"USING THE JIGSAW ACTIVITY TO DEVELOP SPEAKING IN A PUBLIC HIGH

SCHOOL IN PASTO"

By

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NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas de responsabilidad exclusivas del autor"

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Dedicatory

First of all to God for giving me wonderful parents who through their perseverance and support they made possible that this important achievement comes true in my life. To everyone who was with me during this stage of my life. Finally, I dedicate this work to my son because he is the greatest blessing that I have. With all my love to my beautiful son.

Angiee Julieth Argote

Dedicatory

To God for giving me the strength and the wisdom I need. To my parents Oscar and Mercedes for giving me the opportunity to become a better person, to my two wonderful brothers Magliony and Fabian for teaching me that with perseverance the dreams come true. To everyone who was with me during this stage of my Thanks for always supporting me.

Johana Jojoa Bastidas

Resumen

El propósito de esta investigación es desarrollar la habilidad del habla a través del uso de la actividad denominada "Jigsaw" en estudiantes de Inglés de un Colegio Público en nuestra ciudad.

Los datos fueron recolectados en un Colegio Público. Treinta y ocho (38) estudiantes fueron observados con el fin de diagnosticar su nivel de habla en Inglés. Después de esto ellos llevaron a cabo la actividad "Jigsaw" para desarrollar su habilidad en el habla y luego ellos hicieron una prueba final con el propósito de determinar los cambios obtenidos por medio de esta actividad. Además, ocho (8) estudiantes fueron entrevistados en esta investigación, y un total de treinta y ocho (38) estudiantes llenaron un cuestionario. Finalmente, todas las clases fueron observadas para registrar detalladamente toda la información relevante en un diario de campo.

Los diferentes resultados de esta investigación muestraron algunas características importantes sobre los cambios que la actividad "Jigsaw" causo en los estudiantes de Inglés. Además, esta actividad ayudo a desarrollar la habilidad de hablar promoviendo la interacción, comunicación, colaboración y cooperación entre los estudiantes.

Finalmente, teniendo en cuenta las características específicas de la habilidad de hablar se encontró que la mayoría de los estudiantes incrementaron su nivel de habla de principiante a intermedio por medio del uso de la actividad denominada "Jigsaw".

Palabras clave: Jigsaw, habla, comunicación, interacción, cooperación y colaboración.

Abstract

The purpose of this research was to develop the speaking skill through the use of the jigsaw activity on learners' English of a Public High school in our city.

The data were collected in a Public High School. Thirty eight (38) learners were observed in order to diagnose their English speaking level. After that they carried out a jigsaw activity for developing their speaking skill and then they did a final test with the purpose of determining the changes obtained because of the activity. Moreover, eight (8) learners were interviewed in this research, and thirty eight (38) learners were asked for filling a questionnaire. Finally, all the classes were observed for registering all the relevant information in detail on a field diary.

The different results of this research showed some relevant features about the changes that the jigsaw activity caused in the English learners. Besides, this activity helped to develop the speaking skill promoting the interaction, communication, collaboration and cooperation between learners.

Finally, taking into account the specific features of the speaking skill it was found that the majority of the learners increased their speaking level from beginner to intermediate through the use of the jigsaw activity.

Key words: Jigsaw, speaking, communication, interaction, cooperation y collaboration.

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Introduction

This research project is composed of different aspects which were necessary to develop this investigation. According to the research problem some Public High Schools do not make appropriate and meaningful use of the English class because of the absence of tools and materials which contribute to the low English level of learners, for that reason the speaking skill has been affected in its development. Also, relevant factors such as communication, interaction and cooperation are not taken into consideration when the class is carried out.

Because of this problem was proposed a general objective with the purpose of developing the speaking skill by using a jigsaw activity in a Public High School in Pasto, also there were three more specific objectives in order to diagnose the English speaking level of learners through a test named dialogue, analyze if the activity has changes over the learner speaking level and/or learner performance and determine the development of the speaking skill at the end of the action research.

For giving support to this research were taken into account relevant features related to the development of the speaking skill. The approaches selected were the communicative and cooperative since those are directly connected to the topic. Moreover, in a deep way all the characteristics about the term of speaking were described, inside it is included the description of the jigsaw activity which was used as a tool for improving the learners' speaking level.

The methodology used for this project was focused on the qualitative and quantitative research paradigm with the purpose of gathering complete and concrete information. Besides, the action research was chosen as a type of methodology since it contributed to solve the problem statement and improve the learning in the classroom. Also, in order to collect the required information were implemented as instruments the questionnaire and the field diary, and the

observation, the survey and the interview were used as techniques. Furthermore, it was carried out a complete procedure composed of three relevant parts which were the diagnostic test, the application of the jigsaw activity and the final test.

After the entire procedure were obtained positive results since all the objectives were achieved in a meaningful way because learners demonstrated their improvement in many features of the speaking skill such as fluency, accuracy, pronunciation and vocabulary.

Finally, it could be concluded that the jigsaw activity is a useful tool for developing the learners' speaking level in a Public High Schools in Pasto. Moreover, the development of this activity in an English class contributes to the learners' communication, interaction, cooperation and collaboration. As a final point some important recommendations were given taking into consideration the most relevant information obtained during this process.

Chapter I: The Research Problem

This chapter includes a description about the application of a specific activity which was related to the development of speaking. This activity was applied in a determined population in order to develop the speaking skill in learners.

Problem description

Considering that nowadays the English class in Public High Schools in Pasto could not be used in a meaningful way, and the lack of different tools and materials contribute to the low level in the development of the four skills (listening, speaking, reading and writing) for learning a foreign language, it is important to implement new strategies in order to include activities for developing those different skills.

Speaking skill has been affected during a long time since the communicative competence of learners is not developed in the classrooms and because of that, the speaking level of learners used to be low. The lack of opportunities to interact and produce output it could make that learners are limited to improve the speaking skill. Taking as a reference what Hall (2004) proposes, interaction is an aim for learners to develop speaking skill through interactional relationships.

Highlighting some speaking difficulties presented in High Schools in Pasto it is relevant to implement several communicative and cooperative techniques in order to carry out the teaching and learning process in an effective way. For this application, it is taken as a relevant issue, the speaking of learners during the teaching-learning process inside the classroom.

Problem statement

Is the use of a jigsaw activity effective to develop the speaking skill in the students of ninth grade in the Institución Educativa Municipal (I.E.M) Técnico Industrial in Pasto?

Objectives

It includes the general and specific objectives.

General objective. To develop the speaking skill by using a jigsaw activity in learners who belong to ninth grade in the I.E.M. Técnico Industrial in Pasto.

Specific objectives.

To diagnose the English speaking level of learners through a test named dialogue.

To analyze if the activity has changes over the learner speaking level and/or learner performance.

To determine the development of the speaking skill at the end of the action research.

Delimitations

Conceptual delimitation.

Communication. Thornbury (2006) claims that communication is an informal conversation between one or more people in order to develop communicative competence since it is the most urgent need that learners want to improve during the teaching learning process.

Interaction. Ellis (1985) affirms that interaction is a discourse constructed by the learner and his/her interlocutors.

Speaking. It involves producing, receiving and processing information because of being an interactive process of constructing meaning. Bailey (Cited in Nunan, 2005).

Jigsaw. Aronson (2014) states that it is a cooperative learning technique used for promoting better learning, improving the motivation of learners, and increasing enjoyment of the learning experience. Also, Longman Dictionary of Language Teaching and Applied Linguistics (1998) defines jigsaw as an activity where each learner has a part of information required for fulfilling a

group task in the EFL classroom. For the final product it is necessary learner's cooperative effort since each learner is essential for the production and full understanding of this.

Collaboration. Kaplan (2002) proposes collaboration in the field of education as a process where people participate and share knowledge. Also, it supports learning in a determined context in order to develop initiatives which are associated with education and community learning. It is a process of sharing and receiving knowledge where learners and teachers interact through communication in order to achieve a specific goal in the learning process.

Cooperation. According to Johnson and Johnson (1989) the term cooperation is the process of sharing ideas in order to achieve a common objective. It could be possible if people work together to accomplish the determined goal. Within cooperative situations learners and teachers look for outcomes that are favorable to themselves and useful for all other group members. Also, it is important since it promotes the creative thinking by increasing the quality of ideas, stimulation to express spontaneously and enjoyment.

Dialogue. Jhonson (2000) claims that it consists of an interaction process between learners where they could share information, ideas and different opinions in order to develop their speaking skill.

Delimitation of Population. The research took place in a 9th grade of a Public High School named I.E.M. Técnico Industrial which belongs to a medium status placed in San Juan de Pasto, the course of learners has women and men who are between 13 to 15 years old.

 Geographical delimitation. The research was developed in a Public High School that belongs to a medium status and it is located in San Juan de Pasto, more specific in the north of the city.

Justification

It is important to carry out this research because it helps us to develop the speaking skill using a jigsaw activity in learners and to contribute to the improvement of communication and interaction among them. Also, it allows us to diagnostic the English speaking level of learners through a test and after the application we could determine the development of the speaking skill.

Besides, the jigsaw activity is a tool that could help learners not only in the learning of a language, but also in the improvement of emotional and internal factors since both aspects are connected for accomplishing a specific objective.

Moreover, the results of this research could contribute to the teaching-learning field because it is a way to show that the jigsaw activity is a useful tool in an EFL classroom for improving the speaking skill and for that reason the analysis of this research is significant.

Chapter II: Theoretical Framework

This chapter includes relevant information about two approaches related to the speaking skill. Also, the definitions of important concepts for this research such as communication and interaction, and finally detail information related to the speaking skill.

Methods and approaches

Important experts in different fields related to cooperative language learning CLL and communicative language teaching CLT like Larsen – Freeman (2000), Zhang (2010), Nunan, (1989), Richards & Rodgers (2001), Farrell & Jacobs (2010), among others have contributed to the several methods and approaches related to the speaking. Both are described below.

Cooperative Language Learning. This mean of language teaching is considered by Larsen – Freeman (2000) as innovative in the way that they come close to the target language and its acquisition. Zhang (2010) states that cooperative learning is referred to a method of systematic instructional, and in order to accomplish learning goals learners work together in small groups since cooperation has positive effects on the learner's outcomes, on relations among them, self-esteem, long-term retention, or depth of understanding of material used during the course.

In cooperative learning there are changes in the learners' and teachers' roles in classrooms. The possession of teaching and learning is shared by groups of learners and not only, responsibility of the teacher; the authority of setting goals, assessing learning, and facilitating learning is shared by both.

The interaction is intense and it is carried out between learners- learners and learners-teachers, teachers teach learners collaborative or social skills which help them work together in an effective way increasing the motivation and the empathy in the classroom group. In fact, cooperation could be a theme to be communicated and studied and not only a learning way.

Also, taking into consideration the research of Johnson & Johnson (1999) and Nunan (1989) it is important to highlight that the teachers' role is like a guider, facilitator, negotiator, organizer, counselor of work in group, facilitator of the communication tasks, intervener to teach collaborative skills, and emphasize the learners' autonomy and centricity in classroom.

In order to contribute to the good application of this approach in the classroom is relevant to know that learners' role is like an active participator and autonomous learner since he/she could participate, question, challenge each other, share, discuss their ideas, and internalize his/her learning.

Since the approach is based on cooperative work, any instructional activity mainly group work is a useful element to engage learners in communication, and also the different processes like information sharing, negotiation of meaning and interaction are used in order to increase the interaction between learners.

Johnson and Johnson (1999) claim that there are five basic elements that allow successful small-group of learning:

1. Positive interdependence: Learners feel responsible for their own and the group's effort.

2. Face-to-face interaction: Learners encourage and support one another; the environment encourages discussion and eye contact.

3. Individual and group accountability: Each learner is responsible for doing his/her part; the group is accountable for meeting its goal.

4. Group behaviors: Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs.

5. Group processing: Group members analyze their own and the group's ability to work together.

Cooperative learning has a tendency to promote productivity, achievement and providing more opportunities for communication. It establishes that the objective of foreign language teaching is how to use the knowledge in practice to express thoughts and ideas not only to teach learners some rules of grammar and vocabulary.

Taking as a reference the information above, it can be concluded that the cooperative language learning is an approach focused on the use of cooperative activities and interactions. Also, learners should be educated in cooperative group work which helps them to increase the language level of themselves.

Communicative Language Teaching.   In accordance with Richards and Rodgers (2001) Communicative Language Teaching (CLT) is considered as a teaching approach of second and foreign languages, it emphasizes interaction as the relevant goal of learning a language. Also it is denominated as a response to the Audio-lingual Method since it is focus on communication.

