> </tr> </table> </div>			
				

WORKSHOP II

THEME: Vocabulary, connectors of sequence and verbs.																													
SOURCE: Parsley Soup vegan recipes.																													
OBJECTIVES: TEACHER : To explain students the new vocabulary, grammar and connectors of sequence that are related to the recipe STUDENT: To put in practice the new vocabulary, grammar and connectors as sequence as components of reading sub skill. .		CLASS DEVELOPMENT																											
CONTENTS: <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Vocabulary in general.</th> <th style="text-align: left;">Connectors of sequence.</th> <th style="text-align: left;">Verbs.</th> </tr> </thead> <tbody> <tr> <td>spoon</td> <td>first</td> <td>put</td> </tr> <tr> <td>into</td> <td>next</td> <td>mix</td> </tr> <tr> <td>cup,</td> <td>then</td> <td>chop</td> </tr> <tr> <td>bowl</td> <td>after that</td> <td>pour</td> </tr> <tr> <td>slice</td> <td>finally</td> <td></td> </tr> <tr> <td>peel</td> <td></td> <td></td> </tr> <tr> <td>box</td> <td></td> <td></td> </tr> <tr> <td>squeeze out</td> <td></td> <td></td> </tr> </tbody> </table>		Vocabulary in general.	Connectors of sequence.	Verbs.	spoon	first	put	into	next	mix	cup,	then	chop	bowl	after that	pour	slice	finally		peel			box			squeeze out			<p>STARTING ACTIVITIES (Warm up) Warm-up: Dynamic: Simon says. e.g. Simon says, Raise your hands Touch your nose, eyes etc.</p> <p>PRESENTATION T. starts the class introducing the new vocabulary (spoon, small, into, glass, bowl slice, peel, box) showing a power point presentation. T. explains the connectors of sequence through some sentence and some pictures. First, I wake up. Next, I got to school by bus. Then, I arrive to school. After that, I come back home and watch tv. Finally, I go to sleep. T. explain the new vocabulary (put, mix, chop) showing some flash cards.</p> <p>PRACTICE The researcher will present to the students some strips of paper and in each one is written a sentences as the example mention in the presentation, here the students have to recognize and organize the strips of paper in the correct ways , following the sequence.</p> <p>ASSESSMENT Finally, on the worksheet Ss. Look at the pictures and match each one with the correct connector of sequence.</p>
Vocabulary in general.	Connectors of sequence.	Verbs.																											
spoon	first	put																											
into	next	mix																											
cup,	then	chop																											
bowl	after that	pour																											
slice	finally																												
peel																													
box																													
squeeze out																													
MATERIALS: <ul style="list-style-type: none"> ✓ Pens ✓ Flashcards ✓ slides ✓ strips of paper ✓ worksheet 																													
TIME: 90 minutes.																													
NUMBERS OF THE SUDENTS: 10																													
LEVEL: Beginners.																													

WORKSHOP III

THEME: Follow the steps in sequence through the recipe called “The fruit salad”	
SOURCE: Parsley Soup vegan recipes.	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To introduce the group organization strategy called jigsaw. Explain in what consists expert and home groups. <p>STUDENT:</p> <ul style="list-style-type: none"> • To put in practice the organization of the groups. <p>To associate the recipe where the students have to follow the steps in a process, in order to improve the reading comprehension skill</p>	<p>CLASS DEVELOPMENT</p>
<p>CONTENTS:</p> <ul style="list-style-type: none"> ✓ Ingredients of the recipe. ✓ Recognize the steps of the recipe 	<p>STARTING ACTIVITIES (Warm up-lead in)</p> <p>lead in: Dynamic:T. starts the class with a dynamic called :Fruit Salad:The researcher gives some pieces of paper; with the name of a fruit in it.</p> <p>One participant stands in the center of circle and says the name of the fruit, for example: “oranges” and all the oranges have to change places among them or can say “Fruit salad “and everyone must change seats. The participant in the center of the circle tries to take a seat, leaving another participant in the center without chair.</p> <p>PRESENTATION</p> <ul style="list-style-type: none"> -The researcher introduces the class and giving general instructions of the whole class. -The research explains in what consists expert and home groups. -Then the research asks students to make groups of 4 or 5-person (home groups) -In these groups (home groups) the researcher is going to break a larger piece of text into smaller “chunks”, each with enough content of the recipe and each portion is distributed to each member group. -The researcher ask students to make the experts groups this consist for example , in that all the numbers one are going to make a group, all the numbers two in the same ways, and so on. <p>PRACTICE</p> <p>Students in their experts groups have their responsibility to analyze the small “chunk” that the researcher gave. Once students analyze the small paragraph they have to put in practice what they learn in the first class, such as the vocabulary and verbs, in order to understand the paragraph.</p> <p>Students in the experts groups can take notes in order to carry a good report to their home group.</p> <p>ASSESSMENT</p> <p>Students have to put the jigsaw puzzle pieces together to form a picture of fruit salad.</p>
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens ✓ Flashcards ✓ Worksheet ✓ Strips of paper 	
<p>TIME: 90 minutes.</p>	
<p>NUMBERS OF THE SUDENTS: 10</p>	
<p>LEVEL: Beginners.</p>	

WORKSHOP IV

THEME: Get an overall understanding of the reading through the recipe called “The fruit salad”	
SOURCE: Parsley Soup vegan recipes.	
OBJECTIVES:	CLASS DEVELOPMENT
TEACHER: ✓ To check student's development of reading comprehension skill.	STARTING ACTIVITIES (Warm up -lead in) lead in The researcher will show to the students some real fruits and also give to each student a strip of paper with the name of a fruit and students have to read and touch the correct fruit.
STUDENT: ✓ Students prepare the recipe in order to demonstrate their comprehension of the recipe.	
CONTENTS: Recognize all the new words, verbs and connectors of sequence in order to be able to prepare the recipe.	PRESENTATION The researcher asks students to form their home groups here each member of the expert group has present her or his segment to their home group pointed out what was the main ideas and important points of his/her text chunk that was analyze in their expert group. Getting an overall understanding of the recipe.
MATERIALS: ✓ Pens ✓ Worksheet ✓ Strips of paper	PRACTICE Once students are in their home groups the researcher asks students to complete the worksheet that consists in to write the topic and the steps of the recipe in the correct order.
TIME: 90minutes.	ASSESSMENT Teacher and students make a salad fruit. Follow the steps mention before.
NUMBERS OF THE SUDENTS: 10	Ingredients: 1 apple 1 pear kiwi1 banana A few grapes Strawberries A pineapple pieces 1 glass of orange juice, condensed milk. Materials: bowl, spoon, ladle knife
LEVEL: Beginners.	

