

**The use of lesson plans based on jigsaw activities in the development of speaking skills in  
students of fifth grade in Agustìn Nieto Caballero (2012-2013)**

**Presented by**

**Nelson Erlinto Ortega Legarda**

**Advisor**

**Magda Caicedo, M.A TESOL**

**University of Nariño**

**Linguistics and Languages Department**

**San Juan de Pasto**

**2014**

**The use of lesson plans based on jigsaw activities in the development of speaking skills in  
students of fifth grade in Agustìn Nieto Caballero (2012-2013)**

**Presented by**

**Nelson Erlinto Ortega Legarda**

**University of Nariño**

**Linguistics and Languages Department**

**San Juan de Pasto**

**2014**

**Under responsibility of**

All the ideas and concepts expressed in the following paper are responsibility of the author

Article 1 of Agreement No. 324 on October 11th 1966 issued by the honorable Board of

Directors of the University of Nariño.

## **Acknowledgements**

*I am using this opportunity to express my gratitude to God who let me make this dream come true.*

*Many thanks to my advisor and friend Magda Caicedo, M.A TESOL, for her enthusiastic support, guidance and patience through every step of this project, and for all she has taught me.*

*My gratitude also to my readers, Ana Clara Sánchez and Helda Alicia Hidalgo, for their advice, time and consideration.*

*Sincere thanks to my parents and siblings whose love is always the first reason to continue growing up.*

*Finally, my deepest appreciation to my wife Andrea Martinez and my son Junior David, whose love and support always help me overcome any difficult situation.*

*Nelson Ortega.*

---

*READER SIGNATURE*

---

*READER SIGNATURE*

*San Juan de Pasto, November 27<sup>th</sup> 2014*

## **Resumen**

Se ha demostrado que la enseñanza y el aprendizaje de una lengua extranjera es un proceso que requiere planear cuidadosamente lo que se va a hacer antes , durante y después de que una lección se lleva a cabo y ayudar a los estudiantes a usar la lengua es también un proceso que necesita atención, el desarrollo de lesson plans basados en actividades de jigsaw permiten a los maestros controlar la clase y ayudan a los maestros a proveer a los alumnos suficientes oportunidades para usar la lengua en contextos que son significativos y comunes para los estudiantes .

El propósito de esta investigación es identificar cómo el uso de lesson plans basados en las actividades de jigsaw fomentan el desarrollo de la expresión oral en estudiantes de quinto grado del Instituto Agustín Nieto Caballero. La primera fase del proyecto consiste en el desarrollo , adaptación y aplicación de algunos lesson plans basados en actividades de jigsaw enfocados en el desarrollo de habilidades orales. Este artículo revisa las ventajas y desventajas de la aplicación de las actividades de jigsaw, los datos se recogen mediante observación directa y consignada en un formato desarrollado previamente. También analiza y describe los resultados obtenidos por la implantación de las diferentes actividades de jigsaw. El documento concluye con algunas conclusiones y recomendaciones.

### **Abstract**

It has been shown that teaching and learning a foreign language is a process which requires planning carefully what it is going to be done before, during and after a lesson takes place and helping students to use the language is also a process which needs attention, the development of lesson plans based on jigsaw activities allow teachers to control the class and help teachers give students enough opportunities to use the language in contexts which are meaningful and common for students.

The purpose of this research is to identify how the use of lesson plans based on jigsaw activities foster the development of speaking skills in students of 5<sup>th</sup> grade at Instituto Agustin Nieto Caballero. The first phase of the project involves the development, adaptation and application of some lesson plans based on jigsaw activities focused on the development of speaking skills. This paper reviews the advantages and disadvantages of the application of jigsaw activities, the data is collected by direct observation and noted in a format previously developed. It also analyses and describes the results obtained by the implantation of the different jigsaw activities. The paper concludes with some conclusions and recommendations.

## 1 Table of contents

Under responsibility of .....	3
Acknowledgements.....	4
Resumen.....	5
Abstract.....	6
Chapter One .....	10
Introduction to the study .....	10
1 Problem Statement .....	12
1.1 Research Question .....	12
1.2 Objectives .....	12
1.3 General objective .....	12
1.3.1 Specific objectives.....	12
1.4 Significance of study.....	12
Problem description .....	14
1.5 Definition of terms .....	15
1.5.1 Lesson plan .....	15
1.5.2 Foreign language (L2).....	15
1.5.3 Jigsaw activity.....	15
1.5.4 Cooperative learning.....	15
Chapter Two.....	16
2 Literature Review.....	16
2.1 Theoretical Framework.....	16
2.2 Lesson Plan .....	16
2.3 Cooperative learning.....	18
2.4 Jigsaw activity.....	19
Chapter Three.....	20
3 The research methodology .....	20
3.1 The research design.....	20
3.2 Participants.....	21
3.3 Sample and setting .....	21
3.3.1 Sample.....	21

3.3.2	Setting .....	21
3.4	Data gathering .....	22
Chapter Four .....		22
4	Analysis and interpretation of data .....	22
4.1	Results.....	23
Chapter Five.....		58
5	Conclusions and recommendations.....	58
5.1	Conclusions.....	58
5.2	Recommendations.....	61
6	Bibliography .....	63
7	Appendix A, B and C: Lesson Plans.....	65
8	Appendix D, E, F and G: Class resources.....	73
9	Appendix H, I and J: Written Assessment Activities.....	84

## 2. Table of graphics

1 Graphic 1: Jigsaw 1: Student enjoys speaking to a group .....	29
2 Graphic 2: jigsaw 1: Student appears calm and confident.....	31
3 Graphic 3: jigsaw 1: Student is prepared and knows the material.....	32
4 Graphic 4: jigsaw 1: Student has intelligible pronunciation.....	33
5 Graphic 5: jigsaw 2: Student enjoys speaking to a group.....	39
6 Graphic 6: jigsaw 2: Student appears calm and confident.....	40
7 Graphic 7: jigsaw 2: Student is prepared and knows the material.....	42
8 Graphic 8: jigsaw 2: Student has intelligible pronunciation.....	44
9 Graphic 9 Jigsaw 3: Student enjoys speaking to a group .....	51
10 Graphic 10: Jigsaw 3: Student appears calm and confident .....	53
11 Graphic 11: Jigsaw 3: Student is prepared and knows the material .....	55
12 Graphic 12: Jigsaw 3: Student has intelligible pronunciation .....	57

## 3. Table of Rubrics

1 Rubric 1: Jigsaw 1: Professions .....	28
2 Rubric 2: Jigsaw 2: Prepositions.....	37
3 Rubric 3: Jigsaw 3: Comparative and superlative adjectives.....	49

## **Chapter One**

### **Introduction to the study**

In Colombia, the Colombian Ministry of Education has prescribed the National program of Bilingualism (Programa Nacional de Bilingüismo) 2004-2019 taking as reference The Common European Framework. The main objective of this program is to enable people, to speak at least one foreign language. That is a big challenge because the teaching and learning process of a second language is very complex involving not only the development of skills (listening, speaking, reading, and writing), but also planning the class carefully before it takes place.

One of the most important aspects in the teaching and learning process of an L2 is the use of lesson plans. Teachers must think in advance about what to do before the lesson is carried out. According to this, Yinger (1978) argues that teachers may wonder “which way they ought to go” before they enter a classroom. It means that teachers need to plan carefully what they want to do in their classrooms during the lesson.

Lesson Plans are a very helpful tool for teachers in order to develop a successful class. Richards (2002) states that lessons plans help the teacher to think about the lesson in advance to “resolve problems and difficulties, to provide a structure for a lesson, to provide a ‘map’ for the teacher to follow, and to provide a record of what has been taught”.

Lesson plans give teachers as well as students big advantages such as a map to follow. It means a lesson plan is like a guide that helps teachers to organize class time, content, materials, sequencing, activities, methodology applied in class, and assessment, besides students realize their own progress in the learning process, students feel that they are really learning something, and finally lesson plans make teachers more organized and professional.

The role of lesson plans in the teaching and learning process of an L2, It has been highlighted but a lesson plan does not work effectively if it does not have clear objectives specified or useful activities that contribute to the appropriate development of topics. Therefore this research suggests the use of lesson plans based on jigsaw activities in order to foster the development of speaking skills motivating students to feel essential part of the activities developed in class.

## **1 Problem Statement**

The effect of using lesson plans based on jigsaw activities in the development of speaking skills in students of fifth grade at Instituto Agustin Nieto Caballero.

### **1.1 Research Question**

May the use of lesson plans based on jigsaw activities foster the development of speaking skills in students of fifth grade at Instituto Agustin Nieto Caballero?

### **1.2 Objectives**

#### **1.3 General objective**

To establish if the use of lesson plans based on jigsaw activities foster the development of speaking skills in students of fifth grade at Instituto Agustin Nieto Caballero.

##### **1.3.1 Specific objectives.**

- To identify the advantages of using lesson plans based on jigsaw activities in the development of speaking skills.
- To identify the disadvantages of using lesson plans based on jigsaw activities in the development of speaking skills.
- To analyze how jigsaw activities keep students' motivation and what kind of advantages this situation brings.
- To design and apply lesson plans based on jigsaw activities in order to develop speaking skills.

#### **1.4 Significance of study**

The main objective of the study is to establish if the use of lesson plans based on jigsaw activities would contribute to motivate the development of speaking skills in the teaching and learning process of a foreign language with a specific group of learners in Pasto. This study took

as bases some aspects related to the field of TESOL such as lesson plans and cooperative learning through the usage of jigsaw activities.

First of all there is the lesson planning factor. Lesson plans usually describe the objectives students should attain with the help of the teacher, time available, teachers and students behavior towards attaining the lesson objectives and even an evaluation component that reflects if the objectives were attained or not (Farrell, 2002). This is why a lesson cannot be carried out without thinking previously about what to do and what activities will be applied for explaining the topics.

Another important factor that supports this study is the application of cooperative learning principles through the usage of jigsaw activities. In this way cooperative learning is defined as all groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal (Artzt, 1990) and a jigsaw activity is a cooperative learning strategy that enables each student of a “home” group to focus on one area, idea or ‘piece of the puzzle’. Students become ‘experts’ in their assigned area by working with members from other groups who are also assigned that same focus.

The application of cooperative strategies by using jigsaw activities allow students to feel more responsible and connected with the activities developed not only because they are worried about their own learning, but also their classmates’ learning.

Finally motivation has an important role in the teaching and learning process of a second language, this is why it is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language. This study took as a base the motivation factor when developing the lesson plans, the activities and tasks which were done by the participants because one of the most important aspects in carrying out a lesson is learners’ involvement in the activities developed in class.

### **Problem description**

Thanks to the experience gathered as student and future teacher, it has been evidenced that English classes are carried out in a traditional way, where the main focus of the teaching and learning process of a second language is the teacher and help students know the language rather than use the language, basically because the teacher knows English, but they find it difficult to use it. That is the reason why teachers focus their classes on teaching grammar and following strictly their textbook without giving their students enough opportunities or meaningful contexts where they could use what they have learned. But helping students produce orally the grammar they have learned is a difficult process since in most situations it is a new experience for them; for that reason the lack of confidence, anxiety, the pressure of knowing they are using a language different from their mother tongue are aspects which can be difficult to carry out when helping students to use the language.

Giving students meaningful contexts where they could use the language is a process which needs planning, and unfortunately, that is a process that teachers mainly in primary schools are skipping in their daily lessons, the lack of having a plan of what is going to be taught is the main reason why classes are focused on following the textbook and it leads to teach grammar.

Planning lessons and focusing those lessons on environments which are familiar for the learners is an essential key if the purpose of a lesson is helping students use the language in a meaningful way. Lesson plans based on jigsaw activities give students enough opportunities to use the language in a meaningful context and familiar situations.

## **1.5 Definition of terms**

### **1.5.1 Lesson plan**

According to Richards (1998) lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson, he suggests that Lesson plans help the teacher think about the lesson in advanced to "resolve problems and difficulties to provide a structure for a lesson, to provide a record of what has been taught, in other words a Lesson Plan is all the thoughts that a teacher has in his/her mind about how and what activities are going to be developed in a class, it also helps teachers to think about contents, students' needs, time, materials, activities, and sequence.

### **1.5.2 Foreign language (L2)**

The foreign language is any language that a person can speak that is not the first language they learned naturally as a child Oxford Dictionary of English (2012)

### **1.5.3 Jigsaw activity**

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. Mengduo & Xiaoling (2010).

### **1.5.4 Cooperative learning**

Is defined as all groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal Artzt (1990)

## **Chapter Two**

### **2 Literature Review**

#### **2.1 Theoretical Framework**

In this chapter readers are provided with relevant information related to this research, which is concerned with the use of lesson plans based on jigsaw activities in order to develop speaking skills in 5<sup>th</sup> graders at Instituto Agustin Nieto Caballero. It is considered important to analyze the importance and advantages regarding the issues of the teaching and learning process of a second language such as, the application of lesson plans, cooperative learning, and jigsaw activities.

#### **2.2 Lesson Plan**

Lesson plan is one of the most relevant aspects that teachers must take into consideration before entering a classroom because teachers must know carefully what to do before, during and after the class. Yinger (1980) argues that teachers may wonder “which way they ought to go” before they enter a classroom. This usually means that teachers need to plan what they want to do in their classrooms although most of the times the school textbooks already have the planning for the whole course however, that is not enough. Teachers must adapt those activities (presented in the textbook) in order to make the development of the topics and the class itself more effective. Regarding this, Farrell (2002) states that even though a lesson may have already been planned (by the textbook writer), a teacher will still need to make decisions that relate to the needs of his or her specific class, adapting the lesson from the book in different ways to make it better suit the class.

Lesson planning does not only involve thinking about what to do in a lesson, but also thinking about objectives, materials and methodology applied in class. As stated by Farrell (2002), at the planning stage, teachers need to think about questions such as what the objective(s) of the lesson will be, what materials and activities will be used, what type of interaction will be encourage,

and how the learning will be monitored. It is also important to clarify that during the class the role of the teacher is not passive; teachers must monitor the class in an interactive way according to its progress, in this way Farrell (2002) states that at the implementation stage the teacher's job is not simply to carry out the lesson as previously planned. During the lesson, interactive and evaluative decisions will often have to be made in response to the dynamics of the class.