On the other hand Wilkins (1972) mentioned that it is an approach with has as a purpose to develop communicative competence, and its goal is to improve teaching procedures taking into account the four skills listening, speaking, reading and writing which could recognize the language interdependence and communication.

Larsen - Freeman (2000) states CLT gives to the teacher and specific goal that is to allow learners to communicate in the target language, in order to accomplish this objective learners needs to acquire linguistic, meaning and function of a language. It is important to highlight that there are many different forms used to perform a function, but also a single form can give a variety of functions.

Learners should be able to manage the negotiation meaning process with their teachers that contribute to their own responsibility in the learning process. Besides, learners are engaged in an active way trying to understand to others and to be understood by others.

Moreover, communication is a meaningful process for that reason is not enough only know the language forms but also the role of the teacher is relevant since it facilitates communication in the classroom. His/ her main responsibility is to establish different situations with the purpose to promote communication, making use of variety of activities where he/she acts as an adviser, answering questions of learners and monitoring their performance. Teacher also takes notes about the learners' mistakes in order to work with them during more activities of accuracy-based.

CLT has some important principles that make it relevant in the process of learning. Richards (2006) claims that the main purpose of language learning is to make doable communication. Also, teachers should create opportunities for learners to explore and test their knowledge by themselves. They should be reasonable and patient when learners make errors since it shows that the learner is setting up their communicative competence.

Besides, teacher should provide opportunities for learners to develop accuracy and fluency since the basis of communication is placing greater emphasis on fluency. They should relate those skills listening, reading, writing and speaking altogether because they are commonly used in the real world. Moreover, they should allow learners lead or find out what are the grammatical rules in a language through drills or activities that learners need in order to interact meaningfully.

In addition, Richards (2006) claims that during the process of learning learners get significant communication through interaction. Moreover, the use of exercises and tasks in the classroom creates opportunities for learners to negotiate meaning and to expand their linguistic resources.

Also, it is possible to realize how language is used when they are interacting with other people through the participation with meaningful interpersonal exchange.

Other important features that CLT has are significant communication results that learners could be developed during the process of learning because it has useful, interesting and attractive content. Besides, learners use communication as a completed process that often includes the use of several language skills or specialties.

According to Farrell and Jacobs (2010) there are other characteristics that are essential for the successful development during the teaching learning process. The first one is that learners should be autonomous since they could develop learning through socialization in a natural way. The second one is that teachers are integrated inside the classroom acts as co-learners because they also have participation in the classroom. Finally, the assessment variety promotes thought abilities which could be useful and succeed easily. As a conclusion CLT indicates how these characteristics above influence the performance and the improvement of learners through interaction. It is important to mentioned that Cook (2008) claims that second language increase from meaningful rules in the classroom and it will occur automatically as long as the learner interacts with other learners in a an adequate way.

On the other hand, Richards & Rodgers (2001) claim that CLT has some language functions that learner should apply in order to improve their knowledge which are the instrumental function that could be described when learner get things, the use of language to control the behavior of other is denominated as regulatory function and the interaction between others is interactional function. Similarly, there are other equally essential functions that are the expression of feelings and meanings using language is personal function, the heuristic function is the finding and learning through the usage of language, when learners develop their imagination

and produce different things is imaginative function. And the exchange of information between others is representational function.

CLT should contain communicative functions inside a syllabus since it is necessary that learners express their ideas using different kind of activities and stating some parameters such as: The description of the objectives that will be develop during the course, situations in which learner could use foreign language in the real world and the use of grammar and vocabulary needed.

The syllabus should be consistent with the context of communicative competence since it should be follow some proposal focus on some functions and notions. Function concerns a certain purpose for a learner to be developed in a specific context and notions concerns the context in which communication will be carry out. CLT is focused on identification of learner's needs making a deep analysis using as main component communicative methodology. In conclusion CLT is a current and useful method that teachers should apply taking into account the most as possible features that it contains since each one has significant importance therefore the use of them could develop the improvement of EFL learners.

Key concepts

Taking into consideration that nowadays the communication and interaction are relevant elements in the teaching process, it is significant to highlight its definitions and importance.

Interaction. Several experts in the second language acquisition (SLA) field have proposed different concepts about interaction, although they have many common points when talk about it since it is considered as an important key to second language learning.

Interaction definition. The Interaction Hypothesis proposed by Long (1996) is a type of theory which proposes that one of the most effective learning methods of a new language is

through personal and direct interaction. According to him interaction is necessary for the second language acquisition. He states three aspects of verbal interaction: input, production (output) and feedback. Input is the language offered to the learner by native speakers or other learners, output is the language spoken by the language learners themselves and feedback is the response given by the conversational partners to the production of the learner. Interaction is not only a means to study the language for the learners, but also a way for the learners to practice what they have learned.

Besides, Krashen (1987) in the input hypothesis states that the learners need comprehensible input that contains language models and therefore input must contain 'i + 1'. The class of language provides the input in order to learners could progress in the acquisition of language and understand real language to a certain point through interaction of teacher- learner and learner-learner. Input is more comprehensible by interaction since the learners can negotiate their comprehension through requesting and producing modifications.

On the other hand, Ellis (1985) affirms that interaction is a discourse constructed by the learner and his/her interlocutors and input is the result of interaction. The view of interactionist about the learning of language is that language acquisition is the result of an interaction between the mental abilities of the learners and the linguistic environment.

With regards to the previous information about interaction, it can be concluded that interaction helps to provide a structure that allows input to become salient and therefore recognized, interaction can only establish the scene for improving learning.

Interaction importance. According to Hall (2004) the interaction role is not only used for gathering learners to work in relation to a common goal which leads to transformation. But also, it is the interactional relationships that are developed with the procedures of interaction, for that

reason talk is accomplished in these relationships allowing them to increase their knowledge and to learn the tools by which that knowledge is known. In addition, Long (1996) proposes that there are many factors involved in learning of second language (L2), and the interaction role is considered only to be facilitative.

As a conclusion, it is important to highlight that exist a relevant relationship between input, interaction, and Second Language Acquisition (SLA) since the interaction can have positive effects on the development of L2 because of being a tool to facilitate the learning of this.

Communication. It is a significant factor involved in the teaching learning process and it could be presented through oral information exchange taking into account learners or teacher's needs, desires, perceptions, knowledge, and affective factors.

Communication definition. Taub & Schilling (1986) claim that communication could be defined as a simple act of transferring information from one place to another taking into account some important features that communication contains. The first one, verbal communication it means face-to-face conversation where the interaction is immediately between learners and teachers. Second, non-verbal communication it means through the body language or gestures. Third, written communication using letters, e-mails, books, magazines or the internet. Finally, visualizations concern graphs, charts, maps, logos and others which could transmit communicative messages. Also, Hymes (1972) claims a theory of language through the use of communication in which the communicative approach in language teaching starts taking as a goal the development of communicative competence.

Communication importance. Richards (2006) states that inside EFL classrooms it is important that teachers make emphasis on communicating through interaction in the target language and also it is essential to develop speaking skill since it is a process in which there are

several factors involved in order to improve learning. Moreover, teachers' role is a relevant

element since through them it is possible to implement other factors such as authentic speaking,

to provide feedback and make corrections, those are necessary because they could develop

communicative competence. Besides, when teachers assess it is important to mention that

communication is presented as Stiggins (1994) proposes some significant principles in which

assessment require clear thinking and effective communication in order to develop and use high

quality assessment which could share a highly refined emphasis. Teachers should be clear

thinkers and capable of communicating effectively.

On the other hand there is a personal communication assessment which is focused on gather

information constantly in the classroom since it could help learners to encourage for talking in

the classroom in order to get learners improvement. In conclusion, the role of communication in

the teaching learning process is essential because it is an element that is used in each class.

Moreover, it could be display in different ways during the class for that the importance to carry

out this in a professional way in order to get effective communication.

Speaking

In order to be focused on the skill proposed for working, it is relevant to deepen more the

speaking skill highlighting its definition, importance, competence, features, and types.

Speaking definition. Many definitions of speaking have been proposed by some experts in

language learning. In the language learning and teaching process, speaking is one of the most

important and essential productive skills that must be practiced to communicate orally.

According to Chaney & Burk (1998) speaking is considered as the process of building and

sharing meaning through the uses of verbal and non verbal symbols in different contexts.

Although, Bailey (Cited in Nunan, 2005) states that speaking consists of producing systematic verbal utterances to convey meaning.

Also, according to Nunan (1999) speaking requires that learners not only know how to produce their linguistic competence, specific points of language such as grammar, pronunciation, or vocabulary, but also their sociolinguistic competence that they understand when, why, and in what ways to produce language.

Besides, in relation to Bailey (Cited in Nunan, 2005), speaking involves producing, receiving and processing information because of being an interactive process of constructing meaning. Its form and meaning depend on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. Often, speaking is considered as spontaneous, open-ended, and evolving. Even though, sometimes speech is predictable.

Brown (2001) states that when someone can speak a language it means that he/ she can carry on a conversation reasonably competently. Besides, he says that the successful level of language acquisition usually is the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. In addition, he states that an important key is the social contact in interactive language functions and in which you convey with body language, gestures, eye contact, physical distance and other nonverbal messages this is what count and not only what you say in the oral way.

With regards to some definitions above it can be concluded that speaking skill is always related to communication. Speaking can be taken as the skill to use the language in an accurate way to express meanings in order to transfer or to get knowledge and information from other people in different life situations.

Speaking importance. Considering the human being as a social creature, it is important to highlight that communication has a relevant place within the human life since human being always communicates to one another. For that reason the activity of speaking itself has a very important role in human life and also has a huge importance for the learners of any language. According to Ramelan (1992) all human being whenever they live always speak language, although they do not have any writing system to record their language. Taking the English as the world language for international communication and science is relevant to know that language is a tool for communication. Tool used to communicate us with others, to express our ideas, thoughts, opinions, and feelings, and at the same time to know about those of others as well.

Also, the use of language is an activity which takes place within our community since we use language in different situations of our lives. On the other hand, Ramelan (1992) states that English as an international language is used for communicating, strengthening and fastening relationship among all countries in the world in all fields, such as tourism, business, science, technology, etc.

With regard to above it can be concluded that speaking is very important in mastering foreign language. Thus speaking capability can be measured whether a foreign language learner has success in learning process or not. But in mastering speaking skill can be seen not only from the learners performance in spoken, but also it can be seen from their competence in the use of the language.

Speaking competence. It involves the theoretical study, the daily activities and the needs of the humans for growing. According to Chomsky (1965) competence is referred to the acquisition of language knowledge and linguistic performance and it is the current use of language in

specific situations. Besides, linguistic competence by O'Grady & col., (1996) is the ability for producing and understanding an indefinite number of utterances.

Taking into account the two definitions above, it can be concluded that speaking skill includes linguistic performance and linguistic competence. It means that speaking is a mental motor skill, it comprises the sound coordination, mechanism, and also it involves a mental aspect. That is the ability to produce meaningful words and sounds.

Speaking features. There are some features in the process of speaking when people are interacting, Riggenbach (1998 cited in Itkonen, 2010) claims that there are relevant speaking components which are pronunciation, accuracy and fluency. However, Itkonen (2010) states other principal features as proficiency and coherence. Similarly, Luoma (2004) includes pronunciation, and spoken grammar as speaking components. Following, there is the description of some important speaking components.

Fluency. According to Richards (2006) fluency is considered as the use of natural language, which even with limitations in the communicative competence, the learner in an interaction process maintains a way to be understood and a communication in progress. Also, the Common European Framework of Reference for Languages (CEFRL 2001) claims that the ability to articulate, and keep communication going is defined as fluency.

Accuracy. In keeping with Richards (2006) states that the creation of correct examples of language use is considered as accuracy. In the same way, Bryne (1988 cited in Lan,1994) claims that accuracy is the correct use of grammatical structures, pronunciation, syntax, and meaning of messages in the language without mistakes in the oral production.

Pronunciation. In relation to Harmer (2009) pronunciation is considered as the way that the sentence is spoken which involves a number of components as pitch and intonation. Intonation is

taken as the way that the voice goes up and down when people are talking, it involves the pitch of the voices, which is based on the high or low level at the moment when speaking is done.

Besides, Dalton & Seidlhofer (2001) claim that pronunciation is the production of significant sounds in two senses, the first one is that pronunciation is the production and reception of speech sounds, and the second one is that depending on the way and contexts in which sounds are produced it refers to acts of speaking. For Louma (2004), pronunciation is the sound of speech that "can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation" (p.11).