WORKSHOP V

THEME: Vocabulary, verbs and parts of the house.																									
SOURCE: Kids Learning Station																									
<p>OBJECTIVES:</p> <p>TEACHER : To explain students the new vocabulary, grammar and parts of the house that are related with the reading.</p> <p>STUDENT: To put in practice the new vocabulary, grammar and parts of the house as components of reading sub skill that teacher explains.</p>	<p>CLASS DEVELOPMENT</p>																								
<p>CONTENTS:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Vocabulary in general.</th> <th style="text-align: left;">parts of the house</th> <th style="text-align: left;">Verbs.</th> </tr> </thead> <tbody> <tr> <td>backyard</td> <td>bedrooms</td> <td>like</td> </tr> <tr> <td>bathrooms</td> <td>kitchen</td> <td>watch</td> </tr> <tr> <td>together</td> <td>bathrooms</td> <td>eat</td> </tr> <tr> <td></td> <td>room</td> <td></td> </tr> <tr> <td></td> <td>dining room</td> <td></td> </tr> <tr> <td></td> <td>playroom</td> <td></td> </tr> <tr> <td></td> <td>basement</td> <td></td> </tr> </tbody> </table>	Vocabulary in general.	parts of the house	Verbs.	backyard	bedrooms	like	bathrooms	kitchen	watch	together	bathrooms	eat		room			dining room			playroom			basement		<p>STARTING ACTIVITIES (Warm up)</p> <p>1. Warm-up:</p> <p>Dynamic: Tingo Tango This dynamic consist on: the researcher sits with students in a circle then give a bean bag to one student in the circle to start passing around when another student (sitting in the middle) begins to chant "tingo, tingo, tingo, tango". When s/he says "tango" the student who ends up with the bean bag must give an article and at the end of the activity pay a penance.</p> <p>PRESENTATION</p> <ul style="list-style-type: none"> ❖ The researcher starts the class introducing the new vocabulary (like, watch, eat, together) showing a power point presentation. ❖ The researcher explains the parts of the house through a picture bedrooms, kitchen, bathrooms, livingroom, dining room, playroom, backyard and basement <p>PRACTICE</p> <p>Students on the worksheet have to look at the pictures, identify each part of the house and drawing furniture and objects.</p> <p>ASSESSMENT</p> <p>Finally, the researcher shows to the students a poster where they have to look at the poster and past the name of each part of the house correctly. Then Ss. completes the worksheets where they have to answer some questions related with the story .</p>
Vocabulary in general.	parts of the house	Verbs.																							
backyard	bedrooms	like																							
bathrooms	kitchen	watch																							
together	bathrooms	eat																							
	room																								
	dining room																								
	playroom																								
	basement																								
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ Pens ✓ Flashcards ✓ slides ✓ worksheet 																									
<p>TIME: 90 minutes.</p>																									
<p>NUMBERS OF THE SUDENTS: 10</p> <p>LEVEL: Beginners.</p>																									

WORKSHOP VI

THEME: Scan for details and skim for the main idea through the reading called “My house”	
SOURCE: Kids Learning Station	
OBJECTIVES: TEACHER : <ul style="list-style-type: none"> ❖ Make a review in what consist the strategies of reading skim , scan as basic components of reading comprehension sub skill ❖ To form the home and expert groups STUDENT: Students in their home groups are able to identify the gist of the reading.	CLASS DEVELOPMENT
CONTENTS: <ul style="list-style-type: none"> ✓ Skim and scan. 	STARTING ACTIVITIES (Warm up-lead in) lead in: The researcher makes a brief and general review about the previous vocabulary classes. PRESENTATION The researcher introduces the class and giving general instructions of the whole class. The research explains in what consists expert and home groups. Then the research asks students to make groups of 4 or 5-person (home groups) In these groups (home groups) the researcher is going to break a larger piece of text into smaller “chunks”, each with enough content of the recipe and each portion is distributed to each member group. The researcher ask students to make the experts groups this consist for example , in that all the numbers one are going to make a group, all the numbers two in the same ways, and so on. PRACTICE Students in their experts groups have their responsibility to analyze the small “chunk” that the researcher gave. Once students analyze the small paragraph they have to put in practice what they learn in the first class, such as the vocabulary and verbs, in order to understand the paragraph. Students in the experts groups can take notes in order to carry a good report to their home group. ASSESSMENT Students have to put the jigsaw puzzle pieces together to form a picture of the house Students have to work on a worksheet, where they have to complete the graphic organizer, related with the story.
MATERIALS: <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens ✓ Flashcards ✓ Worksheet ✓ poster ✓ 	
TIME: 90 minutes.	
NUMBERS OF THE SUDENTS: 10	
LEVEL: Beginners.	

WORKSHOP VII

THEME: Scan for details and skim for the main idea through the reading called “My house”	
SOURCE: Parsley Soup vegan recipes.	
<p>OBJECTIVES:</p> <p>TEACHER:</p> <ul style="list-style-type: none"> ✓ To check student’s development of reading comprehension skill. <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To take the test about the reading “My house”. 	<p>CLASS DEVELOPMENT</p>
<p>CONTENTS:</p> <p>Recognize all the new words, verbs and get an overall understanding of the reading</p>	<p>STARTING ACTIVITIES (Warm up -lead in) Warm up A song “GOOD MORNING TEACHER”</p> <p>PRESENTATION The researcher asks students to form their home groups here each member of the expert group has present her or his segment to their home group pointed out what was the main ideas and important points of his/her text chunk that was analyze in their expert group. Getting an overall understanding of the reading</p> <p>PRACTICE Once students are in their home groups the researcher asks students to complete the worksheet that consists to complete the graphic organizer.</p>
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ Pens ✓ Worksheet ✓ Strips of paper 	<p>ASSESSMENT</p> <p>The researcher asks students to complete the worksheet that consists in to answer some questions related with the reading.</p>
TIME: 90minutes.	
NUMBERS OF THE SUDENTS: 10	
LEVEL: Beginners.	