As mentioned before in order to create and adapt an appropriate Lesson plan teachers must take into account some steps or specific models of planning. An example of this is the model applied by Karim (2011) explains Tyler's rational-linear framework. Tyler's model has four steps that run sequentially: (1) specify objectives; (2) select learning activities; (3) organize learning activities; and (4) specify methods of evaluation.

Richards (1998) stresses the success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which the lesson was planned. He also suggests that lesson plans help the teacher think about the lesson in advance to "solve problems and difficulties, to provide a structure for a lesson, to provide a 'map' for the teacher to follow and to provide a record of what has been taught". Based on this statement, lesson plans are a very useful tool for teachers as well as learners in the teaching and learning process because they help teachers to think about materials, methodology, activities, time and assessment. On the other hand students realize their own progress. It means that they notice that they are really learning something useful. According to McCutcheon (1980) daily lesson planning can benefit English teachers in the following ways:

- A plan can help the teacher think about content, materials, sequencing, timing, and activities.

- A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of a classroom.
- A plan is a log of what has been taught.
- A plan can help a substitute to smoothly take over a class when the teacher cannot teach.

The final part of the lesson is the assessment part. At this stage teachers must think about two aspects: the first one is whether the lesson was good or not, it means teachers must self-evaluate the effectiveness of the activities developed in class and the students' responses during the development of the tasks and the second aspect is to assess some important features such as learners' attention, motivation, whether the topics were clear understood or not, and if the class was interesting, Ur (1996) offers the following criteria for evaluating a lesson (1) the class seemed to be learning the material well; (2) the learners were engaging with the foreign language throughout; (3) the learners were attentive all the time; (4) the learners enjoyed the lesson and were motivated; (5) the learners were active all the time; (6) the lesson went according to plan; (7) the language was used communicatively throughout.

### **2.3 Cooperative learning**

Another issue regarding the teaching and learning process of an L2 is the role of Cooperative Learning which brings some benefits that include increased student interest due to the quick pace of cooperative tasks, improved critical thinking ability, and the opportunity to practice both the productive and receptive skills in a natural context. The array of benefits extends beyond increased language learning to include increased self-esteem and tolerance of diverse points of view Johnson and (1989) Kagan (1995) McCafferty, Jacobs, Iddings (2006) Slavin (1995). According to this statement cooperative learning allows students to feel more involved and self-

confident in the development of activities helping them, in that way, to have an active role by expressing their point of view when learning an L2. In addition other advantages that the use of cooperative learning brings are listed by (Johnson and Johnson (1999) students learn that their success depends upon working together interdependently; (2) students are individually accountable while achieving group goals; (3) students support and assist one another's success through face-to-face interactions; (4) students develop social skills by cooperating and working together effectively; and (5) students as a group have the opportunity to reflect on the effectiveness of working together.

Another important aspect regarding the importance and effectiveness of using cooperative learning in the teaching and learning process is stated by Coelho (1982) Cooperative learning is based on the concept that students learning together in small groups increases the individual learning of each group member. Cooperative learning differs from group tasks where everyone may or may not contribute and the responsibility for absorption of the material lies with the individual. In group work it is theoretically possible for each student to do the task him or herself, so that task completion does not necessarily depend upon an equal contribution from individual group members. In cooperative learning, each student must work with the others in the group to complete the task.

#### **2.4 Jigsaw activity**

One of the activities used in Cooperative Learning is called Jigsaw activity. This strategy enables each student of a "home" group to focus on one topic, in that way students become 'experts' in the topic assigned to the whole group, they work together with members from other groups who are assigned other topics. These new groups are called expert groups. In the experts groups each student shares his/her information and after hearing all the topics each student

returns to their ‘home’ group. These kinds of activities involve students in the task and help them to be responsible of their own learning and their partners’ learning, too.

A jigsaw activity enables students to feel an essential part of the activity and that helps to involve students in every activity, and when students feel motivated and connected to the activities they are supposed to do the teaching and learning process is easier, in words of Mengduo & Xiaoling (2010). Jigsaw is a cooperative learning technique that requires everyone’s cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece—each student’s part—is essential for the production and full understanding of the final product. If each student’s part is essential, then each student is essential. In addition, jigsaw activities make students adopt an active role through the interaction among students, and teachers’ participation is reduced to increase students’ learning since a) it is less threatening for many students; b) it increases the amount of student participation in the classroom; c) it reduces the need for competitiveness; and, d) it reduces the teacher’s dominance in the classroom.

## **Chapter Three**

### **3 The research methodology**

#### **3.1 The research design**

This research focuses on the development of students’ speaking skills through the usage of lesson plans based on jigsaw activities. It focuses on a quasi-experimental research in order to describe, understand and interpret the results given by the jigsaw activities designed and applied to the experimental group.

## **3.2 Participants**

This research study was developed and carried out with a group of fifteen (15) students of fifth grade whose ages range from nine (9) to eleven (11) years old both male and female. They are students who belong to “Agustin Nieto Caballero” primary school.

## **3.3 Sample and setting**

### **3.3.1 Sample**

The sample for this study is the same as mentioned in the participants.

### **3.3.2 Setting**

This research took place in a private educative institution located in San Juan de Pasto called “Agustin Nieto Caballero”. At this institution students of middle socioeconomic status from different places of the city are educated.



### **3.4 Data gathering**

The data collection technique chosen for this research was direct observation that was the visual recording of what happened during the development of the activities and helped to widely understand what happened inside the classroom; the information was classified and consigned according to a format developed by the researcher, and the instruments used to gather data were the format was designed by the researcher to collect information and a digital camera which provided spontaneous images of the performance of each student and also provided a record of students' speaking. The information gathered with these techniques was analyzed in depth.

## **Chapter Four**

### **4 Analysis and interpretation of data**

The data was analyzed by using qualitative approaches. The group of students was given some classes in which the main activity developed in class was the application of lesson plans based on jigsaw activities, the students were taught some topics such as: Professions, Comparative and Superlative Adjectives, and some Prepositions; these topics were chosen by the teacher in charge of the group of students and the researcher. Obviously all the topics were planned around the application of a jigsaw activity. The previously mentioned jigsaw activities were design and applied taking as a base the proficiency level of learners in order to make the activity work effectively.

The different kinds of activities were applied in 3 sessions of 2 hours of 60 minutes each; it is important to clarify that it was not possible to apply more activities because of lack of time. During the application of the activities schools had to apply "Pruebas Saber" so the permission given for developing the activities was really short and the time was enough to apply just three (3) jigsaw activities.

On the other hand the information was gathered by using an experimental group, the research consisted on the development of topics through the application of jigsaw activities which were designed specifically for kids, emphasizing on fostering the development of speaking skills. The jigsaw activities were designed according to the English level of learners. It is also important to highlight that the jigsaw activities were developed taking advantage of students' previous knowledge of some topics.

Once the information on their course curriculum was analyzed the lesson plans based on jigsaw activities were developed and the research took place, so the lesson plans were applied to the group of fifteen students taking into account the main goal of the study that is, the development of speaking skills through the use of lesson plans based on jigsaw activities. The information was gathered by using a digital camera, the observation format and by direct observation. This information was analyzed in depth and in that way some conclusions and recommendations were drawn.

#### **4.1 Results**

The application of the study was carried out during three (3) Wednesdays; each class session lasted (2) hours. The topics were developed in the following order: the first one was "professions" by calling the activity 'what are our parents' jobs', the jobs used were nurse, fireman, teacher, secretary, doctor, lawyer, policeman, waiter, photographer, bus driver, vet, and soccer player), the next topic was some prepositions , it was called 'where is the object located?', the prepositions used in the jigsaw activity were In, next to, on, under, in front of, behind; and the final topic was the use of comparative and superlative adjectives, the activity was called: 'Comparing wild animals'..

All the topics mentioned before were developed through the use of jigsaw activities in order to foster speaking skills. The materials used were worksheets, posters illustrating the professions, different objects such as boxes, bowls, toys, and school supplies for demonstrating the use of the prepositions in a real context, and pictures illustrating some animals in order to exemplify the use of comparative and superlative adjectives.

The jigsaw activities were designed taking into account the following principles: all the topics were contextualized, it means that students did not learn some structures in isolation, but they put them into practice in an environment which was known or familiar to them trying to help students in that way to use the language instead of just knowing the grammatical patterns of the language. Another principle was to try to involve the students with the activity. Thanks to the kind of activity used in class, the jigsaw, it was really easy to make students feel connected with the activity because they felt responsible for helping their classmates to understand the topics that were assigned to each student, so they were worried about their own learning as well as their partners' learning.

For the first topic “professions” the lesson plan (appendix A) was designed basically around the implementation of the jigsaw activity and its main goal was to identify and express orally the activities developed in some specific professions. So as a first step, in order to carry out the jigsaw activity, the whole class was divided into three groups of five students. Those groups were called “home groups”.

Once the groups were formed, four pictures (appendix D) illustrating some professions were assigned to each group. It is important to clarify that every group had different professions. After that, students, by using their dictionaries, had to write ideas about what every person does in his/her profession. During this process students were really willing to participate because they

associated the pictures with the professions that their parents have and all of them wanted to say what people do in their jobs. Although most of the students did not get used to work in group so it was easy for them to get distracted, but as the activity continued they were feeling more and more attached and their attention was focused mainly on the development of the jigsaw.

In the picture below it is showed the way how the jigsaw activity was carried out, there the researcher is checking and correcting spelling or grammar mistakes about the ideas related to professions written by this home group.



The second part of the jigsaw activity was to hand in some sheets containing the same professions with short descriptions (appendix E). In that way it was easier for students to contextualize their ideas about the activities done by people in their professions in a very short sentence. The information given on the sheets was what students had to share with their classmates.

The following step was to take one student per group, so in that way 5 new groups were formed which were called “expert groups”. In those groups every single student was supposed to share orally the information about the professions assigned at the beginning of the activity. During this part of the jigsaw students felt a bit nervous because they thought they had an enormous responsibility with their classmates’ learning, but at the same time they were involved with the activity and they also noticed something different and it was that they were using the language in a different way, orally.

Students showed a picture of a profession and explained in a short sentence the activity that each person does in his/her job. For example, “*a fireman is a person who puts fires out*”. At this stage students felt nervous and in some cases they had to make pauses to remember the concepts. Once students shared their information regarding some professions they had to return to their home groups, and the assessment part took place, then.

It is important to clarify that the assessment part was done in two parts: the first part through direct observation. This phase took part during the development of the jigsaw activity. The second part of the assessment was done at the end of the activity and through the application of a written quiz (appendix H) in which students had to apply the knowledge acquired during the jigsaw activity process.

The Rubric was designed and used with the purpose of assessing students’ progress in speaking skills during the development of the different jigsaw activities applied in class. Students were assessed in a scale from 1 to 3, depending on the category.

Each rubric contained 4 criteria showing the way speaking abilities are assessed during the jigsaw activities. The criteria are:

1. The student enjoys speaking to a group, and the assessment scale was:

1. Student does not show interest to speak to a group at all.
2. Student tries to speak but has difficulty doing so.
3. Student clearly enjoys speaking to a group.

2. He/she appears calm and confident, and the assessment scale was:

1. Student appears too shy and insecure.
2. Student appears a bit calm and mistrustful.
3. Student is completely calm and confident.

3. He/she is prepared and knows the material, and the assessment scale was:

1. Student appears unprepared and does not know the material.
2. Student appears prepared and knows the material partially.
3. Student is prepared and knows the material fully.

4. He/she has intelligible pronunciation, and the assessment scale was:

1. Student has unclear pronunciation.
2. Student has clear pronunciation, but makes few mistakes.
3. Student has intelligible pronunciation.

The following rubric was used in the activity developed for “professions”.

**JIGSAW 1: PROFESSIONS**

<b>CRITERIA</b>	<b>ENJOYS SPEAKING TO A GROUP</b>	<b>APPEARS CALM AND CONFIDENT</b>	<b>IS PREPARED AND KNOWS THE MATERIAL</b>	<b>HAS INTELLIGIBLE PRONUNCIATION</b>
Jose Manuel Bernal	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
Hannert Burbano Vasquez	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
Maria Jose Cardenas	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Saray Daniela de la Cruz	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>
Davian Estiwar	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
Juan Pablo Lizcano	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>
Juan Camilo Mesa Mora	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
Santiago Ortega	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Diana Marcela Ortíz	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Valeria Sofia Paz Jojoa	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
Juan Sebastián Perez	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
Fabio Andrés Yaqueno	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
Juan David Zarama	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Nicolas Mauricio	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
Luisa Fernanda	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
	<p><b>1-</b> Student does not show interest to speak to a group at all.</p> <p><b>2-</b> Student tries to speak but has difficulty doing so.</p> <p><b>3-</b> Student clearly enjoys speaking to a group.</p>	<p><b>1-</b> Student appears too shy and insecure.</p> <p><b>2-</b> Student appears a bit calm and mistrustful.</p> <p><b>3-</b> Student is completely calm and confident.</p>	<p><b>1-</b> Student appears unprepared and does not know the material.</p> <p><b>2-</b> Student appears prepared and knows the material partially.</p> <p><b>3-</b> Student is prepared and knows the material fully.</p>	<p><b>1-</b> Student has unclear pronunciation.</p> <p><b>2-</b> Student has clear pronunciation but makes few mistakes.</p> <p><b>3-</b> Student has intelligible pronunciation.</p>

**1 Rubric 1: Jigsaw 1: Professions**

taken from [www.teachervision.fen.com/voice/printable/26766.html](http://www.teachervision.fen.com/voice/printable/26766.html) and adapted by the researcher depending on the research needs.