Grammar. Richards & col., (2003) claim that grammar is a structure of a language and the way in which words and phrases are mixed in order to produce sentences in the language.

Vocabulary. Stahl (2005 cited in Diamond, L. & Gutlohn, L. 2006) claims that vocabulary is the knowledge of words and the meanings of those words. Vocabulary is the knowledge of a word which not only is a definition, but also is how that word fits into the world. Vocabulary knowledge is not something that can be learned entirely, it is something that can be expanded and enhanced during the course of a lifetime. Instruction in vocabulary is not just the search of words in a dictionary and the use of words in a sentence. Vocabulary has two ways to be acquired, incidentally and intentionally. Incidentally when the exposure is indirect to the words, and intentionally when the instruction is explicit in specific words and learning strategies of words.

As a conclusion, it can be claimed that each of these components are important in the EFL process since each one contributes with this and has a relevant role, also depending on the acquisition of these the final result can be positive.

Types of speaking performance. According to Brown (2004) there are six categories of oral production that learners are expected to carry out in the classroom which are described below.

Imitative. It includes the ability to practice an intonation and focusing on some particular elements of language form. That is just the imitation of a word, phrase or sentence, taking as a principal point the pronunciation. The teacher makes use of drills during the teaching- learning process since it offers learners an opportunity to listen and to repeat in an oral way some words.

Intensive. It is designed to practice some phonological and grammatical aspects of language. It usually is carried out when learners take part of some group work activities, for instance reading aloud that could include reading paragraph, dialogues with partner in turn, and information from chart.

Responsive. It includes interaction and test comprehension but it has a limited level of very short conversation, greeting, simple request and comments. This is a kind of short replies to teacher or learner-initiated questions or comments, giving instructions and directions. Those replies are usually authentic, meaningful and do not extend into dialogues.

Transactional. The purpose of this category is conveying or exchanging specific information, also it is an extended form of responsive language. For instance, dialogues or conversations which are done in pair work.

Interpersonal. The purpose is to maintain social relationships through the transmission of facts and information. The learners could involve some factors such as are interview, role play, discussions, conversations and games.

Extensive. In this category is necessary that learners have a basic knowledge, at least the pronunciation, vocabularies, and language functions that they are going to use. The teacher role is to give learners extended monologues in the form of oral reports, summaries, storytelling and

short speeches. After that learners could be ready and prepared for the activity, and they could use the language appropriately.

Taking into account the description above, the conclusion is that these types of speaking are related to the improvement of speaking skill, but also it is important to know what the principal goal is because each type is focused on different speaking features for working.

Teaching speaking

Kayi (2006) states that in the language learning-teaching process speaking has an important role. Despite of its importance, for long time, teaching speaking has been undervalued and teachers of English language have continued to use repetition of drills or memorization of dialogues as a way to teach speaking. Nevertheless, the main goal of teaching speaking in the current world should be focused on the improvement students' communicative skills, since it helps learners to express themselves in each communicative circumstance.

Definition. Nunan (2003) affirms that teaching speaking is to teach English as Second Language (ESL) learners through six significant aspects. Those are explained below.

1. Producing the English speech sounds and sound patterns.

2. Using word and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organizing their thoughts in a meaningful and logical sequence.

5. Using language as a means of expressing values and judgments.

6. Using the language quickly and confidently with few unnatural pauses, which is called as fluency.

Nowadays, linguistics and English as a Foreign Language EFL teachers agree on that learners learn to speak in the foreign language through interaction. Communicative language teaching and collaborative learning serve best for this purpose. Real-life situations are the base of communicative language teaching since it allows communication. Making use of this method in EFL classes, learners could have the opportunity to communicate in the target language with each other. In brief, EFL teachers should create a classroom environment where learners promote oral language through meaningful tasks.

In the communicative model of language teaching, the teacher helps the learners in real-life communication in order to develop them the ability to produce sentences with correct grammar and coherence.

Teaching speaking principles. Nunan (2003) states some principles for teaching speaking which are described below.

G*ive students practice with both fluency and accuracy*. During the process of learning, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy is the use of the target language correctly, and fluency is the use of language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Even though, learners should practice both.

Use group work or pair work. With the purpose to improve students speaking, teachers should give learners enough opportunities to speak in class. So, teacher should talk less than learners. It is important for learners have the chance to talk freely using the target language all the time. Although, Nunan (2003) states that "Pair and group work can be used for increasing the amount of time that learners get to speak in the target language".

Plan speaking tasks that involve negotiation for meaning. The progress of learners is because of the communication in the target language since interaction involves trying to understand and to make teacher understood. This process is called negotiating for meaning. It involves the evidence if learners have understood what someone has said, clarifying their understanding, and confirming that someone has understood their meaning.

Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When people talk with someone outside the classroom, they usually do so for interactional or transactional purposes. Interactional speech is referred to communicate with someone for social purposes and transactional speech is considered as the communicative way to get something done, including the exchange of goods and/or services.

All of these principles are important tools in order to carry out the EFL process in a useful way since each one has a relevant role within of this. At the same time these principles are focused on the improvement of the speaking skill of learners which can be use an aim not only for teachers but also for learners because the principal goal is to increase the speaking level through different ways.

Teaching speaking stages. Terry (2008) proposes three stages in teaching speaking.

1. Pre-communicative stages

a) Introduce the communicative function

b) Highlight the fixed expressions

c) Point out the target structure

d) Provide learners with the necessary vocabulary

e) Provide learners with the language of interaction

2. Practice stage

a) Correct learners if necessary

b) Prompt learners if necessary, do it lexically

c) Ban monolingual dictionaries

d) Aim for intelligibility

3. Communicative interaction or production stages

a) Encourage language negotiation

b) Take note of any aspects that may hinder communication such as pronunciation,

vocabulary, grammar

c) Respect students' wait time.

These three stages could be taken as an aim for teachers since through of these they could

have more organization for preparing the speaking class. Also, each stage gives learners the

opportunity to produce language and improve their speaking skill.

Teaching speaking principles for designing techniques.   Brown (2000) proposes some

principles with the purpose of designing speaking techniques. Those are explained in detail

below.

Use techniques that cover the spectrum of learners' needs from language-based focus on

accuracy, to message-based focus on interaction, meaning, and fluency. The use of techniques

that cover the needs of learners from language focuses on accuracy, interaction, meaning, and

fluency. Tasks should include techniques designed to help learners to improve their language.

Provide intrinsically motivating techniques. Supplying to learners motivating techniques

since motivation is one of the relevant teaching principles. It means that teacher should provide

learners the benefits of activities proposed, allowing learners to be motivated to fulfill their needs

through the activities created by the teacher. The role of the teacher is important in order to accomplish the goal.

Encourage the use of authentic language in meaningful contexts. The authentic material should be presented in order to achieve authentic contexts and meaningful interaction, but with the help of a resource material of the teacher.

Provide appropriate feedback and correction. The teachers' knowledge is important to take into account for giving to learners the kinds of corrective feedback which can be appropriate for the moment.

Capitalize on the natural link between speaking and listening. It is essential that teachers are focused on speaking and listening goals since they may logically occur at the same time, and those two skills can be reinforced each other. Comprehension is the first step with the purpose of producing language skills.

Give students opportunities to initiate oral communication. One significant part of oral communication competence is the ability to start conversations, to propose topics, to ask questions, to manage conversations, and to change the area under discussion.

Encourage the development of speaking strategies. Learners have a chance to practice such strategies like:

1. Asking for clarification (what?)-

2. Asking someone to repeat something (Huh?excuse me?)

3. Using fillers (Uh, I mean, well)

4. Using conversation maintenance cues (Uh huh, Right, Yeah, Okay, Hm)

5. Getting someone's attention (Hey, Say, So)

6. Using paraphrase for structures one cannot produce, appealing for assistance from the interlocutor (for example to get a word or phrase)

7. Using standard expressions (at the survival stage) (How much does ….cost? How do you get to the …?)

8. Using mime and nonverbal expressions for conveying meaning.

It is necessary that learners develop competences through the course for conversational discourse and the interaction effect, it means pragmatic competence.

As a conclusion about the above, it can be affirmed that it is necessary to take into consideration the use and the application of a set of principles for the development of the speaking skill. Each principle contributes to the elaboration of different useful techniques which could be applied by the teacher inside of a classroom.

Types of speaking techniques

The speaking skill involves different kind of techniques applied in the classroom that aims to carry out a specific activity in order to develop communicative competence in learners. According to Nunan (2003) the procedure used for accomplishing a specific activity or task is defined as a technique. Some of the most relevant in oral production are discussion, interview, role play, communicative games, storytelling, prepared talks and jigsaw activity. The last one is described below since it is the technique used for the research presented.

Jigsaw activity. Aronson (2014) claims that in 1971 in Austin, Texas the jigsaw classroom was used for first time. Also, he and his graduate learners invented the jigsaw strategy, as an issue of necessity to help neutralize a conflict situation. Since, it helped to reduce racial conflict inside of the city's schools.

Definition. According to Aronson (2014) Jigsaw is a cooperative learning technique used for promoting better learning, improving the motivation of learners, and increasing enjoyment of the learning experience. Besides, Longman Dictionary of Language Teaching and Applied Linguistics (1998) defines jigsaw as an activity where each learner has a part of information required in order to fulfill a group task in the EFL classroom. It is necessary learner's cooperative effort to produce the final product since each learner is essential for the production and full understanding of the final product.

The term of jigsaw can be concluded as an activity where the cooperation and communication between learners are essential for carrying out it in a successful way since each learner has an important role within of the activity, and he/she is indispensable in order to complete the result.

Importance of the jigsaw use in the classroom. Aronson (2014) affirms that the jigsaw activity allows learners to interact in the classroom in a way that they could reduce doubts and the lack of trust. Jigsaw has the benefits of reducing inadequate behavior, increasing cooperation in the classroom and positive learners' interactions.

Bafile (2008 cited in Mengdu & Xiaoling. 2010) mentions some benefits of the jigsaw technique. The first one is that it stimulates the motivation of learners, increases enjoyment of the learning experience and promotes a great deal of negotiation of meaning. The second one is that it reduces unwillingness and anxiety of learners to participate in the classroom activities while increasing self-esteem and self-confidence. Finally, it integrates a variety of language skills and translation in one English class where the teacher is not the only provider of knowledge.

Those relevant points of view about the jigsaw help to consider this technique as a way to develop not only the learning of a language, but also it is taking into account emotional and

internal factors of learners. Both are connected in order to accomplish a specific goal where interaction and cooperation of learners are key elements for carrying out this activity.

Principles of jigsaw. Johnson & col., (1993) suggest five principles for jigsaw technique.

Positive interdependence. Each learner of a group is indispensable for the group success. Each learner of a group has to make exclusive contributions to the collective effort.

Face-to-face promotive interaction. Group members have to explain in an oral way how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts learned and associate the present with the past learning.

Individual and group accountability. It is advisable that the size of group being small since when the group is larger learners not have responsibility to develop the activity.

The teacher should give an individual test to each learner, and at the same time examining randomly learners by asking one to present his or her group work in an oral way to the teacher and the rest of the class.

Then, the teacher observes each group and records the contribution of each member to the group work, he/she assigns one learner in each group as leader who is responsible for asking other group members to explain the essential answers of the group, and supervise learners to teach what they have learned to the others.

Interpersonal skills. The success of jigsaw learning in class depends on the social skills since they comprise leadership, decision-making, trust-building, communication, conflict-management skills and others.

Group processing. The discussion is a way where group members revise how well they are achieving their goals and maintaining effective working relationships, also the description of

members' actions helps to know what are useful and what are not, and then to make decisions about what behaviors could continue or change.

The set of those principles are important in order to carry out this technique in a correct way inside of a classroom. Since, each of them explain in detail what is the appropriate procedure to apply in a jigsaw activity taking into account the teacher and the learner role, and the responsibility of each member inside a group.

Teacher's role in the jigsaw. According to Aronson (2014) the teacher is in charge to organize practice and communicative activities, but this does not mean that learners have to learn all by themselves. Also, the teacher should help the learners take control over their learning in which they are directly involved. The most important teacher role is to choose useful learning material, arrange the groups, explain the cooperative nature of group work, provide an adequate environment for this work, supervise group work and assist learners in working with the material.

The teacher needs to pass from group to group for observing the process. He should interfere if any group has trouble, this role will be taken by the leader of a group after specific steps. Teachers can give the group leader some clues about the intervention that he/she could make if any trouble situation is presented in the group since at determined time the group leader should be able to solve it by himself/herself.