WORKSHOP VIII

THEME: Vocabulary, verbs and grammar.																		
SOURCE: Reading Comprehension for Kindy Kids																		
OBJECTIVES:	CLASS DEVELOPMENT																	
TEACHER : To explain students the new vocabulary, grammar related with the reading.	STARTING ACTIVITIES (Warm up) 2. Warm-up: Dynamic: Tingo Tango This dynamic consist on: the researcher sits with students in a circle then give a bean bag to one student in the circle to start passing around when another student (sitting in the middle) begins to chant "tingo, tingo, tingo, tingo". When s/he says "tango" the student who ends up with the bean bag must give an article and at the end of the activity pay a penance. PRESENTATION The researcher starts the class introducing the new vocabulary (bottom Stairs, front of, alone, stays ,inside, pet, dear have ,enjoy) showing a power point presentation. PRACTICE Students on the worksheet have to match the word , identify each part of the house and drawing furniture and objects. ASSESSMENT Finally, the researcher shows to the students a poster where they have to look at the poster and past the name of each part of the house correctly. Then Ss. completes the worksheets where they have to answer some questions related with the story .																	
STUDENT: To practice the new vocabulary, grammar as components of reading sub skill that teacher explains.																		
CONTENTS:																		
<table border="0"> <tr> <td>Vocabulary in general.</td> <td>Verbs.</td> </tr> <tr> <td>Bottom</td> <td>have</td> </tr> <tr> <td>Stairs</td> <td>enjoy</td> </tr> <tr> <td>front of</td> <td></td> </tr> <tr> <td>alone</td> <td></td> </tr> <tr> <td>stays</td> <td></td> </tr> <tr> <td>inside</td> <td></td> </tr> <tr> <td>pet</td> <td></td> </tr> <tr> <td>dear</td> <td></td> </tr> </table>		Vocabulary in general.	Verbs.	Bottom	have	Stairs	enjoy	front of		alone		stays		inside		pet		dear
Vocabulary in general.	Verbs.																	
Bottom	have																	
Stairs	enjoy																	
front of																		
alone																		
stays																		
inside																		
pet																		
dear																		
MATERIALS:																		
<ul style="list-style-type: none"> ✓ Pens ✓ Flashcards ✓ slides ✓ worksheet 																		
TIME: 90 minutes.																		
NUMBERS OF THE SUDENTS: 10																		
LEVEL: Beginners.																		

WORKSHOP XL

<p>THEME: Scan for details and skim for the main idea through the reading called “Mr Smith and his big house ”</p>	
<p>SOURCE: Kids Learning Station</p>	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ❖ Make a review in what consist the strategies of reading skim , scan as basic components of reading comprehension sub skill ❖ To form the home and expert groups <p>STUDENT:</p> <ul style="list-style-type: none"> • Students in their home groups are able to identify the gist of the reading. 	<p>CLASS DEVELOPMENT</p>
<p>CONTENTS:</p> <ul style="list-style-type: none"> ✓ Skim and scan. 	<p>STARTING ACTIVITIES (Warm up-lead in) lead in: The researcher makes a brief and general review about the previous vocabulary classes.</p> <p>PRESENTATION The researcher introduces the class and giving general instructions of the whole class. The research explains in what consists expert and home groups. Then the research asks students to make groups of 4 or 5-person (home groups) In these groups (home groups) the researcher is going to break a larger piece of text into smaller “chunks”, each with enough content of the recipe and each portion is distributed to each member group. The researcher ask students to make the experts groups this consist for example , in that all the numbers one are going to make a group, all the numbers two in the same ways, and so on.</p>
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens ✓ Flashcards ✓ Worksheet ✓ poster 	<p>PRACTICE Students in their experts groups have their responsibility to analyze the small “chunk” that the researcher gave. Once students analyze the small paragraph they have to put in practice what they learn in the first class, such as the vocabulary and verbs, in order to understand the paragraph. Students in the experts groups can take notes in order to carry a good report to their home group.</p>
<p>TIME: 90 minutes.</p>	<p>ASSESSMENT Students have to put the jigsaw puzzle pieces together to form a picture of the house Students have to work on a worksheet, where they have to complete the graphic organizer, related with the story.</p>
<p>NUMBERS OF THE SUDENTS: 10</p> <p>LEVEL: Beginners.</p>	










WORKSHOP X

THEME: Get an overall understanding of the reading " Mr Smith and his big house "	
SOURCE: Parsley Soup vegan recipes.	
OBJECTIVES:	CLASS DEVELOPMENT
TEACHER: ✓ To check student's development of reading comprehension skill.	STARTING ACTIVITIES (Warm up -lead in) <p style="text-align: center;">Warm up</p> A song "GOOD MORNING TEACHER" PRESENTATION The researcher asks students to form their home groups here each member of the expert group has present her or his segment to their home group pointed out what was the main ideas and important points of his/her text chunk that was analyze in their expert group. Getting an overall understanding of the reading PRACTICE Once students are in their home groups the researcher asks students to complete the worksheet that consists to complete the graphic organizer. ASSESSMENT The researcher asks students to complete the worksheet that consists in to answer some questions related with the reading.
STUDENT: ✓ To take the test about the reading " Mr. Smith and his Big House"	
CONTENTS: Recognize all the new words, verbs and get an overall understanding of the reading	
MATERIALS: ✓ Pens ✓ Worksheet ✓ Strips of paper	
TIME: 90minutes.	
NUMBERS OF THE SUDENTS: 10	
LEVEL: Beginners.	