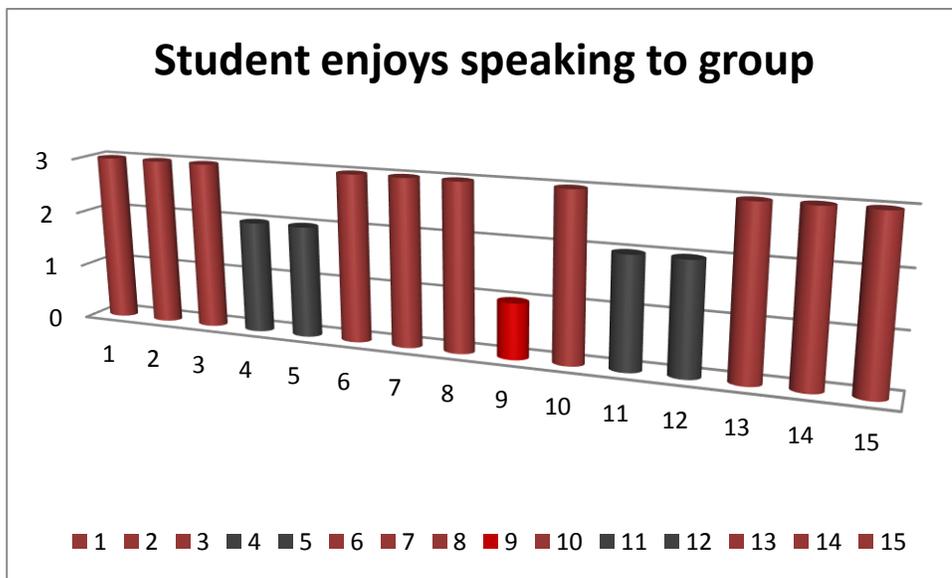
In the first criterion ‘student enjoys speaking to a group’, when the activity first started most of the students were frightened and ashamed of speaking to a group, but after some time,

students started feeling more and more self-confident in the speaking part and they understood that they were not only working for the sake of their own learning but their classmates' learning, too.

Helping students to speak was a process which took time, because at the beginning of the activity students took it as a game without thinking seriously. So it was really easy to have some discipline issues, but fortunately when the activity was gradually developed and taking advantage from it, students channeled all their energy in trying to make the best, taking in that way the activity more seriously.

At the end of the activity, it was showed that 10 out of 15 students fully enjoyed when speaking to the group, 4 out of 15 students had some difficulties speaking to a group and just 1 out of 15 students did not show any kind of interest about speaking to a group.

Graphic 1 shows in a better way how the speaking part took place in the first jigsaw activity.



1Graphic 1: Jigsaw 1: Student enjoys speaking to a group

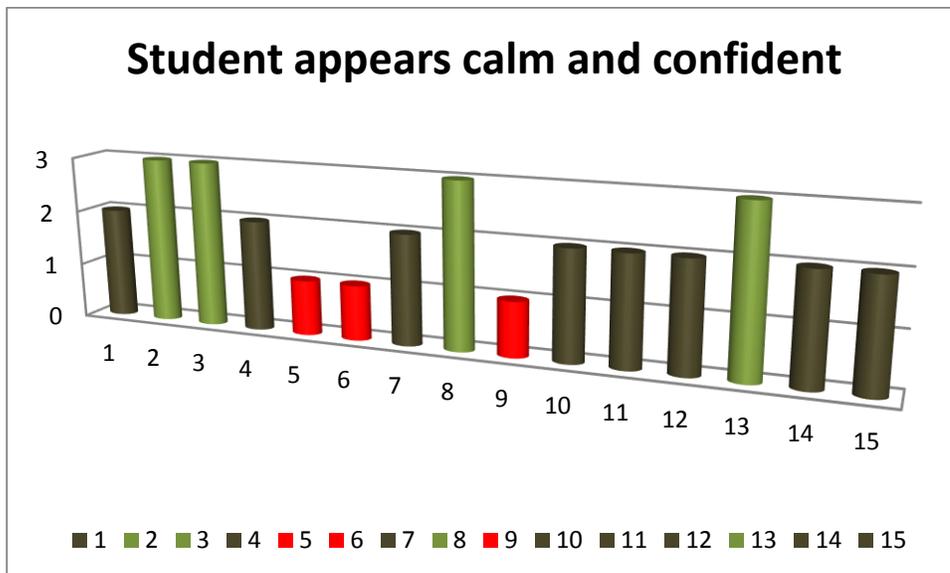
The second aspect assessed was 'student appears calm and confident'. This was one of the most difficult processes when students were trying to speak, because although students were

focused on the activity and willing to participate they were not enough confident and were a bit worried about making mistakes. So they showed mistrustfulness about what they said. For that reason they made pauses to remember concepts and looked at the teacher repeatedly as a way of asking whether what they were saying was correct or not.

It was clearly showed that the more nervous or anxious students appeared, the less confident they were. Students were not completely confident since they were worried about making mistakes, Li Hua (1991) students are often afraid of making mistakes and that is the biggest obstacle to language learning and production. This situation makes speaking, the productive/active skill the most difficult for students. Particularly in this study students were not sure about what they said taking as a base the following two issues.

Students were insecure about what they said, it means that they were not sure about the words and structures they were using; and whether those structures meant the same thing they tried to say as in Spanish or not. And, the second aspect was pronunciation. Students showed their mistrustfulness by looking at the teacher. In that way they checked if the pronunciation used was correct.

At the end of the activity, just 4 out of 15 students were completely calm and confident when they were speaking by using the second language, while 8 out 15 students appeared a bit calm but mistrustful too, and 3 out of 15 students appeared too shy and insecure during the process. Graphic 2 shows the results.



2 Graphic 2: jigsaw 1: Student appears calm and confident

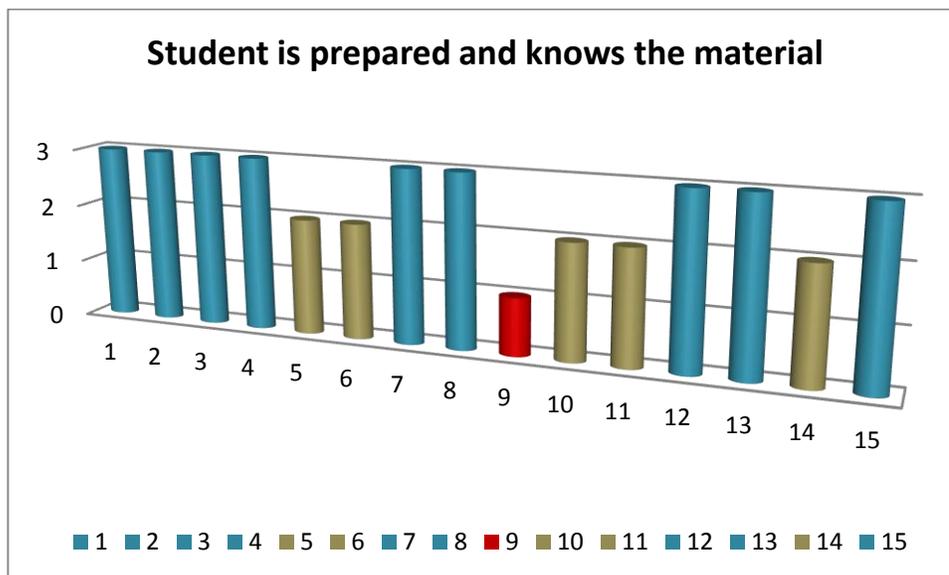
The third aspect assessed was ‘the student is prepared and knows the material’. It was an issue easy to deal with because although students were a bit insecure they were really motivated and willing to participate in an active way in the activity and that desire helped to engage students in carefully preparing the material they had to share. It also helped them to work on their own and make them enjoy the learning process.

Although students were well prepared and knew the material they had to share with the groups they showed mistrustfulness, so they thought that what they were saying was wrong or they were making any kind of mistakes either in grammar or pronunciation. It was demonstrated that the biggest doubts in speaking using the foreign language was pronunciation, because although students knew what they wanted to say, they did not know if the pronunciation was correct, that was the reason why they had to look at the teacher in repeated occasions in order to corroborate whether the way of pronouncing the words were correct or not.

At the end of the activity it was showed that 9 out 15 students were completely prepared and knew fully the information, while 5 out 15 students appeared prepared and knew partially the

material and 1 out of 15 students was unprepared and did not know any aspects regarding the material shared in the jigsaw activity.

Graphic 3 shows the result got at the end of the activity.



3 Graphic 3: jigsaw 1: Student is prepared and knows the material

The fourth and final issue assessed was ‘student has intelligible pronunciation’. This was the most difficult aspect to deal with, since as it was mentioned before mistrustfulness played a very significant role because students thought they were pronouncing the words in a wrong way even though it was right. Therefore it seemed that they were asking something instead of giving information because of their intonation.

Mistrustfulness had repercussions on both intonation and pronunciation, because students did not trust on the pronunciation they were using. So the intonation used was like asking questions rather than affirming the information they were given.

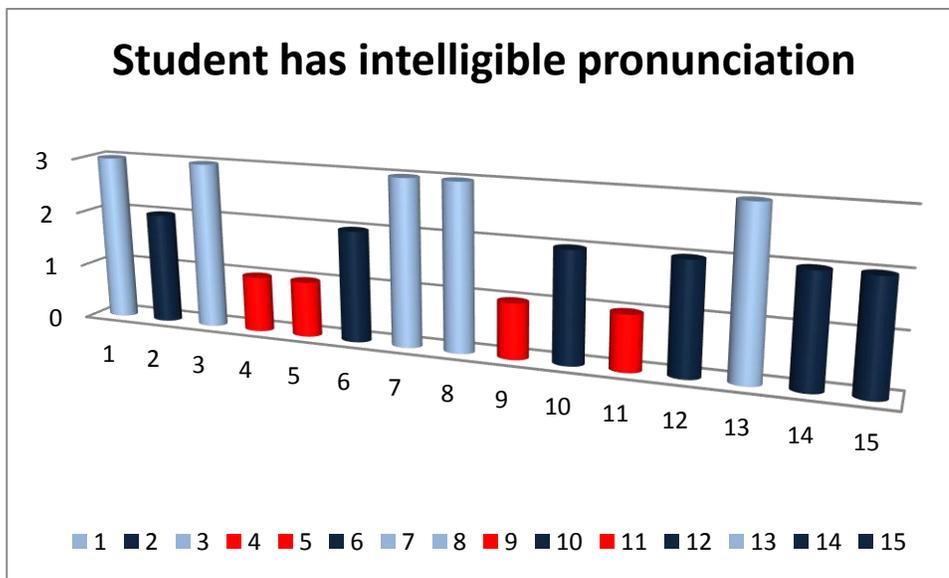
The second aspect regarding pronunciation was that they felt nervous and shy when speaking to a group, taking into account that it was the first time they were interacting using a second language. So it was really easy for them to forget the concepts and how to pronounce words and

in some cases they started to stutter and using Spanish for asking about pronunciation, but in most of the cases students knew the appropriate pronunciation.

It is important to highlight that through the activity some students stood out from the rest of the group and appeared confident. That self-confidence helped them to participate without worries just because they had the desire of fulfilling the activity appropriately beyond thinking about whether their pronunciation was intelligible or not.

At the end of the activity it was showed that 5 out of 15 students had intelligible pronunciation, while 6 out of 15 students showed that they had clear pronunciation, but, they made some mistakes because of their lack of trust. Finally just 4 out of 15 students had unclear pronunciation and they were more worried about asking the way of pronouncing the words, than trying to make their classmates understand what they had to share.

Graphic4 illustrates the results given by the students.



4 Graphic 4: jigsaw 1: Student has intelligible pronunciation

Here it is showed one of their presentations:

- A doctor is a...a person who help and treat [treat](Spanish pronunciation. S.p) ill people.
- A a a.. lawyer [lagüier](S. p) is a person that... helps people who are in troubles.
- A policeman [poliseman](S.p) is is... a person, is a person who... como se dice mantiene la seguridad
- Teacher: maintains public security
- Ah! ya. A policeman is a person who maintains public [public](S.p) security
- A waiter is a person who ... who... takes people orders.

The rest of the students showed similar issues and they also asked the researcher, in Spanish, the concepts they forgot. It is also important to point out that 2 students did not mention all the professions because they forgot the concepts.

Once students came back to their home groups, (the last part of the activity), the written assessment part (appendix H) was applied. In that short test students had to match 11 pictures to the appropriate English descriptions.

The assessing activity showed that 5 out of 15 students got between 8 to 10 right answers, while 7 students got between 5 to 7 right answers and just 3 students got less than 5 right answers, when taking the written test.

The next jigsaw activity applied was related to some prepositions such as (In, next to, on, under, in front of, behind), the lesson plan (appendix B) focused on helping students identify the appropriate use of every preposition and contextualize them into sentences in an oral way by showing their use with different objects in the classroom.

It is important to point out that students were asked to bring two objects from home, one of the two objects had to be a box and the other one was a free choice, they were used to show the use of the prepositions.

In order to start the activity the class was divided again into three groups of five students each (home groups), then the researcher assigned 2 prepositions per group (the couples were: in - next to, on – under, and in front of – behind). Once every group had the prepositions; in some sheets (appendix F) containing some pictures which illustrate the prepositions were handed in.

Then the teacher started to go around the groups giving examples in which he explained the use of each preposition by using some school supplies (a pen and a pencil case) to illustrate their meaning. The sentences given by the teacher were: *the pen is in the pencil case, the pen is next to the pencil case, the pen is on the pencil case, the pen is under the pencil case, the pen is in front of the pencil case, and the pen is behind the pencil case.* By giving these sentences students noticed their correct use and they started writing their own examples using the objects they had brought from home.

Once students finished writing their examples, the researcher went group by group checking pronunciation and grammar issues. When students were ready, the second stage started, and the expert groups were formed again.

In those expert groups, the couples of prepositions were joined (In, next to, on, under, in front of, behind). First of all each student in order to share his/her information they gave sentences where their main goal was to illustrate the use of prepositions; for that they showed the objects they were using. For example: *this is a box and this is a car*; after that each student began to tell his/her sentences out loud, and at the same time he/she demonstrated how to use the prepositions.

The meaning of every preposition was clarified by students through the demonstration with the objects they had brought. For example, if the student had to show the use of '*in and next to*' he first put the car inside the box and said '*the car is in the box*' and he/she repeated the sentence twice focusing on the car position; then the student had to show the use of '*next to*' so he/she took out the car from the box and put it in the right or the left side of the box and said '*the car is next to the box*' repeating the sentence twice and using his/her fingers to emphasize the car position. Each student in the experts groups had to share their information in the same way.

At this stage it was clear that students were not as nervous as in the previous jigsaw activity but they were more confident and willing to fulfill the activity better than in the previous one.

The activity of pointing out the position of the object to show the prepositions meaning was really useful because students contextualized their meaning and use more easily. Another important aspect was that again the jigsaw activity helped students to work responsibly; they were really motivated and willing to participate because they felt they were important in not just their learning but their partners' learning, too.

Once each student gave his/her information, the following step was to come back to their home groups and apply the written assessment part. As in the previous jigsaw activity, the assessment was carried out in two ways: direct observation, which took place during the development of the activity, and a written quiz (appendix I).