Procedure of jigsaw technique. Aronson (2014) proposes some key steps which are explained below.

1. Forming jigsaw groups of 5 or 6 learners. The groups should be varied in terms of gender, ethnicity, race, and ability.

2. Selecting one learner from each group as the leader. At first, this person should be the most mature learner in the group.

3. Dividing the lesson into 5 or 6 segments taking as a reference the relevant issues inside the lesson.

4. Giving each learner to prepare and learn one segment, making sure learners have direct access only to the segment assigned.

5. Giving learners enough time to read their segment at least twice and familiarize with it. It is not necessary to memorize it.

6. Organizing provisional expert groups, assigning one learner from each jigsaw group to join with other learners who have the same segment. In these expert groups give learners time to discuss the relevant points of their segment and to practice the presentations they will make to their jigsaw group.

7. Bringing the learners back into their jigsaw groups.

8. Ask each learner to present her/his segment to the group. For clarification to encourage the other member in the group to ask questions.

9. Teacher passes from group to group, observing the process. He makes an appropriate intervention if any jigsaw group has a trouble. Also, it is better for the group leader to handle this task since leaders can be trained by teacher to know how to intervene, until the leader could do it by self.

10. At the end of the session, teacher provides a quiz about the material in order to learners realize that these sessions are not only fun because these also count as a part of assessment.

Dyer (2013) proposes a way to assess using as reference collaborative aspects, giving learners the ability to self- and peer-assess their work; it is something that in fact helps lead formative assessment success.

Following these steps the development of a jigsaw activity could be facilitated to carry out it since all together conform a procedure which allows teachers organize in a better way the lesson and the group of learners. Although, the jigsaw activity is worked in a different way of others, it is important to highlight that this activity should be assessed.

Chapter III: Methodology

This chapter deals with relevant and specific information for carrying out this research which involves the research paradigm, research type, research techniques, the population, context, sample, procedure, data analysis and finally the ethical aspects.

Design

Research paradigm. The definition and relevant characteristics of the qualitative and quantitative research applied in this study are included in this section.

Merriam (2009) states that qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. Denzin & Lincoln (2005) state that qualitative research is a situated activity that locates the observer in the world, it consists of a set of interpretative, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos. At this level, qualitative research involves an interpretative and naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

Concluding qualitative research collects data through the extraction of descriptions from observation in the form of interviews, narratives, field notes, recording, transcripts of audio, video cassettes among others. In addition, this kind of research was selected because it helps us to understand and to know the reality in which learners work allowing us to identify relevant aspects related to this project.

Atieno (2009) affirms that quantitative research design is one of the best approaches to scientific research because it gives complete measurement and analysis. Also, the researcher in the quantitative research design counts, classifies, and builds statistical models, after that he/she explains what is observed, this research approach applies data collected using numbers and statistics. Besides, it has two different types of quantitative research designs; those could be descriptive where subjects usually are measured once or experimental where subjects are measured before and after a treatment.

In addition, according to Creswell (2009) the problem statement should be concise and specific because the research could be focused on the identification of factors which take into account the influence and outcome, the usefulness of an intervention, or the comprehension of the best outcomes taking as a result an effective quantitative approach. Moreover, the problem statement in quantitative research comprises the justification for using the quantitative method and also this statement involves the use of data collection and analysis.

As a conclusion, if the research is used for assessing a theory or an explanation the quantitative approach is the best option since when the research is looking for specific answers it includes determined elements which help the researcher to achieve more accurate results.

Research type. Taking into account that this research work used the action research type, it is important to highlight that according to Parsons & Brown (2002) that action research is an investigation form used by teachers for attempting to solve problems and improve professional practices in their own classrooms. Also, Millers (2007) claims that this type of research includes observations and data collection which can be then used for reflection, making decisions and the improvement of more effective strategies in classroom by the researcher. In addition the action

research is a part of teaching where teachers observe learners all the time, collect data and change practices to improve learner learning and school environment.

To conclude the action research is a type of investigation used by teachers in order to solve and improve issues through observing and collecting data for analyzing it and then proposing better strategies for the learners' learning process. Besides, this research allows teachers to understand why, when, and how learners could become better. Those are the reasons why this type of research was used in this project.

Research type characteristics. According to Edge (2000) this research type is characterized for many relevant aspects which mentioned below.

1. The teacher has two important functions as a researcher and at the same time as a participant within the investigation.

2. The research purpose is relevant for the teacher since he/she chooses the objective of it.

3. The teacher carries out the action research because he/she wants to change some relevant issue for him/her in the classroom.

4. The action research is carried out in a specific context with certain number of learners.

5. During the research, the teacher shares ideas or opinions with his/her colleagues regarding the process of investigation.

6. At the end of the research, the teacher shares the result of the investigation with his/her colleagues and learners.

Those characteristics are important to take into consideration in this type of research since they help to know what the research role is, the more relevant steps to follow during and after the application of it and finally to realize the importance of this type of research.

Instruments and research techniques.   There are different instruments and research techniques for collecting data and getting specific information. This project used a questionnaire and a field diary as instruments. Also, the techniques were the observation, the survey and the interview.

Instruments. It includes the information about the questionnaire and the field diary.

Questionnaire. According to Bell (1999) it is an essential structured technique used for collecting principal data. Usually it is composes of a series of written questions which has to be answered by the participants.

For this research the questionnaire is composed of 3 closed-ended and 7 open-ended questions in order to get information in detail by the learners.

Field diary. According to Johnson (2011) it includes notes which are written during the observation registering what researcher sees within the classroom. It is used for remembering and recording relevant features of the setting observed. It is done with the purpose of producing meaning and an understanding of the group studied.

For this research the field diary is composed of a chart with the description and a reflection of it which is filled through the class observation.

Research techniques. There are many research techniques for collecting data and getting specific information. Although, this project used the observation, the survey and the interview since those are techniques used for the action research.

Observation. According to Hernandez & col.,(2006) the observation is the systematic and reliable register of behaviors or conducts. In addition Gil (2011) claims that the observation is the systematic and controlled process by which information is collected, in a natural or fictional context, during the course of an investigation.

Taking into consideration the definitions above it is important to highlight that the observation is a relevant technique for getting information in a research. Since, this technique gives to researcher the opportunity to be in contact with the population which allows to register real information which after will be analyzed for giving results. For those important aspects the observation was used for this project.

Survey.   It is defined by Groves et al. (2004) as a systematic method in order to gather information taking as a reference a sample of the people that will be analyzed, the purpose of this technique is to get quantitative results taking into account certain characteristics of the larger population of which the learners take part.

Besides, he claims that the survey technique is focused on covering quantitative results which are described through numerical rates about variables in the population. This technique has important aspects in quantitative survey such as the statistical representation, the quality of data and the precision of it.

Using as a reference the mentioned above it can be concluded that the survey is a useful way for gathering quantitative and qualitative information taking into consideration certain variables of people who are analyzed; those are the reasons because this technique was used for this project.

Interview. McNamara (1999) affirms that the interview is useful for getting detail information about the experiences of participants. Also, the interviews are used for going further in the investigation in order to find more relevant information related to the survey answered before.

The interview can be concluded as the way for obtaining important information in depth taking as a reference the questionnaire applied previously. This application is relevant since it

help to give significant results. For those aspects it is necessary to apply this type of technique because it contributes to a better analysis of the information gathered in this project.

Population, gender and sample

Population. The research was carried out with a population who belongs to a public school named I.E.M. Técnico Industrial, the learners are in ninth grade of basic media, and also they belong to a middle socioeconomic status. The age of men and women is between thirteen to fifteen years.

Context. The research was carried out in the I.E.M Técnico Industrial, it is located in San Juan de Pasto. This school belongs to a middle socioeconomic status; the application was developed in the morning making use of two hours per three weeks.

Sample. It was thirty-eight learners of ninth grade of I.E.M. Técnico Industrial.

Procedure

In order to carry out this research, we followed this process: The research is defined and specified as "Using the jigsaw activity to develop speaking in a Public High School in Pasto"

First of all, we asked for collaboration and permission to the directors, teachers and learners from the ninth grade with whom we developed the application of the jigsaw activity through the action research. Second we made a schedule of activities which was carried out in order to control the time we spent doing our research. Third, it was applied the dialogue activity as a diagnostic test which was developed in pairs during three minutes for each one couple, it had as a free topic taking into account the grammar and vocabulary learnt. The purpose was to observe and to take notes about certain aspects related to the learners' speaking, taking into account a rubric of assessing this skill in order to determine the level of each learner. Fourth, the jigsaw activity took part of this process taking as a topic "representative holidays in Colombia" For its

development we made six groups of six people, where each topic was divided into 6 parts which are the following: description, history, advantages, disadvantages, typical food and events; one of these were assigned for each learner of the group. Then, we created experts groups taking into account learners who had the same specific topic in order to share the information. After that learners had to back to their first group with the purpose of sharing the information collected by the other experts taking into consideration the relevant data collected since each expert had to speak what he/she learnt about the segment assigned for concluding with this section learners gave some conclusions about the whole characteristics of each representative holiday. Fifth, after the jigsaw activity it was applied the same activity for the diagnostic test following the same procedure in order to determine the changes over the learners' speaking level and performance which was the dialogue. Sixth, at the end of the application of those activities the whole group of learners answered a survey which included four open-ended and three closed-ended questions related to the process that learners had during the development of this activity since one of the objectives is to know if the activity causes some changes over them. Seventh, randomly eight learners were chosen in order to have a face to face interview with the purpose of knowing more about the experience of them about the experience that they had. Eighth, once the data collection was gathered the field diary was taken as a reference of how the process was carried out by learners, the surveys were classified taking into account the answers of learners in order to analyze them, and the interviews were used for complementing the information gathered in the surveys. Ninth, after the analysis of the data it was given the results obtained and it was provided some conclusions and recommendations. Finally, the results were shared with the school and we were grateful for the received cooperation by all people who participated in the development of this research.

Validation criteria

   Triangulation. Guion (2002) affirms that it includes different types of information which are used for increasing the validity of a study. Its purpose is to verify the information collected through different techniques applied by the researchers. In this case the techniques that will be used are the observation, the survey and the interview.

   Pilot study. The pilot study was applied in the same Public High named I.E.M. Técnico Industrial but in another ninth grade where were chosen eight learners randomly, four women and four men. We developed the whole process of the research, at the beginning we applied a dialogue which was developed in pairs during three minutes for each one couple in order to diagnose their speaking level, after that we developed the jigsaw activity in this way: First at all, we organized two groups taking as a topic two representative holidays in Colombia. Second, each learner of the group had a specific segment assigned of his/ her topic and they had to read it and take relevant information of this. Third, we organized expert groups taking into account learners who had the same topic in order to share significant information. Fourth, learners returned to their original groups and they shared the whole information about their each segment assigned. Finally, each learner gave a conclusion of the topic taking into account relevant data about the whole topic. At the end, learners did a dialogue again as a final test with the purpose of observing the changes over their speaking skill. After doing the whole process learners answered a questionnaire which contains open ended and closed ended questions and an interview which included three questions which were related to the application of a jigsaw activity, its purpose was to determine the time required for its development, and also the possible misinterpretations of the questions which helped us to verify if the questions were concise and clear. Taking into account these results we can say that we did not have difficulties with the development of the

whole procedure either with the development of the survey because learners understood the

whole questions and they answered easily.

Data analysis

After the application of those techniques, the collected information was analyzed in the

following way:

1. Analyzing the information of the diagnostic test which was done through the observation

taking relevant notes on the field diary, also the scores of the learners which were assessed

taking as a reference a speaking rubric that contains certain assessment parameters. The scores

were done through a scale between one to three points where one represents beginner level, two

represents intermediate level, and three represents advance level. Taking this information could

be given some conclusions about the learner performance.

2. Analyzing the information of learners' performance during the development of the jigsaw

activity which was done through the observations registered on the field diary and some

questions of the survey.

3. Analyzing the information gathered in the final diagnostic test taking as a reference the

same research technique used at the beginning of the process which was the observation and also

the speaking rubric in order to get a second score about the learners' speaking. Then, those were

compared with the first ones with the purpose to show the increase of speaking level in learners.

4. Each survey was analyzed taking into consideration the qualitative and quantitative

information, the first one was analyzed taking into account the common answers in order to give

a general answer for each question and the second one was analyzed through statistical

parameters with the purpose of showing an average for each question.

5. Each interview was taken as a complementation of the surveys' information since there was a lack of this for the learner's part. So, this data was analyzed taking into account the relevant opinions and reasons of learners about the process.