WORKSHOP XI

THEME: General Review	
SOURCE: Kids Learning Station	
OBJECTIVES:	CLASS DEVELOPMENT
<p>TEACHER : To explain students the vocabulary, grammar and as a general review.</p> <p>STUDENT: To put in practice the vocabulary, grammar and thought before.</p>	<p>STARTING ACTIVITIES (Warm up)</p> <p>3. Warm-up:</p> <p>Dynamic: Simon says. e.g. Simon says, <ul style="list-style-type: none"> ✓ Raise your hands ✓ Touch your nose, eyes etc. </p> <p>PRESENTATION</p> <ul style="list-style-type: none"> ❖ T. starts the class introducing the vocabulary ❖ And grammar <p>PRACTICE</p> <p>T. shows some slides where students reinforce their vocabulary and grammar already thought On a poster Students have to match the correct picture with the word that it belongs.</p> <p>ASSESSMENT</p> <p>Finally, on the worksheet Ss. Look at the pictures and match each one with the correct connector of sequence.</p>
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ Pens ✓ Flashcards ✓ slides ✓ strips of paper ✓ worksheet 	
TIME: 90 minutes.	
NUMBERS OF THE SUDENTS: 10	
LEVEL: Beginners.	

WORKSHOP XII

THEME: PRE – TEST				
SOURCE: Kids Learning Station				
OBJECTIVES: <ul style="list-style-type: none"> ❖ To analyze if the use of jigsaw technique was effective to improve reading comprehension skill. ❖ To know the progress of students during the period intervention the test and get good results. 	CLASS DEVELOPMENT PRESENTATION PRACTICE			
MATERIALS: <ul style="list-style-type: none"> ✓ Pens ✓ Flashcards ✓ slides ✓ strips of paper ✓ worksheet 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> PRESENTATION <ol style="list-style-type: none"> 1. Test purpose: Researcher gives students an explanation about what are the reasons, why she is going to take this kind of instrument. 2. Test directions: Researcher must explain step by step the contents of the test and how it will develop. </div> <div style="border: 1px solid black; padding: 5px;"> PRACTICE Test administration: Researcher will apply the test about the reading comprehension skill prepared by her. </div>			
TIME: 90 minutes.	ASSESSMENT Perceive emotional state: Teacher will assess the emotional state of the students after taking the test. After that, Ss put a tick in the face according what they feel during the test in order to get a feedback.			
NUMBERS OF THE SUDENTS: 10				
LEVEL: Beginners.	<table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: middle;"></td> <td style="text-align: center; vertical-align: middle;"></td> <td style="text-align: center; vertical-align: middle;"></td> </tr> </table>			
				

f. METHODOLOGY

1. DESIGN OF THE INVESTIGATION

Action research has become more popular as a mode of research among practitioners. It is a quasi-experimental or transversal model because the following reasons:

It is transversal because this kind of research study a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment. It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005; p.2).

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This work will use the research spiral cycles proposed by Kemmis and Mc Taggart since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests. The researcher starts from a detected problem, plans an action in order to solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

1.1. METHODS

In the present research work the following methods will be used to study the Reading comprehension skill the researcher is going to use the comprehensive method which will serve in the following:

COMPREHENSIVE METHOD

This will be used as a means to study the reading comprehension skill in children of 8 years old and how it is developed or taught. It will also help to understand the importance that reading comprehension as a sub skill of the English language learning process.

It is important to know that by analyzing the development of reading comprehension skill it will possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will improve reading comprehension by the application of jigsaw technique during a period of time that let the researcher get effective results.

To make a theoretical relation between the jigsaw technique with the development of reading comprehension the researcher will use the analytic and synthetic methods.

ANALYTIC METHOD:

This method will help to know more about the benefits of jigsaw technique to improve reading comprehension of the children who will participate in the project.

SYNTHETIC METHOD

It will help in the right understanding of the core problem in the reading comprehension in the students of four year which will help the research to synthesize the models of jigsaw technique that are appropriate and are useful to improve reading comprehension in children.

To determine the negative aspects that limit the development of reading comprehension in children the researcher will use the participative diagnostic method.

PARTICIPATIVE DIAGNOSTIC METHOD

It will let the real situation of reading comprehension of students of 4th year of Basic Education at "Luis Humberto Benitez" School, academic period 2013-2014, in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this skill. It will let the researcher correct this reality by applying new strategies through jigsaw technique as a possible solution that will help the children into the English Language process.

To use the jigsaw technique to improve reading comprehension the proactive method will be used:

PROACTIVE METHOD

This is useful to identify the difficulties that students have in reading comprehension and to determine the improvements that the application of the jigsaw technique have and which will help to solve the problem found in this skill.

It will let select the best models or alternatives that the jigsaw technique has in order to improve the student's limitations in the reading comprehension skill into the English language process.

WOKSHOPS METHOD

It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of the jigsaw technique, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of students' limitations in reading comprehension and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess the every workshop the researcher will use comprehensive assessment method:

COMPREHENSIVE ASSESSMENT METHOD

It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the jigsaw technique and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of reading comprehension.

1.2. TECHNIQUES AND INSTRUMENTS

Pre – test

Two sets of writing test will be used jigsaw technique test of (Matching, multiple choice, jigsaw, questions will be used to collect students' answers about applying the jigsaw technique to improve reading comprehension skill with students of 4th year of basic at "Luis Humberto Benitez Costa" school academic-period 2013-2014 at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. Another questionnaire will be used to collect students' progress about the jigsaw technique to improve reading comprehension skill with students of 4th year of basic at "Luis Humberto Benitez Costa" school academic-period 2013- 2014

All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Field Diary and notes

The researcher will use a dairy to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situations that happen.

Chekclist

During thr intrtvrntion the researcher will carefully observe studetns` performance during the lessons

Post test

The researcher will use a post-test to collect students' progress during the period of intervention also; it will be useful to collect quantitative data.