The written quiz was given with the purpose of knowing if students had understood the use and meaning of all the six prepositions practiced during the activity. In that short written quiz students had to complete some sentences by using the appropriate preposition according to the given picture, for example, '*the birds are \_\_\_\_\_ the tree*' and the preposition was illustrated in the

picture. In the second part of the written quiz students had to match six pictures that illustrated the prepositions to the right written preposition.

The following rubric shows the data obtained in the second jigsaw activity.

**JIGSAW 2: PREPOSITIONS**

<b>CRITERIA</b>	<b>ENJOYS SPEAKING TO A GROUP</b>	<b>APPEARS CALM AND CONFIDENT</b>	<b>IS PREPARED AND KNOWS THE MATERIAL</b>	<b>HAS INTELLIGIBLE PRONUNCIATION</b>
Jose Manuel Bernal	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Hannert Burbano Vasquez	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Maria Jose Cardenas	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Saray Daniela de la Cruz	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>
Davian Estiwar	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
Juan Pablo Lizcano	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
Juan Camilo Mesa Mora	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Santiago Ortega	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Diana Marcela Ortíz	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
Valeria Sofia Paz Jojoa	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>
Juan Sebastián Perez	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
Fabio Andrés Yaqueno	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
Juan David Zarama	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Nicolas Mauricio	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
Luisa Fernanda	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
	<p><b>1-</b> Student does not show interest to speak to a group at all.</p> <p><b>2-</b> Student tries to speak and has difficulty doing it.</p> <p><b>3-</b> Student clearly enjoys speaking to a group.</p>	<p><b>1-</b> Student appears too shy and insecure.</p> <p><b>2-</b> Student appears a bit calm and mistrustful.</p> <p><b>3-</b> Student is completely calm and confident.</p>	<p><b>1-</b> Student appears unprepared and does not know the material.</p> <p><b>2-</b> Student appears prepared and knows partially the material.</p> <p><b>3-</b> Student is prepared and knows the material fully.</p>	<p><b>1-</b> Student has unclear pronunciation.</p> <p><b>2-</b> Student has clear pronunciation but makes few mistakes.</p> <p><b>3-</b> Student has intelligible pronunciation.</p>

**2 Rubric 2: Jigsaw 2: Prepositions**

In the first criterion ‘student enjoys speaking to a group’, the results showed that there were not too many changes, in connection with the first jigsaw activity, students who were confident in the first jigsaw activity were still confident in the second one, what is more they improved their participation during the development of the activity, it means, they were more active and self-confident when speaking to a group; at this stage it was noticed that the more students feel familiarized with the topic the better they fulfill the activity, and it was really easy to make them feel familiarized because when students were in their home groups the information they had to share in the expert groups were developed by them and by using their favorite toy or object. That helped them to have the control of what they were saying.

In this second jigsaw activity the speaking process was easier to deal with, because, although on the one hand, some students were still frightened to speak in the second language, they tried to speak a bit more. They noticed they were not only working for the sake of their own learning, but they were a really important element of their classmates’ learning. This means that in the development of this technique each group member feels responsible for becoming an expert; it means, to be able to understand the assigned material and then ‘teach’ it to the other members of the team.

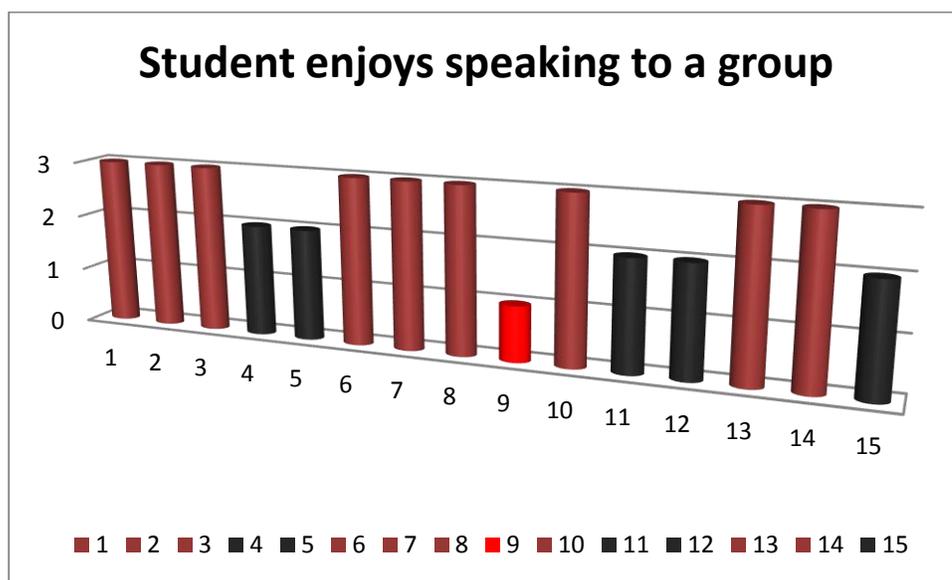
On the other hand, during the speaking part students thought that helping students to understand the topics depended on how well they shared their information, and how clear they were when explaining the topic.

At the end of the activity, 9 out of 15 students enjoyed speaking to the group, 5 out of 15 students had some difficulties speaking to a group, but at the end they were able to share the information and just 1 out of 15 students did not show any kind of interest about speaking to a group.

It is important to point out that the student who did not show any type of interest about speaking to a group is the same student that in the first jigsaw did not show interest at all when speaking in the expert groups.

Another important fact is that there is a student who in the first jigsaw fully enjoyed speaking to a group, but in the second one she had some problems sharing the information in the expert group. It happened because she was not prepared enough; additionally she forgot to bring the object from home, so she felt nervous and worried about making mistakes.

Graphic 5 shows how the speaking part took place in the first jigsaw activity.



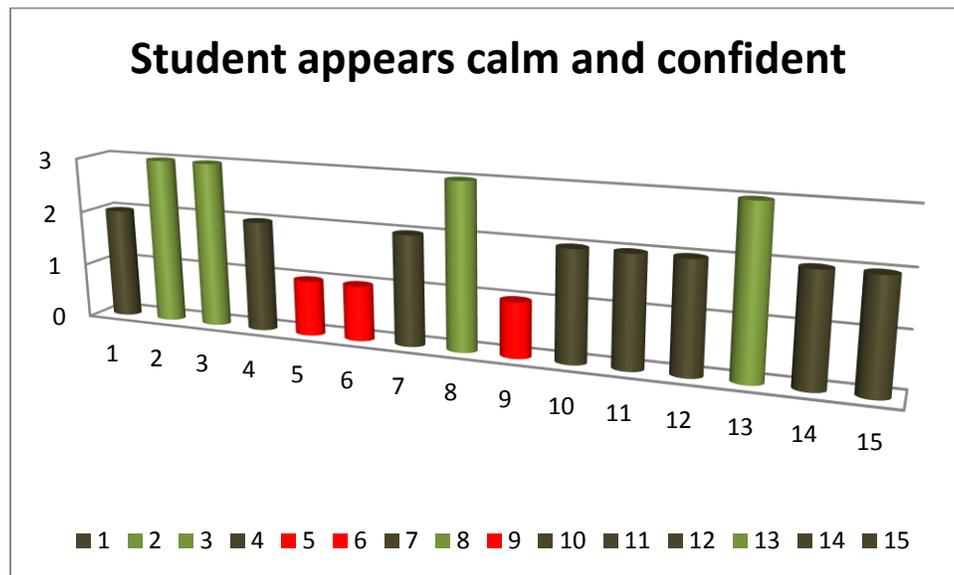
5 Graphic 5: jigsaw 2: Student enjoys speaking to a group

In the second criterion assessed ‘student appears calm and confident’, although in the first jigsaw activity it was one of the most difficult issues to deal with, since students were more worried about making mistakes rather than fulfilling the activity appropriately, during this second jigsaw students showed improvement about this aspect because, to some extent, they had experience since it was the second time they did the same activity so they knew perfectly how

things worked, although not all of them were sure about using the second language, but they tried to do their best.

Motivation played again a very important role; for this reason, students started feeling more and more secure and willing to work because during their learning process they played an active role, so they were completely delighted because they noticed they were helping their own classmates to understand a determined topic, and the best thing about it was that they did it through the use of English. It was shown that the more students felt confident the better their presentations were, and confidence at this stage improved a lot, so their presentations were well-done.

At the end of the activity, just 4 out of 15 students were completely calm and confident when they were speaking in the second language, while 8 out of 15 students appeared a bit calm but distrustful too, and 3 out of 15 students appeared too shy and insecure during the process. The graphic 6 shows the results.



6 Graphic 6: jigsaw 2: Student appears calm and confident

The third aspect assessed was ‘the student is prepared and knows the material’. As in the previous jigsaw activity it was showed that this issue was really easy to handle and during the development of the second jigsaw activity it did not change. This aspect was easier to deal with than the other two aspects because students were motivated, that was the reason why they tried to be well prepared, in order to participate in the activity in the best way as possible.

Each student felt they had to be prepared because the more he/she knew about the assigned topic the better he/she could explain it. They also showed they can be responsible when the teaching and learning process is carried out in a different way. It is better if students have the opportunity to be actively involved in their classmates’ and their own learning.

However, during the development of the two jigsaw activities motivation was not enough, the same issues appeared in both activities as mentioned below:

- Distrust; students knew the topics, but they were not sure whether their classmates understood or not.
- Students’ worries; when they were using the second language to explain the topics they were worried about making mistakes, mainly in pronunciation, for that reason students looked repeatedly at the teacher to corroborate if their way of pronouncing the words was correct.

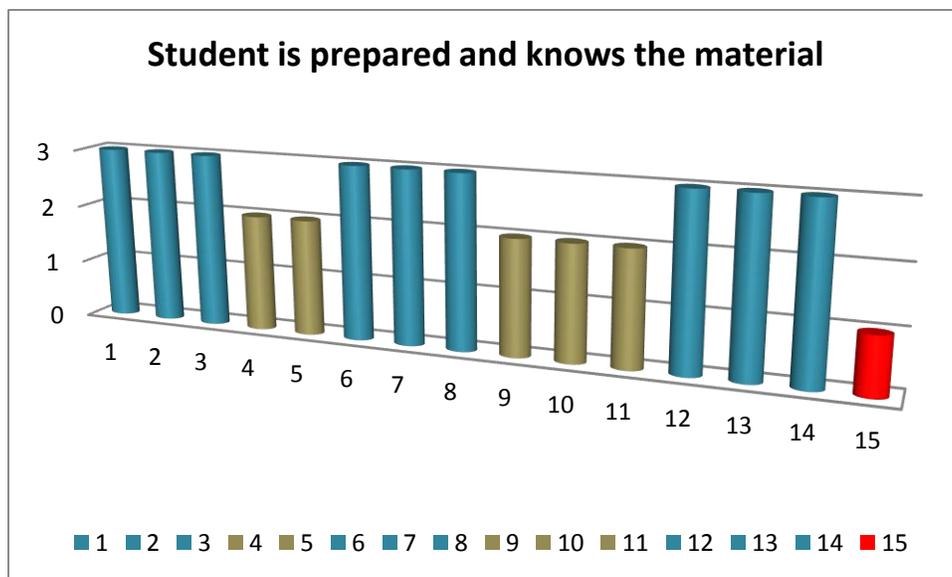
As a conclusion it can be said that using English to explain a topic was not easy because students were more worried about making mistakes, without thinking about how well they were prepared; students thought they were not clear enough at the time of explaining the given topics. Once students were in that point they had to deal with two issues.

First of all each student had to think about the best way to help their partners understand what they were saying, once the students who were giving the explanation felt they were clear enough

in terms of English, they started thinking if their classmates had understood the topic itself explained previously.

At the end of the activity, 9 out of 15 students were completely prepared and fully knew the information, while 5 out 15 students appeared prepared and partially knew the material and 1 out 15 students was unprepared and did not know any aspect regarding the material shared in the jigsaw activity.

Graphic 7 below shows the results obtained at the end of the activity.



7 Graphic 7: jigsaw 2: Student is prepared and knows the material

The fourth issue assessed was ‘student has intelligible pronunciation’. During the development of the two jigsaw activities it was one of the most difficult issues to handle, although during the second jigsaw, this aspect was easier to carry out, because it can be said that students had a bit more experience, they already knew how to work, during and after the application of the activity, they knew their active role and how to fulfill the activity appropriately.

Thanks to these aspects students were a bit more confident, that helped students be more prepared and willing to participate actively in the activity, students did not make many mistakes, their oral participation was better and clearer than in the previous jigsaw activities, but students still needed to check their way of pronouncing the words and they did it by looking at the teacher even though the mistakes they made were not relevant.

It is important to point out that students' confidence improved a bit, but their doubts were bigger, because although in the practice they were pronouncing the words appropriately, the problem was that they thought they were doing it wrong.

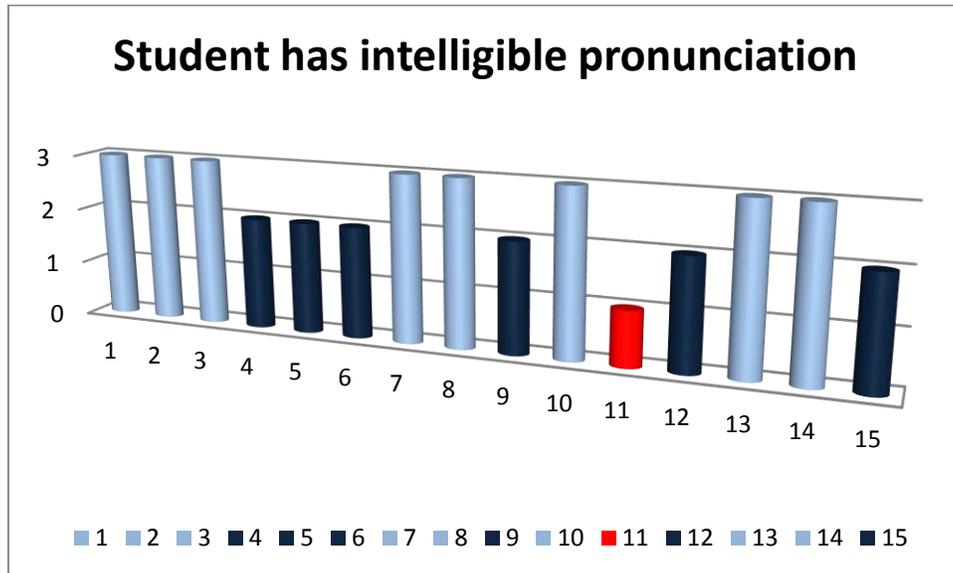
In addition it was not only the lack of confidence what had a significant role in students' participation and mainly in pronunciation, the second aspect which was relevant when speaking was that students were nervous and afraid. Those aspects made students pause and think about how to say or express what they had in their minds.