6. Analyzing all the information gathered with the purpose of identifying the results obtained with the application of the jigsaw activity, and determining the effects of the activity in the learners speaking and performance taking as a reference the notes taken on the field diary through the observations.

7. After the whole application of the activity we gave relevant conclusions and recommendations about the research considering all the information collected during the process.

8. Submitting the report with the interpretation of the data in detail.

Ethical aspects

In order to carry out this research, it was taken into account some ethical issues such as:

Copyright. It respects the authorship of the information related to the subject and used as the basis for the development of this research project.

Voluntary participation. The students involved in the implementation of the interviews were not obliged to participate in the development of this research.

Respective permissions. The permission was requested for the institution and the participants directly involved in the development of this research project.

Damage. During the course of this investigation it ensures that the participants involved in the development of this research were not affected by any physical or psychological damage.

Confidentiality. We guarantee that the information obtained, personal data and the results will be totally confidential unless those involved want to be published.

Reciprocity. On the development and completion of this research project we are previously

grateful to the institution and the participants involved, also we shared the results.

Chapter IV: Analysis of results

This chapter presents the analysis of results which was done in a qualitative and quantitative way because of the research techniques applied to the use of jigsaw activity in order to develop speaking in the English learning process. For this reason, this research project is expressed through our own language for the qualitative information gathered and the quantitative is expressed through certain statistical parameters.

Diagnostic test

A dialogue activity was applied as a test in order to diagnose the learners' speaking level. Through observations, we can analyze that learners were committed to develop the proposed activity since learners showed interest during the English class. For instance, learners said: "Cómo se hace un dialogo? Nos da un ejemplo por favor". It can be said that learners often need a previous guide about how to do the activity since they need to be sure to carry out it in a correct way.

Besides, we can mention as an important factor that learners had some doubts about the use of an appropriate word. For instance, one of them said: "Busqué esta palabra en el diccionario cuál de todas estas es?". We can affirm that learners do not have enough vocabulary in English, for that reason, they usually take the first word that they find in the dictionary. They do not have clear the meaning and the correct use of some words.

Also, many learners had some difficulties for constructing questions since they do not know the grammatical structure and the use of auxiliaries in English. For instance, some learners said: "¿Cómo pregunto: Qué canción te gusta?". We can say that learners get confused because they translate each word from Spanish to English directly and they do not make an appropriate use of grammar.

Moreover, considering fluency, we can conclude that some learners did not keep the

conversation going and they had many long pauses during the dialogue. For instance:

"Learner A: What did you do yesterday?

 Learner B: Ahhh?... Mmm… I watched T.V. and… I studied. And you?"

It can be affirmed that they do not have enough vocabulary to express their ideas fast and

maintain the conversation without long silence periods of time.

Taking into account pronunciation we can say that some learners are not conscious about the

mistakes make during the conversation, for instance one of them said " When are you from?"

and they continue the conversation normally. Also, some mistakes of intonation but generally

they have a good level of English pronunciation.

On the other hand, we could determine the speaking level of learners in a quantitative way

since the diagnostic test was assessed taking into consideration certain assessing speaking

parameters such as fluency, pronunciation, accuracy and vocabulary. Those parameters were

assessed with the following range where 3 represents advanced, 2 represents intermediate and 1

represents beginner. The score depends on the performance requirements established in a

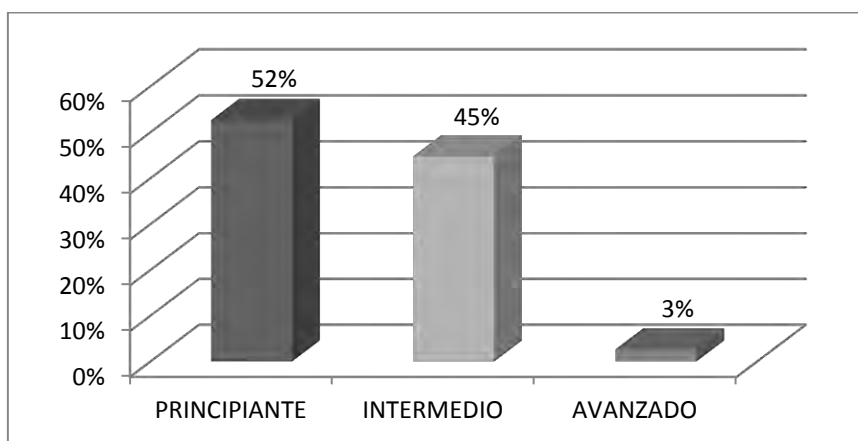speaking rubric. The results obtained are shown and described below.

Figure 1. ¿Cuál considera que es su nivel de Inglés?.

According to the closed-ended question number five proposed in the survey "¿Cuál considera que es su nivel de Inglés? Principiante, intermedio o avanzado", the results in the *Figure 1* showed that the 52% of the whole group considers that their English level is beginner, 45% of the whole group considers that their English level is intermediate, and 3% of the whole group considers that his/her English level is advanced. Taking these results it can be said that the learners of this group think that they do not have enough knowledge of English to achieve some goals proposed in the English class.
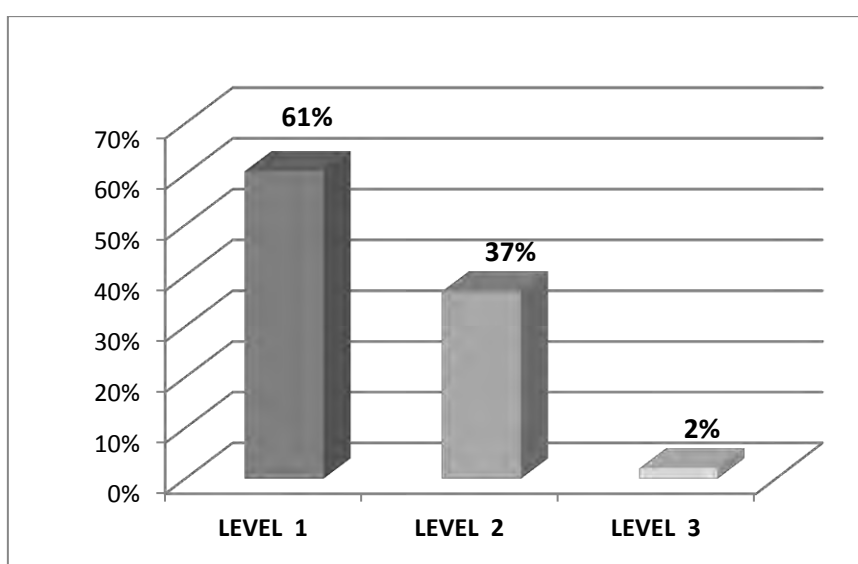

Figure 4. Fluency level of the diagnostic test.

First, according to the *figure 4* the learners' fluency shows that 61% of the whole group belongs to the beginner level, 37% of the whole group belongs to the intermediate level and the 2% of the whole group belongs to the advanced level. It is relevant to say that the most part of the group belong to the beginner level since they could not   keep a conversation going since as the Common European Framework of Reference for Languages (CEFRL 2001) claims that the ability to articulate, and keep communication going is defined as fluency.
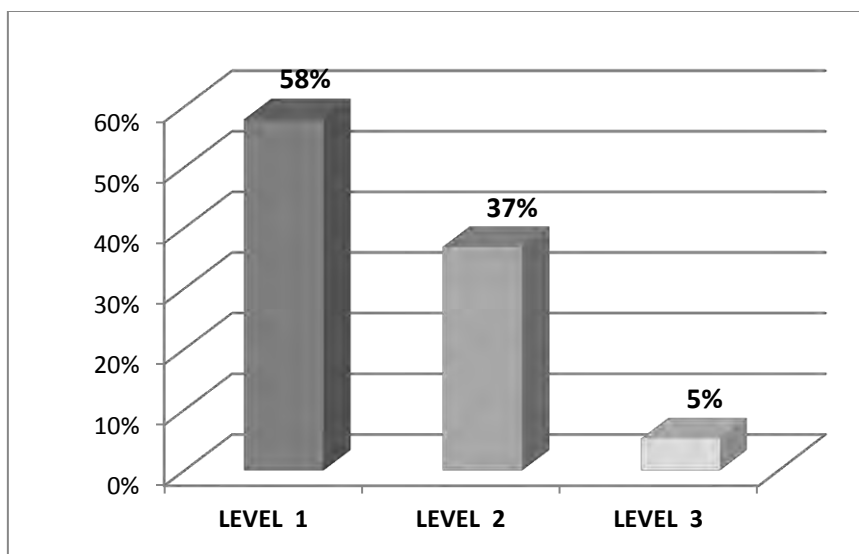
Figure 5. Accuracy level of the diagnostic test.

Second, in relation to the *figure 5* which shows the learners' accuracy, it can be said that the

58% of the whole group belongs to the beginner level, the 37% of the whole group belongs to the

intermediate level and 5% of the whole group belongs to the advanced level. Taking into account

these results we can claim that the most part of the group belongs to the beginner level since they

do not have enough English grammar as Richards (2006) states that the creation of correct

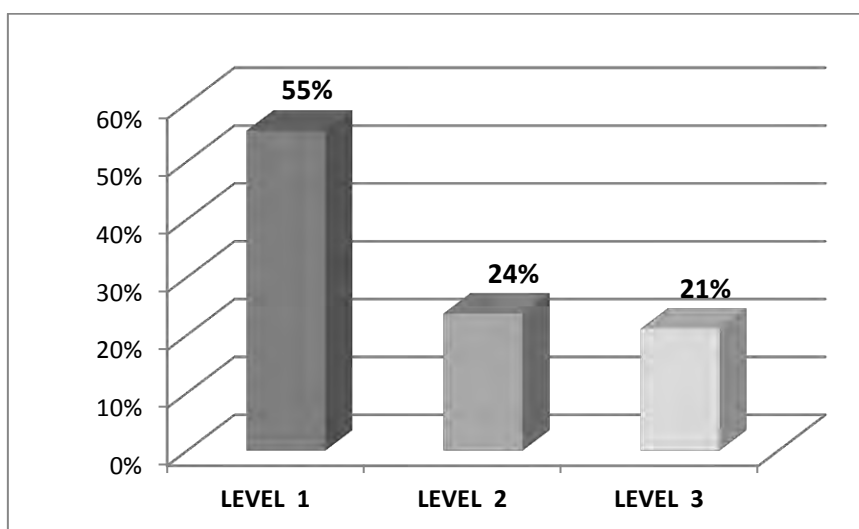examples of language use is considered as accuracy.

Figure 6. Pronunciation level of the diagnostic test.

Third, according to the *figure 6* the learners' pronunciation gave the following results: the

55% of the whole group is located in a beginner level, the 24% of the whole group is located in

an intermediate level and the 21% of the whole group is located in an advanced level. So, it is

relevant to say that many learners make many mistakes in the pronunciation since they do not

have enough knowledge about the different English sounds since the majority belongs to the

beginner level. According to Harmer (2009) pronunciation is considered as the way that the

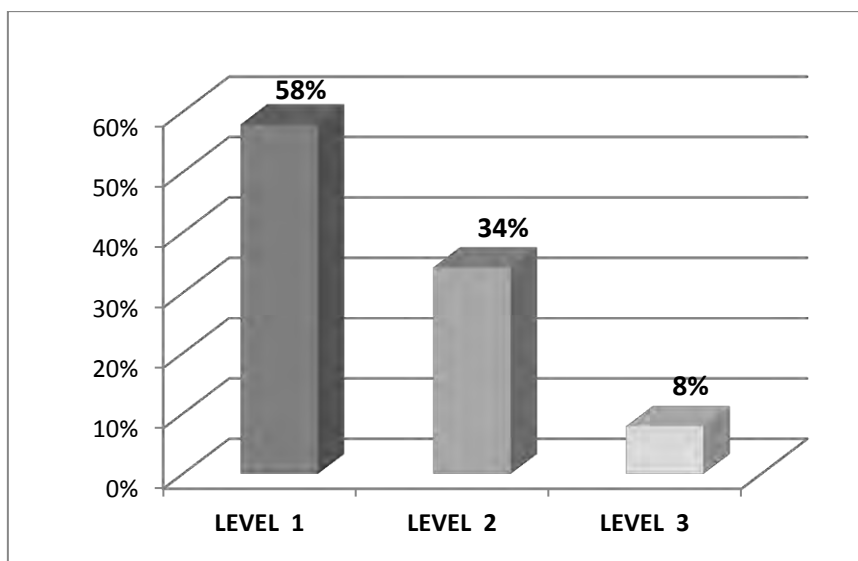sentence is spoken which involves a number of components as pitch and intonation.