2. PROCEDURES

The action research work process will include the following stages:

2.1. Investigate

To start with the development of the problem the researcher is going to apply a test, in order to determine the level of reading comprehension, which will be graded according with the contents that the researcher is going to apply in the action research project.

2.2. Plan

The researcher is going to apply jigsaw technique to improve reading comprehension skill during the period February-April 2013-2014 one term (two month) each week will have two sessions, and each session will last 60 minutes.

2.3. Act

A variety of activities will be introduced to improve reading comprehension skill, the researcher is going to apply jigsaw technique that helps students to improve reading comprehension. The researcher is going to design some activities in group or couples putting in practice the jigsaw technique for example start with small phrases in disorder where students have to order in the correct way.

2.4. An observation

The researcher is going to use the observation guide or field diary in order to help the researcher to observe students' performance during class and to know the improvements of reading comprehension through jigsaw technique.

2.5. Reflect

To evaluate and analyze the results that the researcher has gotten during the action period, is important to reflect about the student's reading comprehension improvement, in the same way this it will be applied a post-test, with the same questionnaire that was applied at the beginning.

2.6. Dissemination

In this point the investigator is going to demonstrate the improvement of students through a demonstrative class. Where the students are going to demonstrate the procedures of the jigsaw technique they are going to show how to learn reading comprehension applying jigsaw technique. This demonstrative class is going to be show to all the authorities and the family of the students. Where they are going to check the improvement of reading comprehension of the students

3. POPULATION

The populations that are going to contribute with the present action research are students from fourth Year of Basic, of "Luis Humberto Benitez" school, period February-April 2014.

- ✓ Chronological Age: 7-8 years old.
- ✓ Population belongs to the same cultural environment, social and they come from the humble families.

AGE	MEN	WOMEN
9-10	7	1
10-11	2	0
	9	1
TOTAL	10	

g. TIME TABLE

PHASES	ACTIVITIES	2014												2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	
Project	Project presentation	█	█															
	Correction		█	█														
	Project approval			█														
Intervention/	Thesis Advisor		█	█														
	Revision of the instruments		█	█														
	Plan the lessons		█	█	█	█	█											
Thesis process	Act observe		█	█	█	█	█											
	Data organization and tabulation					█	█											
	Interpreting and Reflecting					█	█	█										
	Writing up and reporting						█	█										
	Presenting the thesis report							█	█									
	Correction								█	█	█	█	█	█	█	█	█	
	Private review													█	█			
	Correction													█	█	█		
	Copying and Filling															█	█	
	Legal procedures															█	█	
	Public presentation																█	

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

I. Human

- Researchers
- Students of fourth year of Luis Humberto Benitez school.

II. Material

- Bibliography
- Office Implements
- Copies
- Paper
- Dictionary

III. Technical

- Computer
- Internet
- Printer
- Flash memory

IV. CLASRRROM MATERIALS

- Worksheets
- Markers
- Board.
- Pencil
- Eraser

2. BUDGET

MATERIAL	PRICE
Office Material	100
Class Material	200
Internet	95
Transportation	90
Copies and Impressions	450
TOTAL	935.00

3. FINANCING

All the expenses come of present work will be assumed completely by the research author

i. BIBLIOGRAPHY

WEB SITES

(Berkeley-Wykes). (s.f.) Retrived from The Effect of Using the Jigsaw Reading Technique on the EFLPreservice

admin. (2012). Retrived from <http://english.fkip.uns.ac>.

Aronson, E. (2000-2008). Jigsaw Classroom: retrived from
: <http://www.k12reader.com/what-is-reading-comprehension/>

Holubec, J. a. (1993). Retrived from
<http://www.celea.org.cn/teic/92/10120608.pdf>

Joanne Meier, P. S. (2012-2013). readingRockets. Retrived from
<http://www.readingrockets.org/about/staff>

Lai, E. (Wednesday de March de 2008). Retrived from
<http://salman1.blogspot.com/2008/03/jigsaw-reading.htm>

Lai, E. (Wednesday de March de 2008). Retrived from
<http://salman1.blogspot.com/2008/03/jigsaw-reading.htm>Robertson, K. (2009).
Reading Rockets. Retrived from <http://www.readingrockets.org/about/staff>

Sahin. (2010). Retrived from <http://www.mjal.org/Journal/14.pdf>
Westminster, U. o. (s.f.). University of Westminster .

BOOKS

Alan crawfoard, W. S. (2005). Teaching and learning strategies for the thinking.
En W. S. Alan crawfoard, Teaching and learning strategies for the thinking (pág.
256). New York: International debate education association.

Grellet, F. (1981). Developing Reading Skill. En F. Grellet, Developing Reading Skill (pág. 128). Great Britain: Cambridge University Press.

Kintsch, K. v. (1983). comprehension A Paradigm for Cognition. En Kintsch, comprehension A Paradigm for Cognition.