The most important aspect regarding the second jigsaw activity was that the number of students that stood out from the rest of their partners increased thanks to the continuous active participation during the development of the two jigsaw activities, those students were mainly thinking about how to fulfill the activity instead of paying attention to the mistakes they could or not make, and as it was mentioned before most of the students did not make relevant pronunciation mistakes their problem was distrust, so the group of students who stood out had intelligible pronunciation.

At the end of the activity, 8 out of 15 students put their worries away and showed intelligible pronunciation, while 6 out of 15 students had a clear pronunciation, but to some extent they made mistakes because of their lack of trust. Finally just 1 out of 15 students made mistakes in

both pronunciation and grammar, mainly because that student showed to be unconfident when participating in the expert groups.

The graphic below shows in a better way the results given at the end of the activity.



**8 Graphic 8: jigsaw 2: Student has intelligible pronunciation**

Some of their presentations in the expert groups were these:

- Student 1: jar y marvel
- Student 1: the marvel in in is in the jar, the...the marvel is in the jar
- Student 1: the marvel is is..in next to the jar, the marvel is next to the jar
- Student 2: glass y... and ball
- Student 2: The the glass is under the ball...
- Student 2: The ball is under the glass
- Student 2: The the glass is on.. is on the... ball
- Student 3: the ball is on the.. glass.
- Student 3: the jar the jar is color
- Student 3: the color is in front the color is in front the jar, the color is in front.. of the jar
- Student 3: the color is behind the jar.. the color is behind the jar...

Once students finished sharing their information in the ‘expert groups’ they had to return to their ‘home groups’ in order to apply the written assessment part (appendix I) with the purpose of knowing whether students understood the use of the prepositions or not.

At the end of the assessing step it was showed that 10 out of 15 students got between 9 to 11 right answers, while 3 students got between 5 to 8 right answers and just 2 students got less than 5 right answers. The written quiz showed that more than 80 % of the students responded positively to the activity, showing in that way that students can be responsible if they have an active role in the teaching and learning process.

The final jigsaw activity applied was about comparative and superlative adjectives. For this topic the lesson plan (appendix C) was developed focusing on helping students identify the appropriate use of comparative and superlative adjectives (as ... as, -er than, more than, the –est and the most) in context by putting into practice the vocabulary seen in previous class sessions (wild animals).

It is important to highlight that the vocabulary regarding wild animals was seen and analyzed in their regular course so there was no need to check the vocabulary again. It is also important to clarify that in the previous class students were asked to bring pictures illustrating the vocabulary.

As a first step, it was necessary to introduce some adjectives such as: fast, intelligent, dangerous, slow, big, small, interesting, and amazing and show them how to divide each adjective into syllables and classify them in monosyllabic and polysyllabic adjectives. To carry out this activity the researcher used claps to show every single syllable as follows:

Interesting = IN (clap) – TE (clap) – RES (clap) – TING (clap) = polysyllabic.

Small = SMALL (clap) = monosyllabic, etc.

After this step the teacher gave a brief explanation on how to form and use the comparative and superlative adjectives to the whole class.

When this step was appropriately achieved the final jigsaw activity started by following the chronological process developed in the two previous jigsaw activities. So, at the beginning, the whole class was divided into three groups of five students each in order to get the 'home groups', after that, the researcher assigned one topic per group, the first one was the comparative *as ... as*, the second one was the comparative *-er than and more than*, and the third one was the superlative *the -est and the most*.

When each group had their topic, the researcher handed in some sheets (appendix G) which contained pictures illustrating the vocabulary related to wild animals and sentences which compared them using the comparative and superlative forms. In that way students contextualized the use of each comparative and superlative sentence.

After that, the researcher went round the groups in order to give examples related to the use of each comparative and superlative adjective such as: *a horse is **as big as** a zebra, a dolphin is **more intelligent than** a snail, an elephant is **bigger than** a starfish, the cheetah is **the fastest** animal, and the anaconda is **the most dangerous** snake*, all by using the pictures brought to class.

Once the researcher had explained each topic to each group, students were asked to compare the pictures they had brought from home taking into account the assigned topic and the vocabulary (adjectives) seen in class. When students finished writing their examples, it is important to highlight that students asked the researcher to write the sentences, since they felt more secure about what they were going to say in the expert groups and when students were in

the experts groups they did not read the sentences, they gave the sentences out loud, because they wrote the sentences as a way of being more prepared and secure.

After the sentences were done the researcher went group by group in order to monitor and support students' work and check grammatical issues in students' sentences created in their home groups.

As the sentences were grammatically correct, the following step was to check pronunciation issues. In order to do so, the researcher went again group by group asking students to give their sentences out loud; in that way it was easy to correct pronunciation mistakes. Then, students were ready to move on the next step in the jigsaw activity, to pass from home groups to expert groups.

In the expert groups each student was supposed to share 6 sentences using the pictures they had brought where they showed the comparisons among the animals, to do this, each student took two pictures in which they illustrated the comparative and superlative sentences they had come out with; thereby the sentences were contextualized in an appropriate form.

The picture below shows how a student takes part in the expert group; there it can be seen that he is showing two pictures illustrating a snail and an anaconda.

The sentence given by the student was *the anaconda is bigger than the snail*.



Once students finished giving their sentences out loud they had to return to their home groups. There the assessment part was applied, which was a short multiple choice written quiz (appendix J), which contained pairs of different pictures showing the vocabulary ‘wild animals’, and behind each pair of pictures short comparative and superlative sentences appeared. The sentences were not complete; they had a gap which students had to complete by choosing the appropriate comparative or superlative form. The written quiz was applied with the purpose of having a record of students’ understanding of the topic.

The assessment part was developed following the same patterns as the two previous jigsaw activities through direct observation, which took place during the development of the whole jigsaw activity and the written quiz as mentioned before.

The following rubric shows the data obtained in the third jigsaw activity.

**JIGSAW 3: COMPARATIVE AND SUPERLATIVE ADJECTIVES**

CRITERIA	ENJOYS SPEAKING TO A GROUP	APPEARS CALM AND CONFIDENT	IS PREPARED AND KNOWS THE MATERIAL	HAS INTELLIGIBLE PRONUNCIATION
Jose Manuel Bernal	3	3	3	3
Hannert Burbano Vasquez	3	3	3	3
Maria Jose Cardenas	3	3	3	3
Saray Daniela de la Cruz	2	2	3	2
Davian Estiwar	3	3	3	2
Juan Pablo Lizcano	3	3	3	2
Juan Camilo Mesa Mora	3	3	3	3
Santiago Ortega	3	3	3	3
Diana Marcela Ortíz	1	1	2	2
Valeria Sofia Paz Jojoa	3	3	3	3
Juan Sebastián Perez	2	2	2	2
Fabio Andrés Yaqueno	3	3	3	3
Juan David Zarama	3	3	3	3
Nicolas Mauricio	3	3	3	3
Luisa Fernanda	2	3	2	3
	<p>1- Student does not show interest to speak to a group at all.</p> <p>2- Student tries to speak but has difficulty doing so.</p> <p>3- Student clearly enjoys speaking to a group.</p>	<p>1- Student appears too shy and insecure.</p> <p>2- Student appears a bit calm and mistrustful.</p> <p>3- Student is completely calm and confident.</p>	<p>1- Student appears unprepared and does not know the material.</p> <p>2- Student appears prepared and knows the material partially.</p> <p>3- Student is prepared and knows the material fully.</p>	<p>1- Student has unclear pronunciation.</p> <p>2- Student has clear pronunciation but makes few mistakes.</p> <p>3- Student has intelligible pronunciation.</p>

**3 Rubric 3: Jigsaw 3: Comparative and superlative adjectives**

In the first aspect assessed ‘student enjoys speaking to a group’, the final jigsaw activity showed that the more students speak and feel familiar with the second language the more they enjoy using it to share their information. Students felt confident because they were more fluent

when speaking in English and they noticed that their presentations improved a lot compared to the two previous participations.

There were two important aspects which helped students feel confident when speaking in English during the final jigsaw activity. The first one was that the vocabulary used to share the sentences, which was really familiar for them, since they had checked it during their regular course, so they fully understood what they were saying, besides they knew that their partners knew the vocabulary, too. Therefore they felt comfortable when trying to give their sentences because they noticed their classmates did understand what they were saying.

The second aspect which had an important role in students' presentations was that they were familiar with the procedure, they knew how the activity worked, for that reason they knew what to do without thinking about whether what they were doing was correct or not.

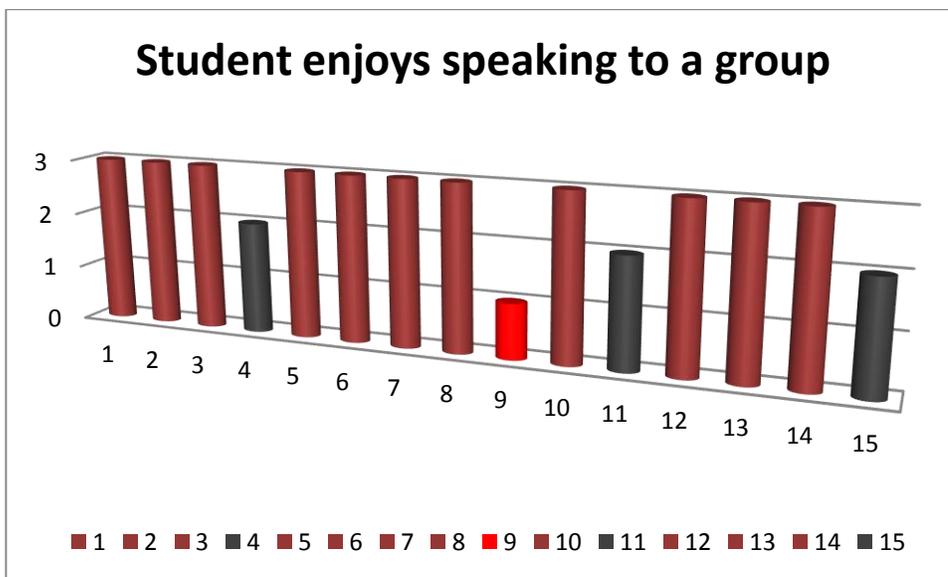
Being familiar with the activity and the vocabulary needed to fulfill the activity appropriately was a big advantage because students felt confident in both aspects; they were sure about what they meant and what they were supposed to do.

Students felt really motivated when they noticed they were using the second language, since they realized they not only knew the meaning of each word regarding wild animals, but they were also using those words in a meaningful way, it means, they contextualized the vocabulary by giving comparative and superlative sentences. What is more, students noticed that they were able to do something different with the language rather than just know grammatical aspects. They knew they were combining two aspects at the same time: learning grammatical patterns but, at the same time, learning how to use them to communicate.

At the end of the activity, the results showed that 11 out of 15 students fully enjoyed when speaking to the group, 3 out of 15 students had some difficulties speaking to a group and just 1 out of 15 students did not show any kind of interest about speaking to a group.

It is important to highlight that during the three jigsaw activities the same student had difficulties when speaking in English and this aspect affected the other three aspects assessed in the activities. That was the reason why this student’s participation was one of the weakest one. On the other hand, 2 students improved this aspect and appeared more confident and willing to participate in the activity actively.

Graphic 9 shows in a better way how the speaking part took place in the third jigsaw activity.



9 Graphic 9 Jigsaw 3: Student enjoys speaking to a group

The following assessed aspect was ‘student appears calm and confident’. As it was previously said, this issue was easy to deal with, since students had experience in terms of their participation in the activity; that was the reason why most of the students were motivated, confident and willing to participate actively in the activity.

During the development of the second and third jigsaw activity, being familiar with the activity played a very significant role, since the more students knew about what they had to do the more confident they were. In addition, confidence leads to calmness; so, the less nervous students appeared the more confident they were, for those reasons the development of the activities were improving through the jigsaws.

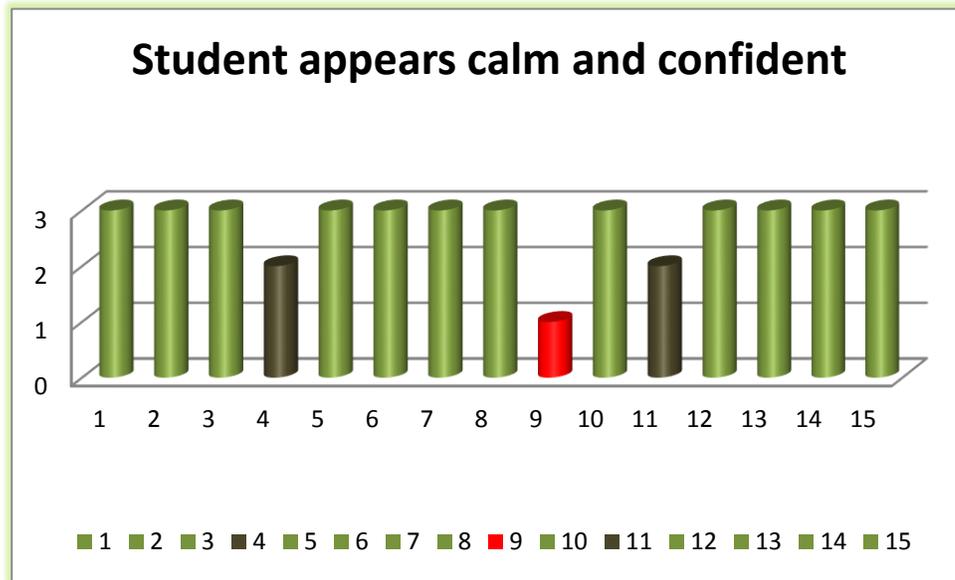
In the third jigsaw activity students' participation improved a lot because their confidence improved, too. At this stage students were so confident to the point that they were not worried about making mistakes, but they were mainly thinking about fulfilling the activity appropriately, in contrast to the first jigsaw activity where students' worries were about making mistakes. It means students were focused on not making mistakes rather than on the activity itself.