Figure 7. Vocabulary level of the diagnostic test.

Fourth, taking into account the *figure 7* it is important to affirm that the learners' vocabulary

shows that the 58% of the whole group is placed in a beginner level, the 34% of the whole group

is placed in an intermediate level and the 8% of the whole group is placed in an advanced level.

Taking into account that Stahl (2005 cited in Diamond, L. & Gutlohn, L. 2006) claims that

vocabulary is the knowledge of words and the meanings of those words it can be said as a

reflection of these results that learners should increase their knowledge of different words and

their meaning since the majority of the group belongs to the beginner level.
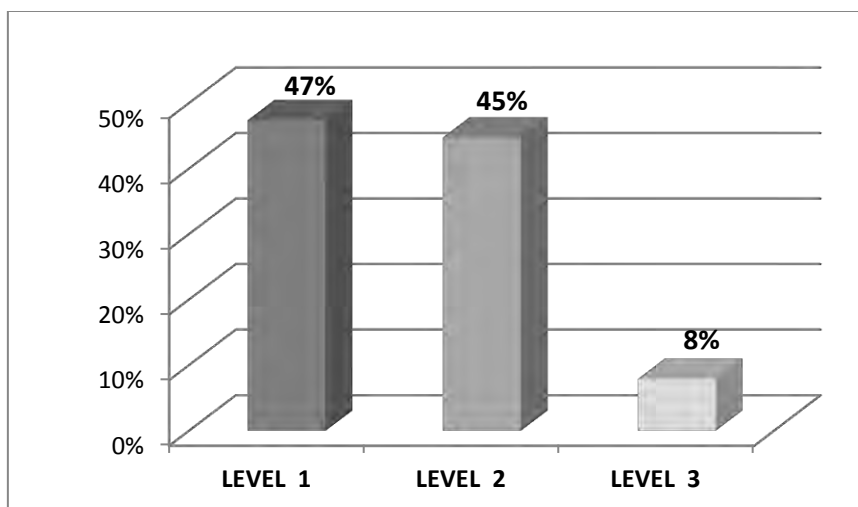
Figure 8. Average of the diagnostic test.

Finally, as a result the *figure 8* shows the average of the whole parameters for each learner, so

we can say that the 47% of the whole group belongs to a beginner level, the 45% of the whole

group belongs to an intermediate level and the 8% of the whole group belongs to an advanced

level. Observing these results we can affirm that the English level is placed between the

intermediate and beginner level.

Jigsaw activity

The jigsaw activity was applied with the purpose of analyzing the changes over the learner

speaking level and their performance. This analysis was done taking into account the information

gathered through the observations registered in the field diary and some questions and answers of

the survey related to the development of the jigsaw activity.

Taking into consideration the question number 1 in the survey "¿Cómo se sintió usted

trabajando en grupo en la clase de Inglés?" we can say that the most relevant and common

answers were the following:

"Bien porque gracias a ello aprendimos a socializar, colaborar y compartir ideas en Inglés",

"Bien ya que podemos compartir con nuestros compañeros y aprender unos de otros", "Bien

porque aprendimos un poco la parte oral y yo no la practico", "Yo me sentí muy bien porque

todos los integrantes del grupo trabajamos y aprendimos con la actividad", "Muy bien porque

algo que no entendemos nos explicamos entre compañeros e intercambiamos ideas en Inglés".

   According to the answers above it can be said that learners felt comfortable during the

development of the jigsaw activity since they had the opportunity to work in groups where the

interaction, cooperation and collaboration took place. Also, they improved their communicative

and social skills through the exchange of ideas, expressions and vocabulary in English.

   In relation to the question number 3 in the survey "En breves palabras, exprese su opinión

sobre la actividad realizada en clase (Jigsaw)" we found as a result the following relevant

answers: "Fue interesante porque es una actividad que casi nunca nos hacen hacer", "Me parece

buena porque haciendo esa actividad es más fácil aprender el Inglés", "Me pareció una buena

experiencia ya que compartimos con nuestros compañeros y hablamos en Inglés", "Me gusto

mucho la parte oral de la actividad", "Bien, me gusto mucho porque pude compartir con

compañeros con los que casi nunca hablo y a la vez aprendí mucho".

   Taking into account those answers we could affirm that the use of the jigsaw activity could be

useful for the learning- teaching process since learners realize about the opportunity to interact

and speak in English. Moreover, they are interested in working in groups because they can talk

freely with their classmates and making use of collaboration and cooperation between them.

Those aspects could contribute to the good development of the activity.

   According to the question number 4 proposed in the survey "¿Tiene dificultad para expresar

sus ideas en Inglés? ¿Por qué?". The learners that have some difficulties answered what is

mentioned below:

"Si, porque no entiendo varias palabras en Inglés", "Si, porque hay que pronunciar algunas palabras que desconozco y se me dificulta un poco el vocabulario", "Si, porque casi no se vocabulario y se me dificulta la pronunciación".

The answers above are the evidence that learners still have some difficulties with the speaking skill since they do not have enough vocabulary and they do not know how to pronounce different words. Also, this make that learners get confuse and they cannot understand what teacher and classmates say.

On the other hand there are some learners who do not have difficulties to express their ideas in English for instance they said: "No, porque hice un curso aparte que me ayudo a aprenderlo", "No, porque si tengo conocimiento del Inglés", "No, porque se expresarme libremente en Inglés".

In relation to the answers above it can be said that sometimes it is important to practice the English language since it helps learners to improve the communicative skills with confidence. Besides, they could learn more vocabulary and pronunciation which are relevant components for speaking in a foreign language.

In addition, in order to determine the level performance during the Jigsaw activity learners answered the following questions which were analyzed in a quantitative way.
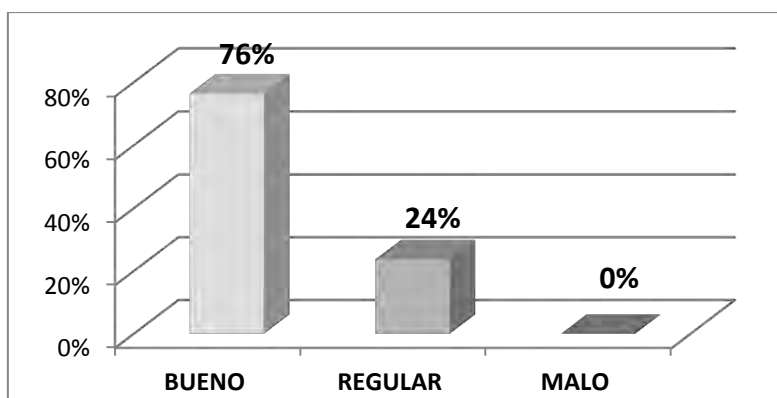

Figure 2. "¿Cómo cree que fue su desempeño durante la actividad "Jigsaw" realizada en clase?.

In relation to the question number 6 in the survey "¿Cómo cree que fue su desempeño durante la actividad "Jigsaw" realizada en clase? Bueno, regular o malo". The results in the *figure 2* showed that the 76% of the whole group said that their performance was good, the 24% of the whole group said that their performance was regular and nobody considers that his/her performance was bad. For that reason, it can be claimed that the most part of learners consider that their performance during the activity was good because it is possible that they felt comfortable doing this activity.
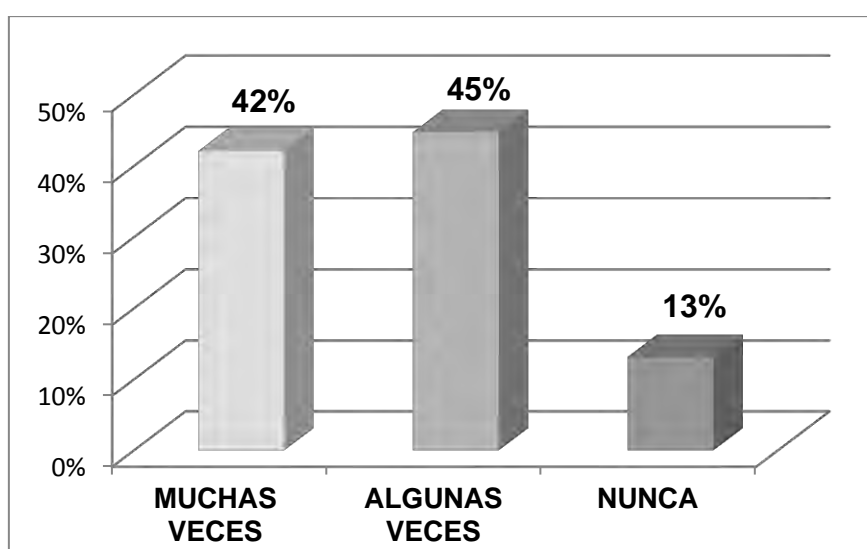
Figure 3. ¿Con qué frecuencia le gustaría trabajar en esta actividad en las clases de Inglés?

Taking into account the results obtained in question number 7 "¿Con qué frecuencia le gustaría trabajar en esta actividad en las clases de Inglés? Muchas veces, algunas veces o nunca". We can observe in the *figure 3* that the 42% of the whole group would like to work in this activity often while the 45% of the whole group would like to work it sometimes and the 13% would like to work it never. We consider that it is evident that learners would like to work with this activity during their English class since the most part of the whole group answer in a positive way.

Development of the speaking skill

The dialogue activity was applied as a final test in order to determine the development of the speaking skill after the whole process. Taking into consideration the observations registered in the field diary and some questions of the survey we can affirm that learners increased their speaking level and improved their performance because in their presentations they showed more confidence to speak in English without fear to make mistakes or get confused.

We affirm what said above because the learners gave us some opinions about this final activity those were: "Me sentí excelente porque creo que uno aprende mas hablando el idioma no solo leyendo o escuchando", "Perdí un poco el miedo para hablar en Inglés en público", "Al principio de la actividad tenía miedo de hacerla mal, pero luego ya me tranquilice y creo que lo hice bien"

According to the question number 2 proposed in the survey "¿Cómo se sintió usted realizando el dialogo en Inglés frente a sus compañeros?". We found some relevant answers related to the development of the speaking skill that are mentioned below.

"Me sentí con un poco de nervios pero con todas las ganas para seguir aprendiendo", "Excelente, fue muy chévere y me sentí bien porque salimos a decir algo de lo que trabajamos y aprendimos", "Bien porque aprendí a trabajar en grupo", "Me sentí muy bien, pero a la vez un poco nerviosa porque son raras las veces que nos hacen trabajar así", "Bien porque gracias a esta actividad aprendimos a hablar Inglés y a perder el miedo con los demás"

Taking as a reference the answers above we can claim that learners expressed that they felt fear and nervous when they had to talk in public since it is not common the application of this kind of activities in the English class, but they felt that they were able to talk in English and

improve their speaking using this kind of activities since they had the opportunity to think in English using the appropriate vocabulary, grammar and pronunciation.

After the final test we found the following results for each feature of the speaking skill. The learners' fluency, accuracy, pronunciation and vocabulary were measured in a range where 3 represents advanced, 2 represents intermediate and 1 represents beginner. This range was given taking into consideration the rubric established for the development of this activity.
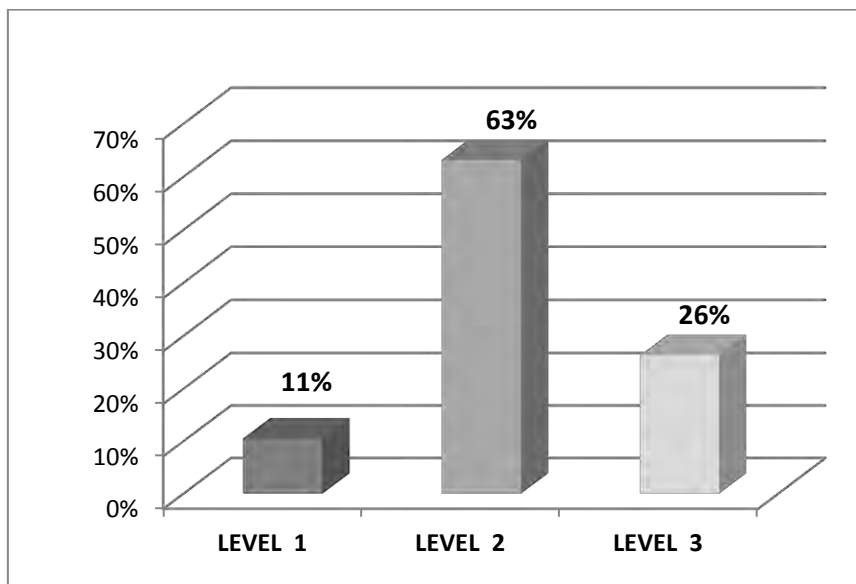
Figure 9. Fluency level of the final test.