MATRIX

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEHORIES	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
<p>GENERAL</p> <ul style="list-style-type: none"> Is the jigsaw the technique effective to improve reading comprehension skills with students of fourth year of basic at Luis Humberto Benitez Costa School academic period February -April 2013-2014.? 	<p>GENERAL</p> <ul style="list-style-type: none"> To apply the jigsaw techniques to improve reading comprehension with students of 4th year of basic education at “Luis Humberto Benitez Costa” school academic period February – April 2013-2014 	<p>READING COMPREHENSION SKILL</p> <ul style="list-style-type: none"> What is reading comprehension? How does reading comprehension develop? Why is reading comprehension so important? Process of reading comprehension ✓ Pre-Reading.- ✓ During-Reading. ✓ Post-Reading.- <p>NEGATIVE ISSUES THAT LIMIT THE READING COMPREHENSION SKILL</p> <ul style="list-style-type: none"> Reading Comprehension issues What kind of problems usually children face while they read? <p>JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL.</p> <ul style="list-style-type: none"> What is Jigsaw technique? Objectives of jigsaw technique. What is the benefit of the jigsaw classroom? What is jigsaw reading? How to work with jigsaw reading texts? What kind of jigsaw can we do in primary classes? Teacher’s role in jigsaw Five principles to apply the jigsaw technique Motivating Students into the Jigsaw <p>JIGSAW TECHNIQUE IN THE CLASSROOM TO TEACH READING COMPREHENSION SKILL IN THE ENGLISH LANGUAGE.</p> <ul style="list-style-type: none"> Jigsaw technique Pre- reading While-Reading Post-reading <p>APPLYING THE JIGSAW IN ORDER TO IMPROVE THE READING COMPREHENSION SKILL OF THE ENGLISH LANGUAGE</p> <p>Workshop (1-12)</p> <p>ASSESSMENT OF THE EFFECTIVENESS OF JIGSAW TECHNIQUE IN READINGCOMPREHENSION SKILL OF THE ENGLISH LANGUAGE .</p> <ul style="list-style-type: none"> Observation guide Field diary 	<p>INVESTIGATE To diagnose reading comprehension skill</p>	<p>PRE TEST</p>
<p>SPECIFICS</p> <ul style="list-style-type: none"> What kind of theoretical frame about the jigsaw technique is useful to improve reading comprehension skill with students of 4th year at “Luis Humberto Benitez Costa” school academic period 2013-2014? Which are the negative issues that limit the reading comprehension skill with students of 4th year at Luis Humberto Benitez school academic period 2013-2014? How to use the jigsaw technique to improve reading comprehension skill in the English language with students of 4th year at “Luis Humberto Benitez Costa” school academic period 2013-2014? How does the jigsaw technique as part of the classroom activities improve the limitations in reading comprehension skill with students of 4th year at “Luis Humberto Benitez Costa “school academic period 2013-2014? How effective was the application of the jigsaw technique in reading comprehension skill with students of fourth 4th year at “Luis Humberto Benitez Costa school” academic period 2013-2014 	<p>SPECIFICS</p> <ul style="list-style-type: none"> To investigate the theoretical frame about the jigsaw technique to improve reading comprehension skill with students of 4th grade at Luis Humberto Benitez school, academic period 2013-2014. To diagnose the negative issues that limit the reading comprehension skill with students of 4th grade at Luis Humberto Benitez school , academic period 2013-2014 To plan the jigsaw technique to improve reading comprehension skill in the English language with students of 4th grade at Luis Humberto Benitez school , academic period 2013-2014 To apply the jigsaw technique as part of the classroom activities in order to solve the limitations in reading comprehension skill with students of 4th grade at Luis Humberto Benitez school , academic period 2013-2014 To reflect about the effectiveness that the jigsaw technique has on reading comprehension skill with students of four grade at Luis Humberto Benitez school , academic period 2013-201 	<p>PLAN WORKSHOPS</p>	<p>PLAN WORKSHOPS</p>	<p>LESSON PLAN</p>
			<p>ACT The Jigsaw technique to improve reading comprehension skill</p>	<p>FIELD DIARY AND NOTES GUIDE OBSERVATION</p>
			<p>REFLECT Analyze or value the Jigsaw technique in the improvement reading comprehension skill</p>	<p>POST TEST</p>
			<p>DISSEMINATION To demonstrate the students’ progress in reading comprehension</p>	<p>DEMONSTRATIVE CLASS STUDENT’S PORTAFOLIO</p>

1. Field Diary

Date:		Time:	
Objective :			
Content:			
Activity:			
Aspects to be observed	76%- 100%	50% - 75%	Less than 50%
Were students involved in the activity?			
Was the activity appropriate for the class?			
Did students understand and follow the strategy being applied?			
Were the objectives of the activities accomplished?			
Were conditions favorable to the application of strategy?			
Comments			

2. Names of workshops

SESSIONS	CONTENT
SESSION 1	<i>PRE-TEST</i>
SESSION 2	<i>the fruit salad</i>
SESSION 3	<i>the fruit salad</i>
SESSION 4	<i>the fruit salad</i>
SESSION 5	<i>My house</i>
SESSION 6	<i>My house</i>
SESSION 7	<i>My house</i>
SESSION 8	<i>Mr smith and his big house</i>
SESSION 9	<i>Mr smith and his big house</i>
SESSION 10	<i>Mr smith and his big house</i>
SESSION 11	<i>General review and Wrap up</i>
SESSION 12	<i>POST-TEST</i>

3. Checklist



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Content : _____

Date: _____

Grade: _____

N	Student	Vocabulary and grammar background			Scan for details			Follow the steps in a process		
		Mastered 75-100%	Big progress 50-75%	No significant progress 50% and less	Mastered 75-100%	Big progress 50-75%	No significant progress 50% and less	Mastered 75-100%	Big progress 50-75%	No significant progress 50% and less
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

4. Intervention Plan

<p>General Objective: To improve reading comprehension skill with students of 4th year of basic education at “Luis Humberto Benitez Costa” school academic period February – April 2013-2014.</p>		
Lesson	Objectives	Resource
Workshop 1 Pre-test	<p>Teacher: To diagnose the student’s reading comprehension level.</p> <p>Students:To take reading comprehension test test.</p>	test paper
Workshop 2 Fruit salad	<p>Teacher: To explain students the new vocabulary, grammar and connectors of sequence that are related to the recipe</p> <p>Students: To put in practice the new vocabulary, grammar and connectors as sequence as components of reading sub skill.</p>	picture cards flash cards worksheet slides
Workshop 3 Fruit salad	<p>Teacher: To introduce the group organization strategy called jigsaw. Explain in what consist expert and home groups.</p> <p>Students:</p> <ul style="list-style-type: none"> • To put in practice the organization of the groups. • To associate the recipe where the students have to follow the steps in a process, in order to improve the reading comprehension skill 	Strips of paper sheet of paper slides
Workshop 4 Fruit salad	<p>Teacher: To check student’s development of reading comprehension skill.</p> <p>Students: Students prepare the recipe in order to demonstrate their comprehension of the recipe.</p>	A bowel spoon, ladle and knife , pen board.
Workshop 5 My house	<p>Teacher: To explain students the new vocabulary, grammar and explain in what consist the strategies of reading skim , scan as basic components of reading comprehension sub skill</p> <p>Students: To put in practice the new vocabulary, grammar as components of reading sub skill that teacher explains.</p>	picture cards flash cards worksheet slides
Workshop 6	Teacher:	worksheets