Thanks to students' confidence and knowledge of the activity, students were easily involved in looking for the best way to fulfill the activity without thinking about mistakes, but focusing mainly on how to help their classmates understand the different assigned topics. Students felt calm since they knew how to work in each stage of the activity and it motivated them to go ahead and achieve the main goal of the activity to help other students understand a topic through the use of the second language.

At the end of the activity, 12 out of 15 students were completely calm and confident when speaking in the second language, 2 out of 15 students appeared a bit calm but distrustful, too, and just 1 out of 15 students appeared too shy and insecure during the process.

It is worth highlighting that most of the students in the last jigsaw activity were confident and calm, while the same student during the tree jigsaw activities seemed to be too shy and insecure about what she said and that was a big disadvantage since her lack of confidence did not allow her to work appropriately in the activities.

The following graphic number 10 shows the results.



**10 Graphic 10: Jigsaw 3: Student appears calm and confident**

The third aspect assessed was ‘the student is prepared and knows the material’. This issue was not difficult to deal with. During the three jigsaw activities motivation made this issue easy to handle, when students are involved in an environment where they have an active role in the teaching and learning process they are willing to participate in the best possible way to achieve a goal.

During the development of the three jigsaw activities students were immersed in an environment where they were an essential part of their own learning and their classmates’ learning, too. Motivation started at that point, since students noticed they were important in the activity, as in a puzzle each piece is important, so they understood that the teaching and learning process was like a puzzle and each student was each piece of that puzzle where all of them were important if the goal was to complete it.

Once students had realized their relevance in the activity and even they had noticed they were not only working for their own learning, but their friends’ learning, too, they knew they had a big

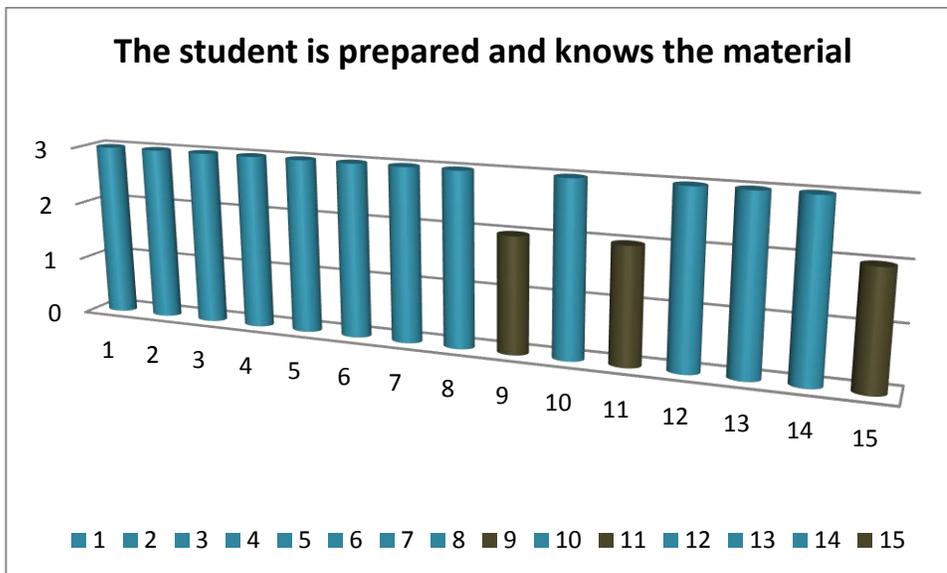
responsibility and that was the reason why they did not want to be unprepared, so they planned and prepared carefully what they were assigned.

During the third jigsaw activity students were really worried about being well prepared since they noticed the more they knew about the topic the more resources they had to help their classmates understand the topic, and it was clearly shown during the home groups, where students had to prepare their own sentences to show the use of the comparative or superlative sentences. During that stage students constantly asked about pronunciation, grammar and meaning, whether those aspects were correctly used in their sentences or not.

From the beginning of the activity, students' attitudes towards the development of the jigsaw were positive and they showed they did want to do their best when fulfilling the activity. Although it was not an easy stage because in some cases students knew the material, but they were a bit insecure when sharing the information orally.

In the last jigsaw activity the results obtained were the best ones since students seemed to be more confident and comfortable when speaking in English, for that reason at the end of the activity, 12 out of 15 students were completely prepared and fully knew the information, while 3 out of 15 students appeared prepared and partially knew the material. The most important point to highlight in the last jigsaw activity was that none of the students was completely unprepared and did not know any aspect regarding the material shared in the jigsaw activity.

Graphic 11 below shows the results obtained at the end of the activity.



11 Graphic 11: Jigsaw 3: Student is prepared and knows the material

The final issue assessed was ‘student has intelligible pronunciation’. In the final jigsaw activity this aspect improved a lot, as most of the other aspects that influenced the appropriate development of the activity improved, too. For example, in the previous two jigsaw activities, this issue was one of the most difficult aspects to handle because of the following aspects.

The first aspect was confidence, it means, students were not sure of the pronunciation they were using during the development of the activity, they thought they were making mistakes even if they were correct, and the second aspect was that students were a bit nervous so they thought they needed to check their way of pronouncing the words by looking repeatedly at the teacher. However during the third jigsaw activity students’ pronunciation improved since these two factors improved a lot.

It was clearly shown that students were absolutely comfortable during the development of the activity, they felt more confident and that confidence and comfortableness helped them think carefully about fulfilling the activity without paying attention to the mistakes they could make.

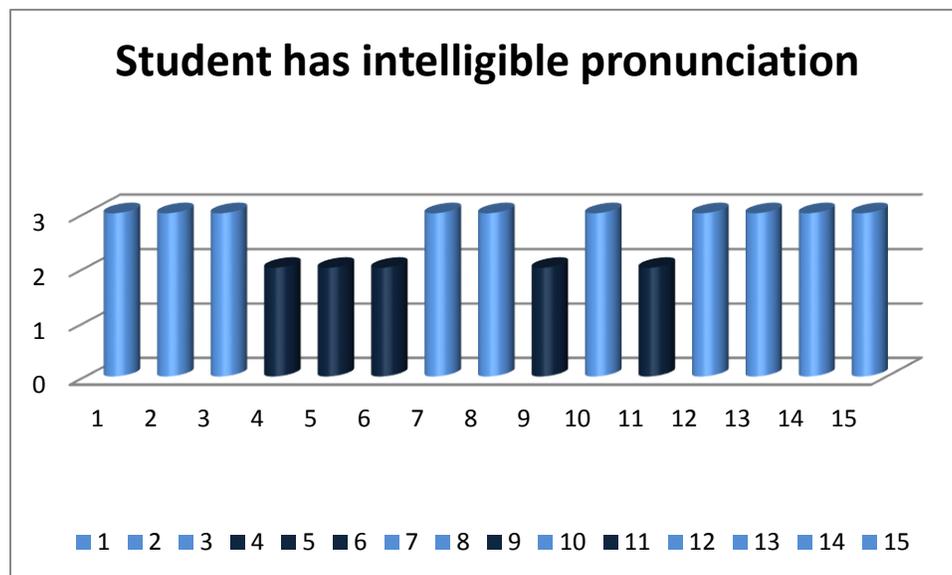
In the final jigsaw activity the need of checking pronunciation disappeared, students trusted in what they were saying, unlikely the previous jigsaws where students felt they needed to look at the teacher in order to corroborate whether their way of pronouncing the words was correct or not. The problem was that most of the time students were pronouncing the words appropriately, but their lack of confidence made them think they were wrong.

Students did not look at the teacher constantly, because they were confident about what they said, so they obviously made mistakes, but they were not too relevant, in that way, the activity went smoothly.

Although pronunciation issues still appeared in the final activity, they were not relevant, since students were confident and that aspect helped them to be clear enough to be understood easily by their classmates. Those pronunciation issues appeared in each jigsaw activity mainly because students associate English pronunciation with Spanish pronunciation. This means that most of their mistakes were because they pronounced English words by using Spanish sounds, for example the word ‘taller’ its right pronunciation is [tɔ:lə], but students associated the /ll/ sound as it was a Spanish sound, so most of the students pronounced /taller/ (Spanish pronunciation).

At the end of the activity, the results showed that 10 out of 15 students were confident enough and they showed intelligible pronunciation with just some minor errors, 5 out of 15 students had a clear pronunciation, but to some extent they made mistakes because of their lack of confidence. It is important to point out that in the final jigsaw activity none of the students was completely wrong in terms of their pronunciation; it means that students made mistakes, but they were not relevant in the development of the activity.

Graphic 12 below shows the results obtained at the end of the activity.



**12 Graphic 12: Jigsaw 3: Student has intelligible pronunciation**

Some of the presentations in the expert groups are shown below.

Comparative sentences: Student 1, student 2 and student 3

- Student 1: the cheetah is as fast as the horse....
- Student 1: the whale is as big as the.. as the elephant..
- Student 1: the bull as amazing as the cow
- Student 1: the elephant is as beautiful as the starfish...
- Student 1: the dolphin is as intelligent as the [sna.. ] as the anaconda..
- Student 1: the zebra is as ..... heavy [javi](S.p) as.. the.. horse
- Student 2: the jellyfish.... the jellyfish is.. mmm. bigger than the fish.....
- Student 2: the dolphin is faster than the whale [gual] (S.p)
- Student 2: mmm..the slot is slower than the snail...
- Student 2: the starfish is more interesting [intéresing] (S.p) than the bull...
- Student 2: the anaconda is more amazing than the....cheetah..
- Student 2: the whale [güal] (S.p) is more beautiful than the cow [ku] (S.p)

Superlative sentences:

- Student 3: The cheetah is the... the fastest animal
- Student 3: The elephant is the biggest animal
- Student 3: The snail is the smallest [esmalles] (S.p) animal
- Student 3: The elephant is the most interesting [interesin] (S.p) animal...
- Student 3: The.. the jellyfish is the .... amazing animal
- Student 3: The horse [güors] (S.p) is the most... is... is the.. is the amazing animal

Once students had shared their information in the expert groups they had to return to their home groups. There the last assessing aspect took place. It was a short written quiz (appendix L) where students had to choose the appropriate answer depending on the pictures given.

In the written test the results obtained were positive, the test contained 8 sentences and 10 out of 15 students got between 7 to 8 right answers, while 4 out of 15 students got between 5 to 6 right answers and just 1 out of fifteen students got less than 5 right answers.

## **Chapter Five**

### **5 Conclusions and recommendations**

#### **5.1 Conclusions**

Thanks to this study, it can be concluded that speaking skills can be developed effectively in students when they are exposed to enough opportunities where they can use the language in contexts which are familiar for them. Applying lesson plans based on jigsaw activities is a suitable strategy to provide students with enough opportunities to use the language, since students have to interact with their classmates by using the language in a meaningful way and in contexts that are common for them.

It is important to highlight that the biggest advantage of using jigsaw activities in teaching a second language is that the main objective of the activity is to motivate students to interact with their classmates by using the second language. It means that this kind of activity gives students enough opportunities to use the language in a meaningful way, that is the reason why, jigsaw activities is a strategy which can be used at any English level and at any age, depending on the teachers, students and learning needs.

When developing the different jigsaw activities it can be highlighted that not just speaking skills were fostered, but also different types of aspects. For instance, the use of lesson plans based on jigsaw activities helped students be responsible, as they noticed from the beginning of the activity that they were not only in charge of their own learning, but they were responsible for their partners' learning as well.

Another important aspect developed thanks to this kind of activity was team work, since the main aim of the activity is to help students interact among them by using the second language, so in each of the activities students were supposed to share their topics and in that way they learned and helped their classmates learn, too. As it was stated by Johnson and Johnson (1999)

1. Students learn that their success depends upon working together interdependently.
2. Students are individually accountable while achieving group goals.
3. Students support and assist one another's success through face-to-face interactions.
4. Students develop social skills by cooperating and working together effectively
5. Students as a group have the opportunity to reflect on the effectiveness of working together.

The jigsaw activity is a really useful tool to foster speaking skills, but there are also some aspects that can be difficult to handle, for example, as it has been previously said in a jigsaw

activity each student is an essential part of the learning process since students work for their own and their classmates' learning, that means that if one or two students do not participate in the activity, then a whole group is going to miss a piece of information.

As during the development of the three jigsaw activities, it a technique which is developed through group work, so the class becomes noisy and discipline issues may appear easily, so the teacher must try to monitor the groups constantly.

Keeping students' motivation is one of the key elements when teaching a second language, but, it is also a quite difficult issue to handle since in several cases lesson plans are based basically on fulfilling some topics rather than thinking about grabbing students' attention. Jigsaw activities allow teachers to make students lead the activity and in that way they also feel valued and an important element to fulfill an exercise. Each member of a group has a piece of information needed to complete a group task, in the EFL classroom; jigsaw is a cooperative learning technique that requires everyone's cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece, each student's part is essential for the production and full understanding of the final product. If each student's part is essential, then each student is essential, Mengduo & Xiaoling (2010).

When teachers involve students in an environment where they are an essential part of the teaching and learning process they are motivated and willing to participate actively in fulfilling the objectives of a lesson. During the development of the different jigsaw activities students noticed they had an active and important role, since they felt they had a big responsibility and they were also key elements to fulfill the activity appropriately.

This study also showed that the use of jigsaw activities when planning our lessons grabs students' attention, since this activity allows teachers to assign students classroom roles, it

means, when students feel they are responsible and important factors to achieve a goal, they are motivated then. That is why, it is very important to help students feel they are important in the learning process, as in a puzzle where each piece is important to complete it, in jigsaw activities students are the needed pieces to complete the activity.

It was clearly shown that students the more motivated they were, the better the teaching and learning process took place since motivation plays a very significant role during this process. Students without enough motivation hardly ever accomplish the objectives proposed at the beginning of the course, as stated by Dörnyei (1998) without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither appropriate curricula nor good teaching are enough to ensure student's achievement.

## **5.2 Recommendations**

From this experience, it would be suitable to establish some recommendations regarding the use of lesson plans based on jigsaw activities to foster speaking skills.

Firstly, when applying jigsaw activities in our lessons it is important to take into account that to take advantage of this technique, teachers and students should have more than just one or two hours a week of English class, since this activity requires some time and some steps to be followed, but when the activity is well-carried out the results are satisfactory.