First, observing the *figure 9* about the learners' fluency results we can see that the 11% of the whole group is placed in the beginner level, the 63% of the whole group is placed in the intermediate level and the 26% of the whole group is placed in the advanced level. As a reflection it can be claimed that most of the part of the group belongs to the intermediate level since they improved their fluency keeping a conversation going as Richards (2006) claims that fluency is the use of natural language, which even with limitations in the communicative competence, the learner in an interaction process maintains a way to be understood and a communication in progress.
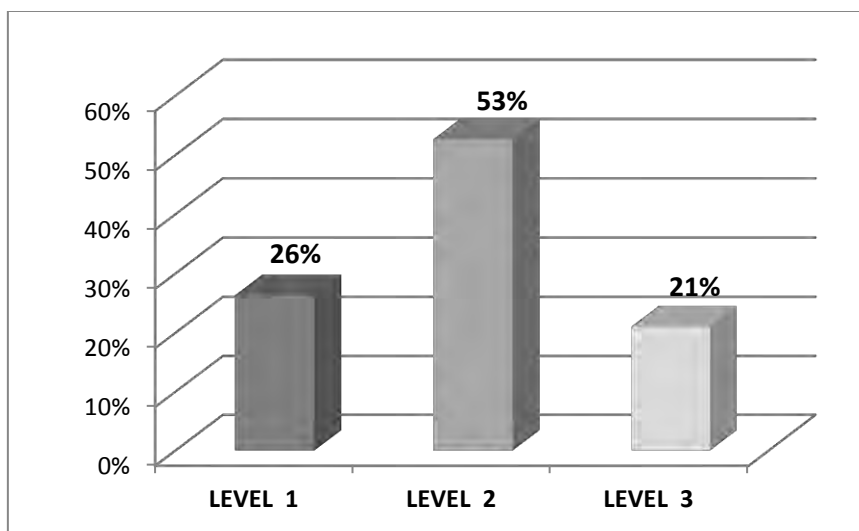
Figure 10. Accuracy level of the final test.

Second, in relation to the *figure 10* which shows the learners' accuracy it can be said that the

26% of the whole group belongs to the beginner level, the 53% of the whole group belongs to the

intermediate level and the 21% of the whole group belongs to the advanced level. Taking as a

reference that Richards & col., (2003) claim that grammar is a structure of a language and the

way in which words and phrases are mixed in order to produce correct sentences in the language

it can be affirmed that the majority belongs to the intermediate level since they did not make

many grammar mistakes.

Figure 11. Pronunciation level of the final test.

Third, according to the *figure 11* the learners' pronunciation gave the following results: the

5% of the whole group is located in a beginner level, the 53% of the whole group is located in an

intermediate level and the 42% of the whole group is located in an advanced level. So, it is

important to mention that many learners reduced many pronunciation mistakes speaking in

English and they increase their level to intermediate since as Louma (2004) said the

pronunciation is the sound of speech that "can refer to many features of the speech stream, such
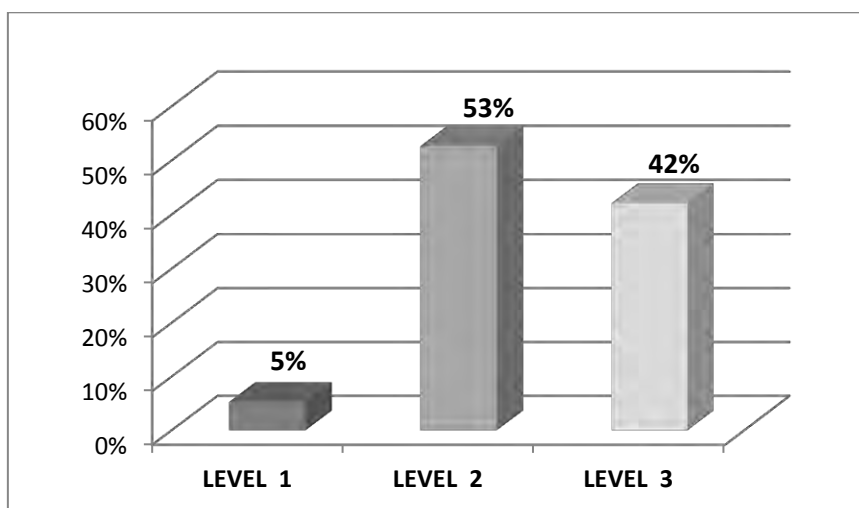
as individual sounds, pitch, volume, speed, pausing, stress and intonation" (p.11).
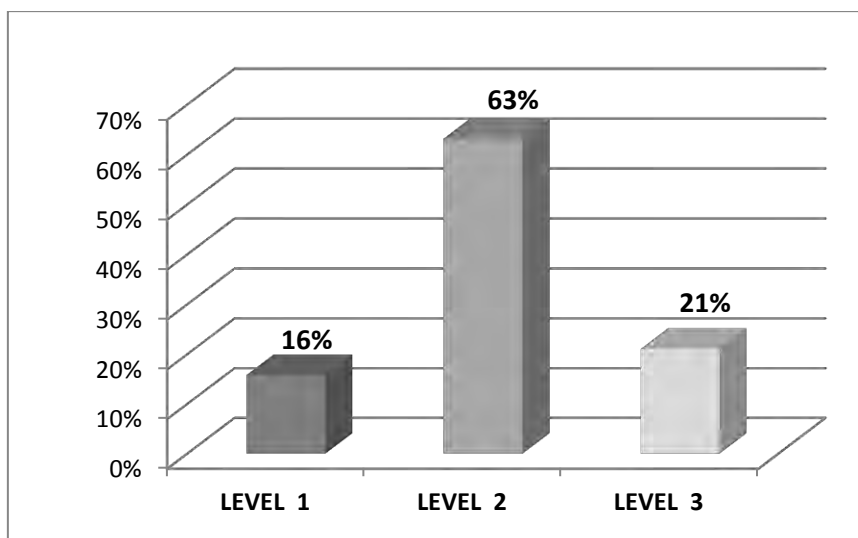
Figure 12. Vocabulary level of the final test.

Fourth, taking into account the *figure 12* it is important to affirm that the learners' vocabulary

shows that the 16% of the whole group is placed in a beginner level, the 63% of the whole group

is place in an intermediate level and the 21% of the whole group is placed in an advanced level.

It can be said as a reflection that learners increased their vocabulary since the majority of the

group improved to the intermediate level making appropriate use of the words in the sentences as

Stahl (2005 cited in Diamond & Gutlohn, 2006) states that vocabulary is the knowledge of a

word which not only is a definition, but also is how that word fits into the world.
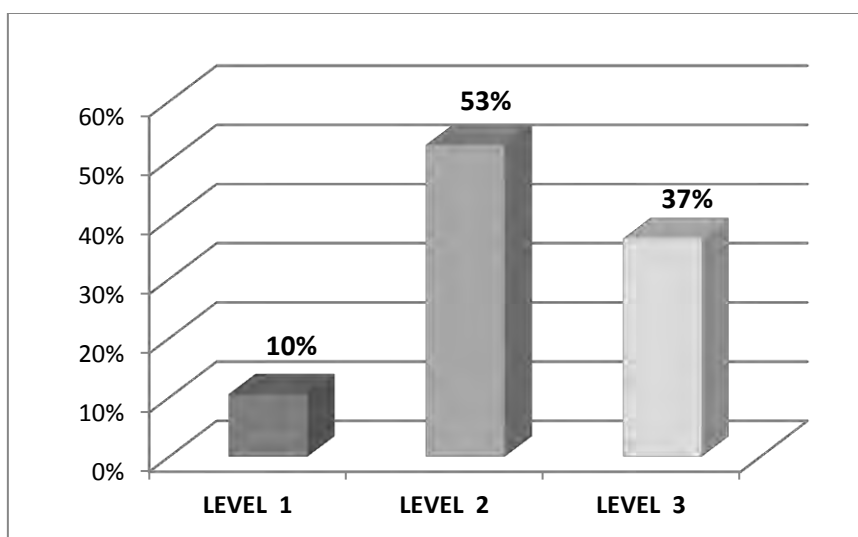
Figure 13. Average of the final test.

Finally, as a result the *figure 13* shows the average of the whole parameters for each learner,

so we can say that the 10% of the whole group belongs to a beginner level, the 53% of the whole

group belongs to an intermediate level and the 37% of the whole group belongs to an advanced

level. Observing these results we can say that the English level increase to the intermediate level

and the population reduced to the beginner level since the activity helped to learners to develop

the whole features taken into account to assess speaking skill.

Interview results

The interview was applied to eight (8) learners in order to collect detail information of the

learners about the English learning in general.

First, for the question number one (1) ¿Qué piensa usted acerca del aprendizaje de una lengua

extranjera? the most relevant answers are described below.

"Que es bueno ya que podríamos experimentar nuevas cosas con el, hablar con otras personas,

conocer lugares y en estos tiempos es necesario hablar varios idiomas y tener un buen dominio

de esta para tener más oportunidades,", "Que es muy importante porque nos puede abrir muchas

puertas al éxito, el que sabe Inglés tiene muchas ventajas y puede ocupar cargos muy

importantes." Taking as a reference these answers we can claim that learners think that the

English learning is necessary for having success in the future since they could have more

opportunities if they know English.

On the other hand, there was a learners who claims the following "No me gusta porque es

complicado, pero claro que es un lenguaje bastante útil porque nos ayuda a desenvolvernos en

otros partes del mundo." As a reflection we can say that there are some learners who dislike

lerning English but they are aware of the importance of knowing a second language.

Second, for the question number two (2) ¿Es de su interés aprender Inglés? ¿Por qué?

the most part of learners answered the following described below.

"Si, porque es chévere aprender otra lengua ya que nos da muchos beneficios.", "Si, porque

esto me abriría muchas puertas en la vida y me parece muy bonito aprender a hablar Inglés". It

can be said that they were interested in learning English because of the benefits that they could

get through this language.

Third, for the question number three (3) ¿Qué opina usted de cómo se desarrollan

normalmente las clases de Inglés? The learners stated the following answers.

"Me gustaría que las clases fueran más dinámicas que solo talleres como siempre.", "Me

gustaría que nos enseñara con más dinámicas, claro que la profesora explica bien.". It can be

affirmed that learners would like more variety in the English class since sometimes these are

boring as a learner said: "Pienso que las clases son muy repetitivas y así se vuelve aburrido por

que solo se hacen talleres". On the other hand, we can conclude that the use of the jigsaw activity

during the English class is useful, taking as a reference this statement "Me parece muy bueno

hacer actividades en grupo porque uno aprende mucho mejor".

As a conclusion after collecting the whole information it was possible to accomplish the three specific objectives since we diagnosed the English level of learners through the dialogue activity. Then, we analyzed the changes over the learners speaking level and performance through the application of the jigsaw activity. After that, we determined the development of the speaking skill making use of the dialogue activity as a final test. Moreover, it is important to highlight that the general objective was accomplished since the use of a jigsaw activity is effective to develop the speaking skill in learners since through the different steps learners improved their English speaking level. Besides, other relevant components took place within this process such as the communication, the interaction, the cooperation and the collaboration which contributed to the development of the objectives proposed.

Chapter V: Conclusions and Recommendations

Conclusions

In this chapter we are going to state the conclusions that we obtained along the study. Also, we are going to propose some recommendations in order to develop the learners' speaking level in English through the use of the jigsaw activity.

First, the application of an activity as a diagnostic test was useful for determining the English speaking level of learners since it allowed us to identify the weaknesses and the difficulties to speak in English.

Second, the dialogue activity was a good tool to diagnose the speaking level of learners since it allowed us to measure four of the most important features of the speaking skill. Also, the dialogue was related to many relevant factors such as interaction, cooperation, communication and collaboration which contributed to the development of this skill.

Third, observing the first results about the diagnostic test it was evident that learners needed to improve their English knowledge taking into consideration the different features of the speaking skill (Fluency, accuracy, vocabulary, and pronunciation).

Fourth, the learners did not have many experience with activities related to the development of speaking skill for that reason at the beginning of the application learners demonstrated fear when they had to talk, but after having the experience with the jigsaw activity they were more comfortable with the development of the final speaking activity.