My house	<ul style="list-style-type: none"> ❖ Make a review in what consist the strategies of reading skim , scan as basic components of reading comprehension sub skill ❖ To form the home and expert groups . <p>Students: Students in their home groups are able to identify the gist of the reading.</p>	pictures cards spelling cards board markers
Workshop 7 My house	<p>Teacher: To check student's development of reading comprehension skill.</p> <p>Students:</p> <ul style="list-style-type: none"> ❖ Student complete a worksheet where they have to put in order the sequence of the story. ❖ To take the test about the reading "My house" 	picture cards worksheets board
Workshop 8 Mr. Smith and his Big House	<p>Teacher: To explain students the new vocabulary, grammar related with the reading.</p> <p>Students: To practice the new vocabulary, grammar as components of reading sub skill that teacher explains.</p>	Pens Flashcards slides worksheet
Workshop 9 Mr. Smith and his Big House	<p>Teacher: Make a review in what consist the strategies of reading skim , scan as basic components of reading comprehension sub skill To form the home and expert groups</p> <p>Students: Students in their home groups are able to identify the gist of the reading.</p>	List of new vocabulary Pens Flashcards Worksheet poster
Workshop 10 Mr. Smith and his Big House	<p>Teacher: To check student's development of reading comprehension skill.</p> <p>Students: To take the test about the reading " Mr. Smith and his Big House"</p>	Pens Worksheet Strips of paper Test paper

Workshop 11	<p>Teacher: To make a general review of the session already given. To clarify any doubt that students have during the three sessions of reading comprehension previously studied</p> <p>Students: To put in practice the knowledge acquired during the periods of the intervention.</p>	worksheets flashcards board markers slides strips of paper.
Workshop 12 Post –test	<p>Teacher: To diagnose students' learning outcomes in reading comprehension skill through a test.</p> <p>Students: To take the test about reading comprehension previously studied.</p>	Test paper

5. TEST

Reading Comprehension Test

Name:

Date:

Grade:Score:

.....

Carly's Family

Carly has a large family. She lives with four people, and she also has two pets. Carly's mom is a doctor. Carly's mom works at the hospital. Carly's mom helps people who are sick.

Carly's dad works at home. Carly's dad cooks for the family. Carly's dad drives the kids to soccer practice. Carly has two brothers. James is ten years old. Scott is fourteen years old.

Carly has two pets. Jinx is a small, black cat. Diego is a large, brown dog. Carly loves her family!

1. Underline the correct answer. How many people are in Carly's family

A. four

B. five

C. six

D. nine

E. ten

2. Circle the correct answer: Carly's mom works at the

A. restaurant

B. mall

C. hospital

D. supermarket

E. book store

3. This story is mostly about Carly's

- A. family
- B. pets
- C. soccer team
- D. sports
- E. food

4. Match the words from the story to their meaning. Draw a line

- | | |
|----------------|------------------------|
| A. Carly | is fourteen years old. |
| B. Carly's mom | has a large family |
| C. Carly's dad | works in a hospital |
| D. James | is ten years old. |
| E. Scott | cooks for the family. |

5. Which of the following sentences is true?

- _____ Carly has an elephant as a pet
- _____ Carly has a big family
- _____ Jinx and Diego are part of Carly's family.
- _____ Carly's dad is a doctor
- _____ Carly has a small family.

6. Look at the pictures and identify which pictures belong to Carly's family.

Circle the correct answer

1



2



3



7. Answer the following question about Carly's family

- A. How many people are there in the family?

- B. How many brothers are there in the family?

- C. How many dogs are there in the family?

- D. How many cats are there in the family?

- E. How many sisters are there in the family?

8. In what order is this information mention in the text.

- a. -----her dog's name
- b. -----her brother's name
- c. -----her mother's profession
- d. -----her name

How did you feel during the test?



ANNEX 2: PHOTOS



Picture 1 Students writing their own report about the reading



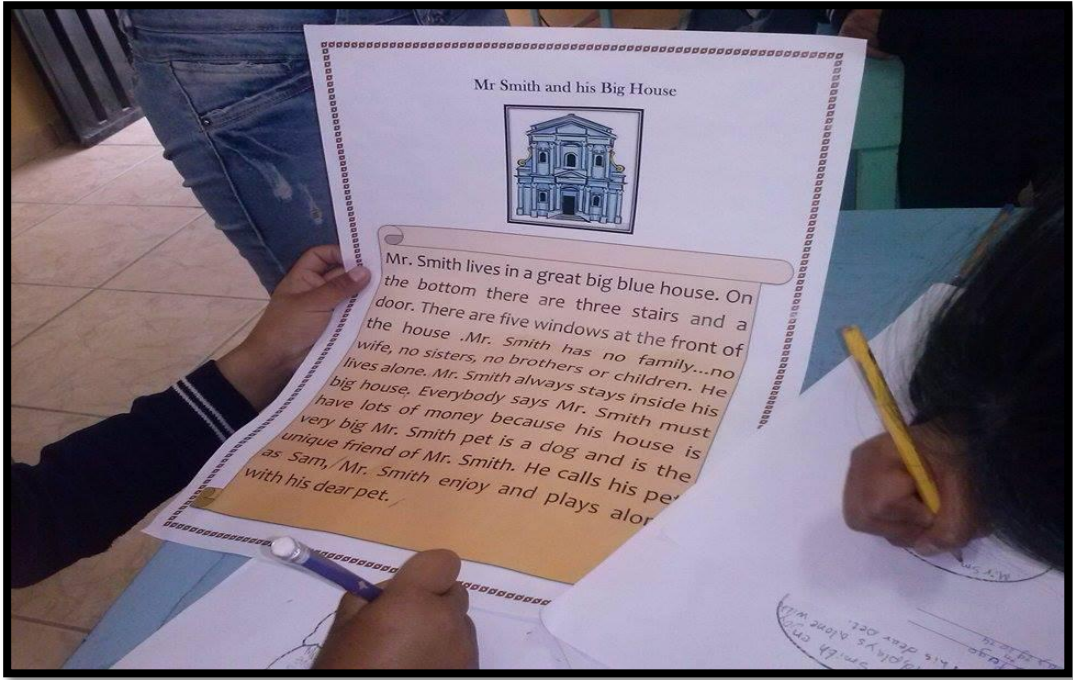
Picture 2 Students are joining the parts of reading in the correct order following the sequence



Picture 3 Slides with the vocabulary related with the readings that students learned.