As it has been said in this study, the use of jigsaw activities focused on fostering speaking skills. However, it would also be suitable to focus this strategy to determine how well students understand the assigned topics in the jigsaw activities and if the process of learning the concepts is facilitated or not.

It is also important to recommend that to take advantage of this strategy, first of all teachers should have well-established objectives, and the steps should be followed depending on teachers and students' needs.

This activity is really useful when developing speaking skills, but, it could be difficult if the objective is to learn concepts, since in some cases students do not take the activity seriously, in that way it can be easy to lose control of the activity and turn it into a game. Some students do not see the importance of the activity if the teacher does not show them they are important, if they feel essential in fulfilling the activity then they are going to take the activity seriously.

## 6 Bibliography

*Oxford Dictionary of English*. (2012). Oxford University Press.

Artzt, A. F. (1990). *Coopertive learning. Mathematics Teacher*. New York: Lawrence Erlbaum Associates, Taylor & Francis Group.

Coelho, E. (1982). *How to promote oral interaction through cooperative learning activities*. Cambridge: Cambridge University Press.

Crookes, G. and Schmidt, R. (1991). Motivation: Reopening the research agenda . 470-475.

Dörnyei, Z. (1998). *Cambridge Journal*. taken from

<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=2773888&fileId=S026144480001315X>

Farrell, T. S. (2002). *Lesson planning in methodology in language teaching: An anthology of current practice*. . New York: Cambridge University Press.

Johnson, D. W, and Johnson, R. T. (1989). *Cooperative Learning Methods: A Meta-Analysis*. Minneapolis Minnesota: The Newsletter of the cooperative learning institute.

Johnson, D. W, and Johnson, R. T. (1999). *Learning together and done: Cooperative, competitive, and individualistic learning*. 5th ed. Boston: Allyn and Bacon.

Kagan, S. (1995). *Cooperative learning structures for classbuilding*. San Juan Capistrano.

Karim, D. (2011). *Education for all*. taken from <http://dkhunza.blogspot.com/2011/05/tylers-rational-linear-approach.html>

McCafferty, S. G, Jacobs, G, Iddings, A. C. (2006). *Cooperative learning and language teaching*. Cambridge: Cambridge University Press.

McCutcheon, G. (1980). How do elementary school teachers plan? The nature of planning and influences on it. *The elemetary school journal*, 4-23.

- Mengduo, Q. & Xiaoling, J. (2010). Jigsaw strategy as a cooperative learning technique: Focusing on the language learners. *Chinese journal of Applied Linguistics*, 114-118.
- Richards, J. (1998). *what's the use of lesson plans?* New York: Cambridge university press.
- Richards, J. (2002). *Methodology in language teaching: an anthology of current practice* . New York: Cambridge University Press.
- Slavin, R. (1995). *Cooperative learning: Theory, research, and practice. 2nd ed.* Boston: Allyn and Bacon.
- Ur, P. (1996). *A course in language teaching: Practice and theory.* Cambridge: Cambridge University Press.
- Yinger, R. (1978). *A study of teacher planning: description and a model of preactive decision making.* . East Lansing: Michigan State University.
- Yinger, R. (1980). A study of teacher planning. *The elementary school journal*, 107-127.

## **7 Appendix A, B and C: Lesson Plans**

### **Appendix A: Professions**

**Teacher:** Nelson Ortega Legarda

**Course:** 15 students of 5<sup>th</sup> grade

**Language:** English

**Topic:** Jigsaw activity “Professions”

**Time:** 1 class hour of 60 minutes and a half of class hour 30 min.

**Materials:** list of vocabulary related to professions.

#### **Objectives:**

- To help students understand what people do in their professions.
- To develop expert knowledge of the given concepts.
- To motivate students to interact with each other by sharing their knowledge.
- To recognize the studied vocabulary through some language structures.
- Use the studied vocabulary to describe professions.
- To provide students the opportunity to practice the acquired knowledge orally.

#### **Procedure:**

- In previous class sessions were introduced, in some extent, vocabulary related to some professions.
- This class will start by applying a warm up activity called “concentration game” in this game teacher brings a set of photocopies with pictures related to professions. (2 pictures for each profession)
- The pictures will be put on the board and students must match the picture with its pair. When students find the two same pictures, they have to say in English the profession they found. (10 minutes)
- After the warm up activity the class will be divided into three groups of 5 students.

- To hand in a set of photocopies containing descriptions of professions to each group.
- Give instructions about what students have to do, how they have to do the activity and how much time they will need to complete the activity. (jigsaw reading part)
- Monitor students' work to help them if they have issues with pronunciation or general comprehension. (20 minutes)
- Once students have read and understood their topic, each student of every group will be given a piece of paper with numbers from 1 to 5.
- Then all the students that have number 1 will join with number 1 and the same will happen with the other numbers.
- To form new groups.
- Each student must share his/her knowledge with his/her partners (30min).
- Go back to the home group to evaluate.

**Assessment:**

- The assessment part will take place during the progress of the activity through observing students' participation.
- At the end of the activity the teacher will ask some specific questions about each profession and students will have to answer them appropriately and in an oral form (10 min).
- After that students will develop a short written quiz in order to know whether the topics were understood or not (10 min).

## Appendix B: Prepositions Lesson Plan

**Teacher:** NELSON ORTEGA LEGARDA

**Course:** 15 students of 5<sup>th</sup> grade

**Language:** English

**Topic:** Jigsaw activity prepositions “in, next to, on, under, in front of and behind”

**Time:** 2 class hours of 60 minutes each.

**Materials:** board, worksheets, a box and a ball to exemplify the prepositions.

### Objectives:

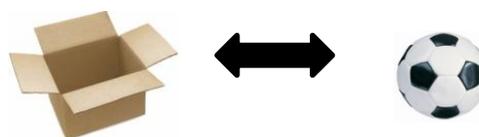
- To help students identify and define orally the use of some prepositions such as: **IN, NEX TO, ON, UNDER, IN FRONT OF** and **BEHIND**.
- To develop expert knowledge of the given concepts.
- To motivate students to interact with each other by sharing their knowledge.
- To give students the change of sharing their knowledge by showing the use of the prepositions employing different kind of objects in the classroom.
- To provide students the opportunity to practice the acquired knowledge orally, through the creation of their own examples.

### Procedure:

In a previous class was introduced the usage of some prepositions (in, next to, on, under, in front of, behind) through the use of sentences with their illustrations. For example:



The ball is **IN** the box



The ball is **NEXT TO** the box

- So this class will start by asking some questions related to the prepositions, “just for breaking the ice”, the teacher will bring some pictures in which every preposition saw in class is illustrated, students will have to create a complete sentence like the examples given before. (15 min).
- Once the class has finished the warm-up activity, they will be divided into three groups of 5 students. (5 min)
- After the groups are formed a specific topic is given to each group, one group will have the prepositions **IN** and **NEXT TO** other group will have **ON** and **UNDER**, and the last group will have the prepositions **IN FRONT OF** and **BEHIND** (5 min)
- It is important to clarify that students were told previously to bring two objects for exemplifying the different prepositions.
- In the home groups students will use their objects in order to create their own examples by employing the prepositions. (20 min)
- While students are creating the examples, the teacher will be monitoring the appropriate development of the activity.
- Once students have practiced and illustrated the sentences orally, they will be divided into 5 groups of 3 people. (10 min). “expert groups”
- Once the expert groups are formed, they will share and show their information through the use of their created sentences and the objects brought to class. (30 min)
- and after students have shared their information they will go back to their home group to assess.

**Assessment:**

- The assessment part will take place during the progress of the activity through direct observation of students' participation.
- After that, students will develop a short multiple-choice test (20 min).

## **Appendix C: Comparative and Superlative adjectives Lesson Plan**

**Teacher:** NELSON ORTEGA LEGARDA

**Course:** 15 students of 5<sup>th</sup> grade

**Language:** English

**Topic:** Jigsaw activity “comparative and superlative adjectives”

**Time:** 2 class hours of 60 minutes each.

**Materials:** Pictures related to some animals in order to compare them, board and markers.

**Objectives:**

- To help students understand the structures used when comparing two or more animals.  
(Comparative and superlative adjectives)
- To develop expert knowledge of the given concepts.
- To motivate students to interact with each other by sharing their knowledge.
- To compare the studied vocabulary (animals) through comparing them by using the comparative and superlative structures.
- To provide students the opportunity to practice the acquired knowledge orally.

**Procedure:**

- In the previous class session, some vocabulary related to some animals was introduced, and the structures needed for comparing two or more animals. (the comparative and superlative adjectives; as...as, -er...than, more...than, The ...-est, the most...)
- This class will start by applying a quick “pick me up” warm up activity, in this activity the class is divided into 2 groups and each group makes a line from the shortest student to the tallest, then each student says: “student A is taller than student B” and so on until the end of the line, then change and say, student A is shorter than student B. (15 min)

- After the warm up activity the class will be divided into three groups of 5 students. (5 min)
- Once the groups are formed a specific topic is given to each group, one group will have the structure as...as, other group will have –er...than and more...than, and the last group will have the...-est and the most.. Structures. (5 min)
- After that; students will start writing examples, short sentences, about the given topic with their illustration (drawings). (25 min) it is important to point out that students will use vocabulary previously seen in class.

Examples: A horse is as big as a zebra

An elephant is bigger than a starfish

A dolphin is more intelligent than a hen

The cheetah is the fastest animal

The anaconda is the most interesting snake

- Once students have written and illustrated the sentences, they have to practice those sentences orally. (10 min)
- While students are practicing orally the sentence, the teacher is monitoring the activity and clarifying doubts about pronunciation
- Once students have practiced and understood their topic, each student of every group will be given a piece of paper with numbers from 1 to 5.
- Then all the students that have number 1 will join with number 1 and the same will happen with the other numbers, in that way, new groups will be formed. (5 min)
- Each student must share his/her knowledge with his/her partners in their new groups (30min).

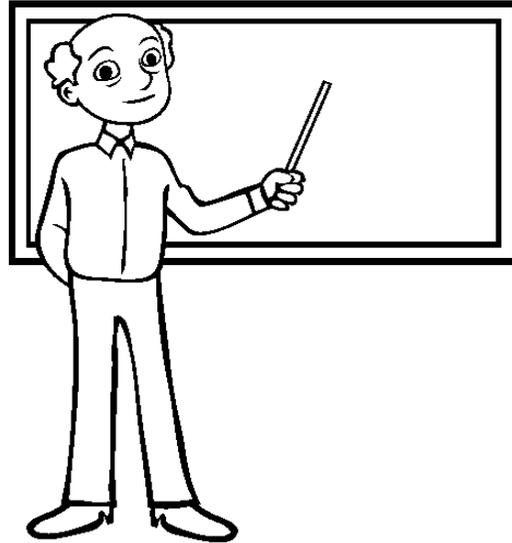
- To go back to the home group to evaluate.

**Assessment:**

1. The assessment part will take place during the progress of the activity through direct observation of students' participation.
2. At the end of the activity the teacher will make different kind of drawings by using different shapes and sizes, after that the teacher will ask students to give orally as many comparisons as possible according to the drawings on the board (10 min)
3. After that students will be given a written quiz in order to know whether the topics were understood or not (15 min).

## 8 Appendix D, E, F and G: Class resources

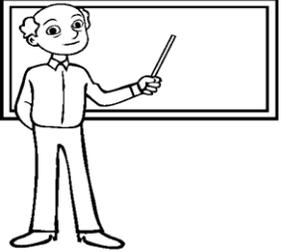
### Appendix D. Professions Illustrations







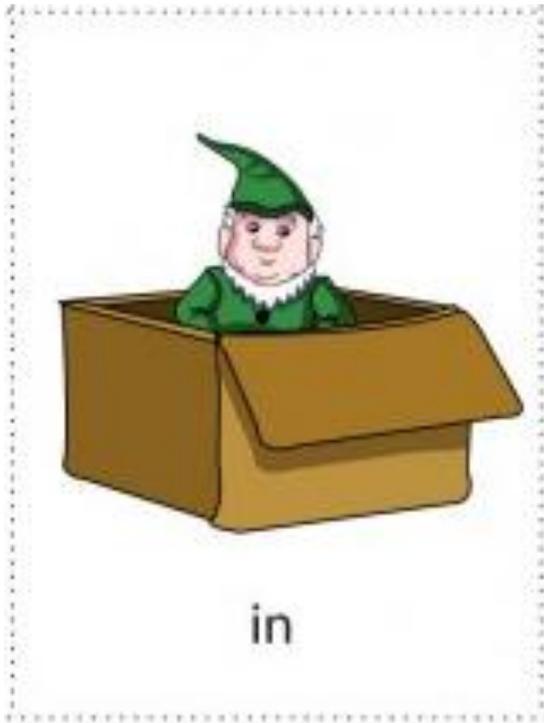
**Appendix E: Professions Illustrations and brief definitions.**

	<p>A nurse is a person who takes care of sick people.</p>
	<p>A fireman is a person who puts fires out.</p>
	<p>A teacher is a person who explains students the subjects topics.</p>
	<p>A secretary is a person who answers phone calls and does office work for her boss.</p>

	<p>A doctor is a person who helps and treats ill people.</p>
	<p>A lawyer is a person that helps people who are in law troubles.</p>
	<p>A policeman is a person who maintains public security.</p>
	<p>A waiter is a person who takes people's orders and serves them food.</p>

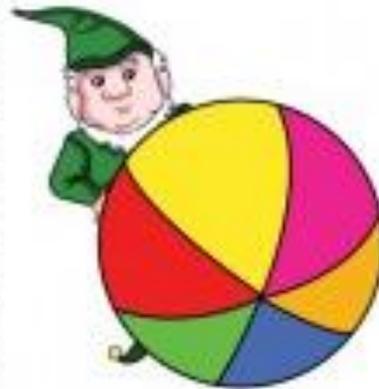
	<p>A photographer is a person who takes pictures of models, fashion, and different places.</p>
 <p>© Ron Leishman * www.ClipartOf.com/1047701</p>	<p>A bus driver is a person who takes people from one place to other around a city by bus.</p>
	<p>A vet is a person who helps and treats ill animals.</p>
	<p>A soccer player is a person who plays soccer in a team.</p>