Picture 4 Slides with the vocabulary related with the readings that students learned.



Picture 5 Posters with the readings.



Picture 6 Students while they work, enjoy doing it.

INDEX

CERTIFICATION	II
AUTORIA	III
ACKNOWLEDGEMENTS	V
DEDICATION	VI
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN	VII
MAPA GEOGRAFICO Y CROQUIS	VIII
CROQUIS	VIII
THESIS SCHEME	IX
A. TITLE	1
B. RESUMEN	2
C. INTRODUCTION	4
D. LITERATURE REVIEW	7
READING COMPREHENSION	7
<i>Phonics</i>	<i>10</i>
5 TYPES OF READING COMPREHENSION	11
<i>Lexical Comprehension:</i>	<i>11</i>
<i>Literal Comprehension:</i>	<i>12</i>
<i>Interpretive Comprehension:</i>	<i>12</i>
<i>Applied Comprehension:</i>	<i>12</i>
<i>Affective Comprehension:</i>	<i>12</i>
READING ALONG LANGUAGE LEARNING APPROACHES	12
<i>The Bottom-up Approach</i>	<i>12</i>
<i>The Top-down Approach</i>	<i>13</i>
ESSENTIAL SKILLS NEEDED FOR READING COMPREHENSION	14
<i>Making the Connection between Letters and Sounds</i>	<i>14</i>
<i>Decoding the Text</i>	<i>15</i>
<i>Recognizing Words</i>	<i>15</i>
<i>Understanding the Text</i>	<i>15</i>
STRATEGIES TO TEACH READING COMPREHENSION SKILL	15
<i>Inferring</i>	<i>17</i>
<i>Evaluating (determining importance)</i>	<i>17</i>
<i>Monitor student's comprehension</i>	<i>17</i>
<i>Answers students questions</i>	<i>18</i>
<i>Recognize story structure</i>	<i>18</i>
<i>Summarizing</i>	<i>19</i>
COGNITIVE FACTORS THAT LIMIT THE DEVELOPMENT OF READING COMPREHENSION SKILL.	19
<i>Background Knowledge</i>	<i>19</i>
<i>Vocabulary</i>	<i>20</i>
<i>Fluency</i>	<i>20</i>
<i>Active Reading</i>	<i>20</i>
<i>Critical Thinking</i>	<i>21</i>
DIFFICULTIES TO DEVELOP READING COMPREHENSION SKILL	21
<i>Fluency in the language</i>	<i>21</i>

<i>Reading skill</i>	22
<i>Learning disabilities</i>	22
<i>Interest</i>	23
SUBSKILLS OF READING COMPREHENSION	23
<i>Vocabulary</i>	23
<i>Grammar</i>	24
<i>Scanning</i>	24
<i>Understanding the Organization of a Text</i>	25
COOPERATIVE LEARNING STRATEGIES IN EFL CLASSROOM.	25
<i>WHAT IS JIGSAW TECHNIQUE?</i>	26
<i>Objectives of jigsaw technique</i>	27
<i>What is the benefit of the jigsaw classroom?</i>	27
<i>What is jigsaw reading?</i>	28
<i>How to work with jigsaw reading texts?</i>	29
<i>What kind of jigsaw can we do in primary classes?</i>	29
E. MATERIALS AND METHODS	33
METHODS	35
F. RESULTS	39
G. DISCUSSION	46
H. CONCLUSIONS	49
I. RECOMMENDATIONS	51
J. BIBLIOGRAPHY	52
HART, L. (2014). COGNITIVE FACTORS THAT AFFECT READING COMPREHENSION	52
LAPKIN, E. (2014). NATIONAL CENTER FOR LEARNING DISABILITIES .5 ESSENTIAL SKILLS NEEDED FOR READING COMPREHENSION. RETRIEVED FROM: HTTP://NCLD.ORG/TYPES-LEARNING-DISABILITIES/DYSLEXIA/ESSENTIAL-SKILLS-NEEDED-FOR-READING-COMPREHENSION	53
MISHRA, I. (2013). LITERALLY COMMUNICATION .READING SKILLS AND ITS SUB-SKILLS	53
	54
K. ANNEXES	54
a. THEME	55
b. PROBLEM	56
c. JUSTIFICATION	60
d. OBJETIVES	62
I. GENERAL OBJECTIVE	62
II. SPECIFIC OBJECTIVES	62
e. THEORICAL FRAME	64
READING COMPREHENSION SKILL	64
PRE-READING	68
DURING READING	70
POST READING	71
NEGATIVE ISSUES THAT LIMIT THE READING COMPREHENSION SKILL	72
What kind of problems usually children face while they read?	73
JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL	73

<i>What is jigsaw reading?</i>	76
<i>How to work with jigsaw reading texts?</i>	77
<i>WORKSHOP I</i>	82
<i>WORKSHOP II</i>	83
<i>WORKSHOP III</i>	84
<i>WORKSHOP IV</i>	85
<i>WORKSHOP V</i>	86
<i>WORKSHOP VI</i>	87
<i>WORKSHOP VII</i>	88
<i>WORKSHOP VIII</i>	89
<i>WORKSHOP XL</i>	90
<i>WORKSHOP X</i>	91
<i>WORKSHOP XI</i>	92
<i>WORKSHOP XII</i>	93
f. METHODOLOGY	94
g. TIME TABLE	102
h. BUDGET AND FINANCING	103
i. BIBLIOGRAPHY	105
ANNEXES	107
ANNEX 2: PHOTOS	128
INDEX	131