**Appendix F: Prepositions Illustrations.**





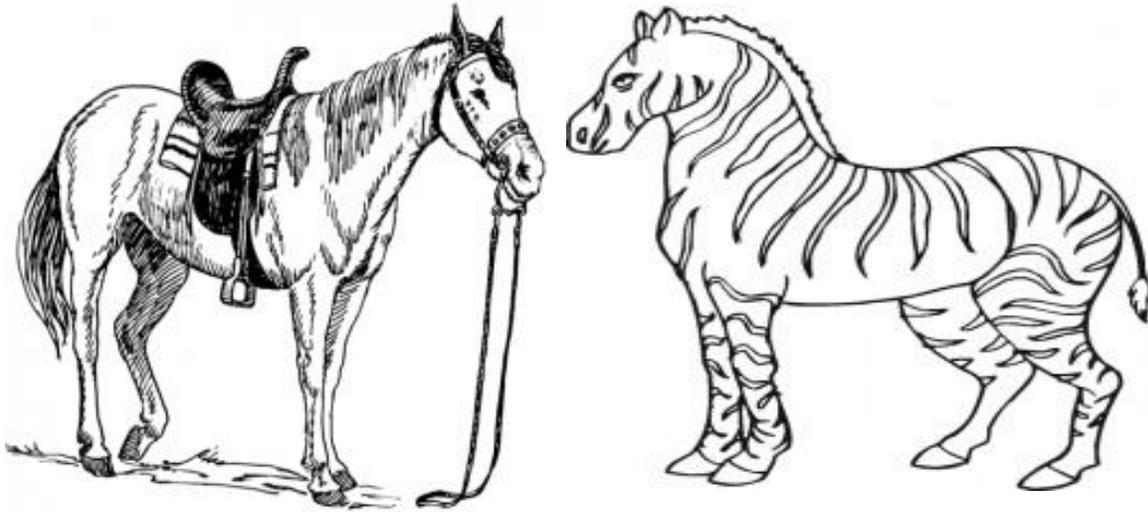
in front of



behind

## Appendix G: Wild Animals Illustrations and Comparative and Superlative sentences

### COMPARATIVE AS ... AS

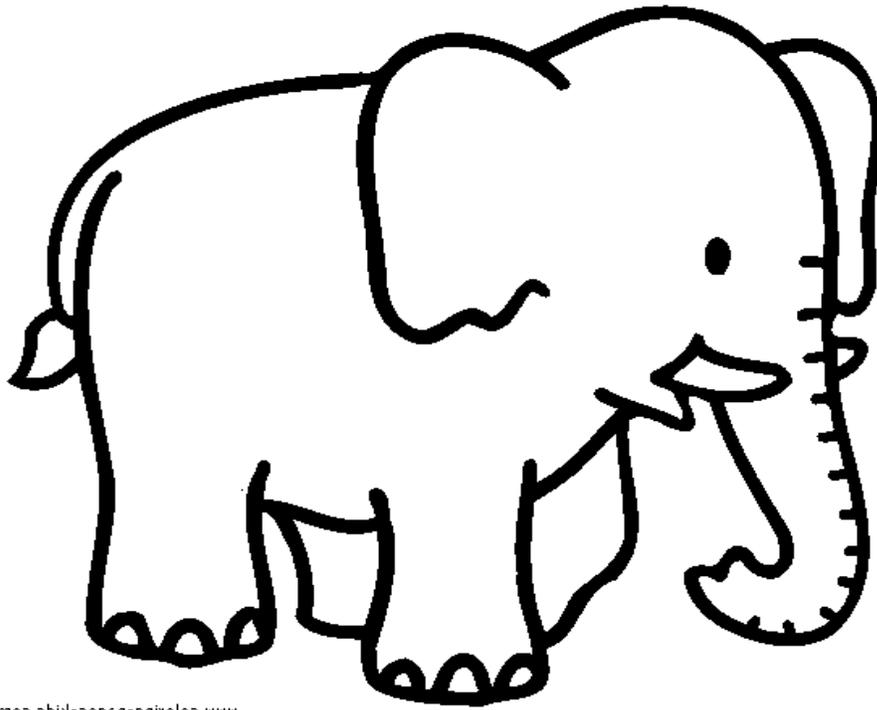


A horse is **as big as** a zebra

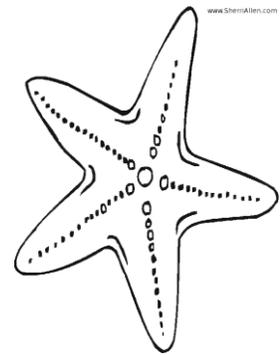
### COMPARATIVE -ER THAN / MORE THAN



A dolphin is **more intelligent than** a snail



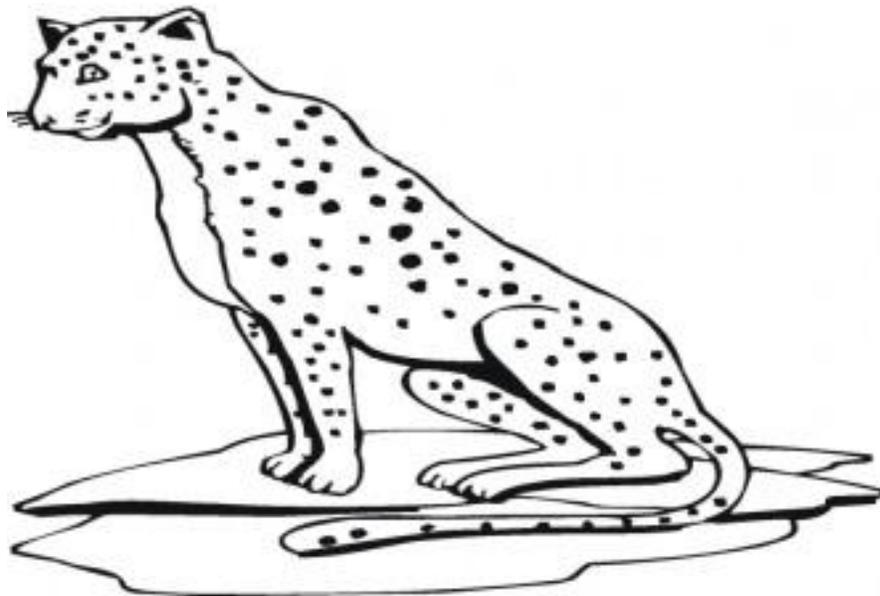
www.kids-activities.com



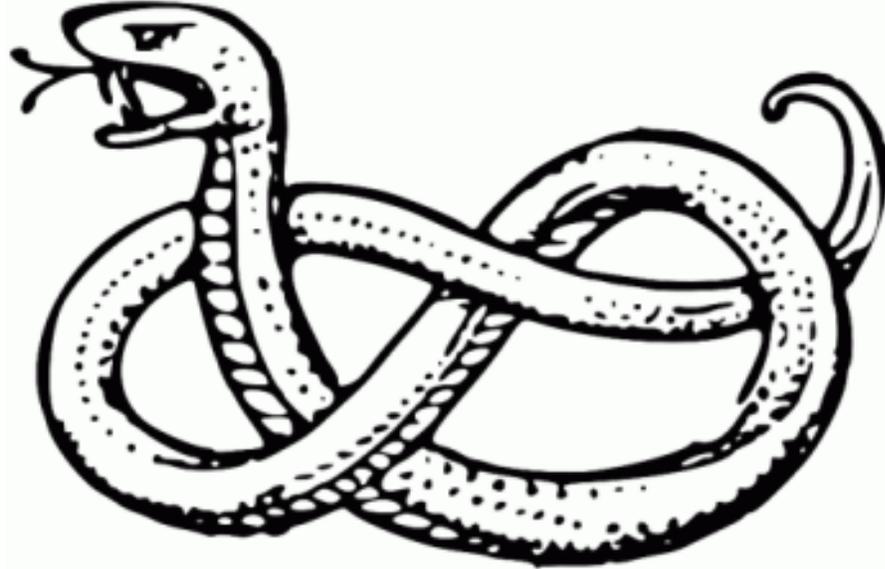
www.ShirtAllen.com

An elephant is **bigger than** a starfish

**SUPERLATIVE THE -EST / THE MOST**



The cheetah is **the fastest** animal



The anaconda is **the most dangerous** snake

## 9 Appendix H, I and J: Written Assessment Activities

### Appendix H: Professions Assessment

Student: \_\_\_\_\_

Date: \_\_\_\_\_

1. Match the pictures to the descriptions.



A teacher is a person who explains students the subjects topics.



A policeman is a person who maintains public security.



A waiter is a person who takes people's orders and serves them food.



A soccer player is a person who plays soccer in a team and tries to win a championship.



A lawyer is a person that helps people who are in law troubles.



A secretary is a person who answers phone calls and does office work.



A fireman is a person who puts fires out.



A bus driver is a person who takes people from one place to other around a city.



A nurse is a person who takes care of sick people.



A photographer is a person who takes pictures of models, fashion, and different places.

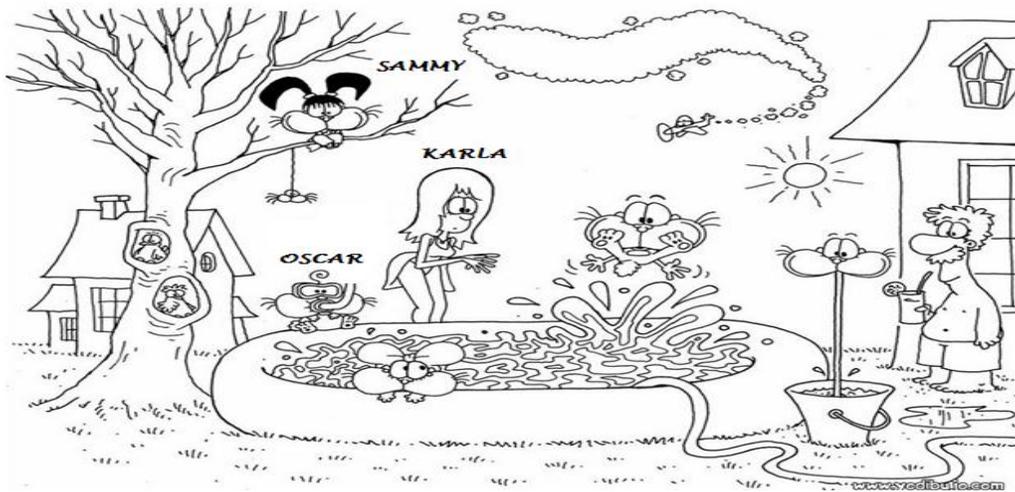


A doctor is a person who helps and treats ill people.

### Appendix I: Prepositions Assessment

Student: \_\_\_\_\_

Date: \_\_\_\_\_



1. Complete the sentences by using the appropriate preposition. Take as a base the picture given above.

- a) The birds are \_\_\_\_\_ the tree
- b) The house is \_\_\_\_\_ the tree
- c) The swimming pool is \_\_\_\_\_ the floor.
- d) Sammy is \_\_\_\_\_ the tree.
- e) Karla is \_\_\_\_\_ Oscar
- f) The swimming pool is \_\_\_\_\_ Karla.

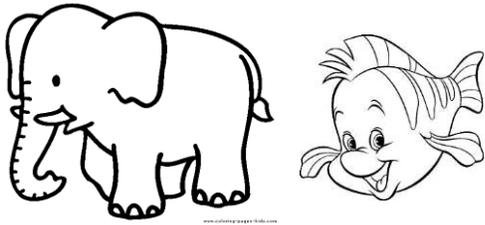
2. Match the correct picture with the prepositions.

- in
- behind
- on
- near
- under
- next to

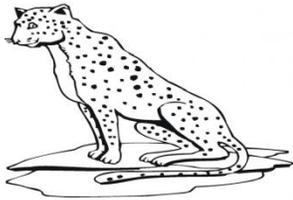
### Appendix J: Comparative and Superlative Assessment

Student: \_\_\_\_\_ Date: \_\_\_\_\_

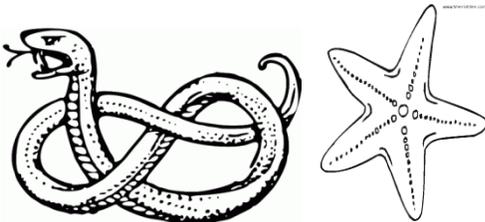
1. Circle the most appropriate form of the adjectives.



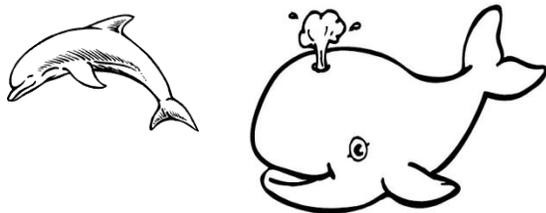
The elephant is \_\_\_\_\_ than the fish  
a. big      b. bigger      c. biggest



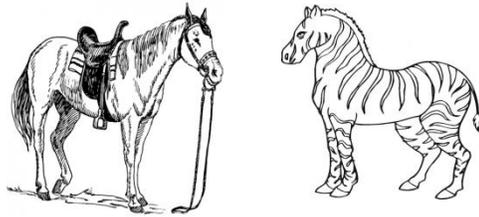
The cheetah is the \_\_\_\_\_ animal  
a. faster      b. beautiful      c. fastest



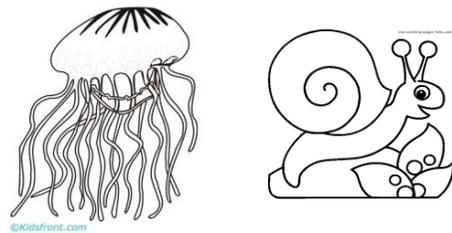
The anaconda is \_\_\_\_\_ the starfish  
a. as beautiful      b. as beautiful as      c. beautiful



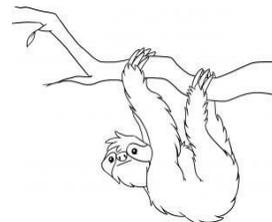
The dolphin is \_\_\_\_\_ than the whale  
a. smaller      b. bigger      c. more big



The horse is \_\_\_\_\_ the zebra  
a. as fast as      b. as faster      c. the fastest



The jellyfish is \_\_\_\_\_ than the snail  
a. more beautiful      b. as slow as      c. more slow



The sloth is the \_\_\_\_\_ animal.  
a. more slow      b. slowest      c. slow



The kangaroo is the \_\_\_\_\_ animal  
a. amazing      b. most amazing      c. amazingest.