Fifth, the jigsaw activity has different components which were useful for working with large groups of learners as Johnson & col., (1993) mentioned since each learner has a specific and important role during the development of the activity allowing them to interact and to produce

out. Moreover, we support that since we worked with thirty eight learners in the I.E.M Técnico

Industrial.

Sixth, as Aronson (2014) says the teacher has an important role during the development of

jigsaw activity since they could have control over the environment of the class and also they

could motivate learners to participate within the activity. Also, it helps learners to develop their

communicative competence through the interaction which has an important role when we talk

about the improvement of the speaking skill.

Seventh, the application of this activity in the English class was meaningful for learners

because they demonstrated that they enjoyed working in groups. Moreover, they had the

possibility to share a new experience speaking in English with their classmates and at the same

time they learned a new topic including some grammar and vocabulary.

Eighth, we realized that through this activity learners were willing to carry out it in the best

way because we observed that they took responsibility and a good attitude in order to accomplish

the goal established in the activity. Those aspects helped teachers and learners to develop the

activity in a correct way obtaining positive results.

Ninth, taking into consideration the results obtained in both dialogues we can affirm that in

the final dialogue learners increased their speaking level. There was a variety in the increase of

the different features which compose the speaking skill (Fluency, accuracy, vocabulary, and

pronunciation).

Tenth, in relation to the features of the speaking skill such as fluency, accuracy, pronunciation

and vocabulary we can observe that in comparison with the result obtained in the diagnostic test

and the final test though the application of the jigsaw activity the learners were able to develop

their speaking skill because they demonstrated more fluency, they made a little grammar

mistakes, they improved their level of pronunciation and they increased their vocabulary. So, it is relevant to mention that the speaking level changed from beginner to intermediate after the jigsaw activity.

Recommendations

After analyzing the results obtained in this research, we can establish that the use of the jigsaw activity is meaningful to develop the speaking skill in learners. We suggest some recommendations taking into account the whole process carried out (Diagnostic test, jigsaw activity, and final test) during the action research focused on the application of the jigsaw activity.

First, it is important to apply a diagnostic test in order to determine the English speaking level of learners for that reason teachers should know the different activities focused on the speaking skill, which could be useful for measuring it taking into consideration most of the features of this skill. In this case, the dialogue is a meaningful tool because it allows us to analyze each feature of speaking in a deep way.

Second, by using the jigsaw activity, we realized that this is a useful tool for being applied in any large group of class because it contains many characteristics which contribute to learners for improving their communicative and social competence. Also, each learner has an important role within the activity since depending on the performance of each one the final result is positive.

Third, after the application of the jigsaw activity teachers could use the same diagnostic activity as a final test since it helps to realize where the changes occurred, and for learners the activity allows them to be more comfortable with the development of the activity since they already did it before.

Finally, we suggest the teachers to implement the jigsaw activity in their class since the development of the speaking skill is relevant within the English learning and teaching process. Moreover, it is important to highlight that speaking is one of the most important skills for learning a foreign language, which needs to be improved during the English classes.

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Appendix 1

Field diary "Using the jigsaw activity to develop speaking in a public high school in Pasto"

Researcher's name	
Class number	
Date	
Topic	
Objective	
Activity	

Description	Reflection

Sample of appendix 1

FIELD DIARY: I.E.M. TECNICO INDUSTRIAL

SAN JUAN DE PASTO

GRADE 9-4

Rescarcher's name	Angiee Julieth Argote. - Johana Jojoa B.
Class number	1
Date	October 30th 2014.
Topic	Free.
Objective	To diagnose the learners' speaking level
Activity	Diagnostic test - Dialogue.

DESCRIPTION	REFLECTION
Learners often ask for different words that they do not know or do not remember for example they say "Como se dice aprender, y como se dice enseñar".	It is evident the lack for vocabulary in English. they do not many words or may be they do not remember them.
Jeornes use the dictionary but sometimes there are more than one word so, learners said "Ya busque la palabra en el diccionario pero no se cual utilizar."	Learners unknow vocabulary in English. so usually they tend to use the first word that they find but sometimes it is innapropiate for the context.
Learners demonstrate some dificulties to make questions. they say "Como pregunto que canción te gusta."	They do not have a clear knowlegde about the structure of questions. Either the use of the auxiliaries.
Learners take a lot time to do a short activity they said "Tan rapido no, necesitamos mas tiempo aún no terminamos." (Se tomaron una hora en crear un dialogo de 5 minutos por parejas).	Since Learners do not have clear some basics rules about how to speak in english and also they do not have enough vocabulary. They spend much time asking to the teacher, looking in the dictionary and organizing their ideas but often they think in spanish so they make many mistakes.
Learners make some Pronunciation. mistakes. For ex: "when are you from".	There are some mistakes of pronunciation and sometimes seem that learners do not realize that they make them. since they continue with the conversation, with any proble and they do not try to correct them.

Appendix 2

Chart for assessing the diagnostic and final test

The learners' performance is described using the following range.

3= advanced 2= intermediate 1= beginner

Name of student	Fluency	Accuracy	Pronunciation	Vocabulary	Average

Sample of appendix 2

DIAGNOSTIC TEST. I.E.M. TECNICO INDUSTRIAL
SAN JUAN DE PASTO
GRADE 9-4

The learners' performance is described using the following range.
3= advanced 2= intermediate 1= beginner

CODE

NAME OF STUDENT	FLUENCY	ACCURACY	PRONUNCIATION	VOCABULARY	Average
1	3	2	3	3	3
2	2	2	3	2	2
3	2	2	2	2	2
4	1	1	2	1	1
5	1	1	1	1	1
6	1	1	1	1	1
7	2	2	3	2	2
8	2	1	2	1	1.5 2
9	2	2	3	2	2
10	1	2	3	1	2
11	1	1	1	1	1
12	1	1	1	1	1
13	1	1	2	1	1
14	1	1	1	1	1
15	1	1	1	1	1
16	1	1	1	1	1
17	1	1	1	1	1
18	1	1	1	1	1
19	1	1	1	1	1
20	1	1	1	1	1
21	1	1	1	1	1
22	1	1	1	1	1
23	2	2	1	1	1.5 2
24	2	2	1	2	2
25	2	3	3	3	3
26	2	3	3	3	3
27	1	1	2	1	1
28	2	1	3	2	2
29	1	2	1	2	2
30	1	2	2	2	2
31	2	1	1	2	2
32	2	1	1	2	2
33	1	1	1	1	1
34	1	2	2	1	2
35	1	1	1	1	1
36	2	2	2	2	2
37	1	2	1	2	2
38	2	2	2	2	2
	1 → 3	2 → 3	8 → 3	3 → 3	3 → 3
	14 → 2	14 → 2	9 → 2	13 → 2	17 → 2
	23 → 1	22 → 1	21 → 1	22 → 1	18 → 1

Appendix 3

Rubric for assessing the diagnostic and final test "Using the jigsaw activity to develop

speaking in a public high school in Pasto"

The learners' performance is described using the following rubric for assessing speaking skill.

3 = advanced, 2 =intermediate, 1 = beginner

Parameter / level	Advanced	Intermediate	Beginner
Fluency	* Learner demonstrates adequate normal pace, not too fast, not to slow. * Learner keeps the conversation going with some pauses. * Learner sometimes asks for clarification.	* Learner demonstrates some normal pace, not too fast, not to slow. *Learner has some difficulty keeping the conversation going. *Learner has frequent pauses.	* Learner demonstrates little normal pace, not too fast, not to slow. * Learner does not keep the conversation going. *Learner has many long pauses.
Spelling, grammar and use of expressions	* There are 1-2 spelling, punctuation, or grammar errors.	* There are 3-4 spelling, punctuation, or grammar errors.	* There are more than 4 spellings, punctuation, or grammar errors.
Interaction	* Dialogue is fairly well organized and mostly flows like a natural conversation.	* Dialogue is slightly confusing and somewhat flows like a natural conversation.	* Dialogue is hard to follow and doesn't flow like a natural conversation.
Pronunciation	* There are 1-2 errors in pronunciation. * Conversation is recited with mostly appropriate expression.	* There are 3-4 pronunciation errors. * Conversation is recited with somewhat appropriate expression.	* There are 5 or more pronunciation errors. * Appropriate expression not used.

Retrieved from: http://www.rcampus.com/rubricshowc.cfm?sp=true&code=W46AW5

Retrieved from: http://spanishplans.org/2012/08/23/speaking-and-writing-rubrics/

Appendix 4

Survey "Using the jigsaw activity to develop speaking in a public high school in Pasto"

1.   ¿Cómo se sintió trabajando en grupo en la clase de Inglés?

_____

_____

_____

2.   ¿Cómo se sintió realizando el dialogo en inglés en frente de sus compañeros?

_____

_____

_____

3.   En breves palabras exprese su opinión sobre la actividad realizada en clase "Jigsaw"

_____

_____

_____

4.   ¿Tiene dificultad para hablar en Inglés? SI___ NO___ ¿Por qué?

_____

_____

_____

5.   Cual considera que es su nivel de Inglés

   PRINCIPIANTE__ INTERMEDIO__ AVANZADO__

6.   Considera usted que el desempeño de su habilidad para hablar en Inglés durante la actividad "jigsaw" realizada en clase fue

BUENO___ REGULAR___ MALO___

7.   ¿Con qué frecuencia le gustaría trabajar en esta actividad en las clases de Inglés?

MUCHAS VECES___ ALGUNAS VECES___ NUNCA___ ¿Por qué?

Sample of appendix 4

<div align="center">

Encuesta I.E.M. Técnico Industrial

"Using the jigsaw activity to develop speaking in a public high school in Pasto"

Grade 9

</div>

1. ¿Cómo se sintió trabajando en grupo en la clase de Inglés?

   Me siento bien aunque a veces se me dificulta un poco el ingles

2. ¿Cómo se sintió realizando el dialogo en inglés en frente de sus compañeros?

   Al principio tenia miedo de hacerlo mal pero luego ya me tranquilise y creo que lo hice bien

3. En breves palabras exprese su opinión sobre la actividad realizada en clase "Jigsaw"

   Me parecio una buena experiencia ya que compartimos con nuestros compañeros y hablamos en ingles

4. ¿Tiene dificultad para hablar en Inglés? SI _X_ NO ___ ¿Por qué?

   A veces tengo dificultad, pero ya voy mejorando y con ayuda de mis compañeros y profesores puedo expresar mis ideas

5. Cual considera que es su nivel de Inglés

   PRINCIPIANTE _X_ INTERMEDIO __ AVANZADO __

6. Considera usted que el desempeño de su habilidad para hablar en Inglés durante la actividad "jigsaw" realizada en clase fue

   BUENO _X_ REGULAR ___ MALO ___

7. ¿Con qué frecuencia le gustaría trabajar en esta actividad en las clases de Inglés?

   MUCHAS VECES _X_ ALGUNAS VECES ___ NUNCA ___ ¿Por qué?

Appendix 5

Interview "Using the jigsaw activity to develop speaking in a public high school in Pasto"

Objetivo: Analizar si la actividad causo cambios en el nivel de habla y desempeño en Inglés en los estudiantes.

Muestra:

El número de estudiantes que se encuesto fue de 38 estudiantes del grado noveno (9-4) de la institución. A ellos se les aplico una encuesta la cual fue con preguntas cerradas y abiertas en las cuales nos dieron a conocer sus opiniones. Además, para un mejor desarrollo de la investigación se realizo una entrevista a la cuarta parte de la población del grado noveno al cual se le aplico una entrevista corta de tres preguntas abiertas relacionadas a la aplicación realizada de la actividad Jigsaw. Finalmente se realizaron algunas observaciones de clases registradas en el diario de campo con el fin de recolectar información extra que ayude al desarrollo del proyecto.

Preguntas:

1. ¿Qué piensa usted acerca del aprendizaje de una lengua extranjera?

2. ¿Es de su interés aprender Inglés? ¿Por qué?

3. Qué opina usted de cómo se desarrollan normalmente las clases de Inglés?

Sample of appendix 5

Notes about the relevant answers during the interview

1. ¿Qué piensa usted acerca del aprendizaje de una lengua extranjera?

The answers were:

"Que es bueno ya que podríamos experimentar nuevas cosas con el, hablar con otras personas, conocer lugares y en estos tiempos es necesario hablar varios idiomas y tener un buen dominio de esta para tener más oportunidades,"

"No me gusta porque es complicado, pero claro que es un lenguaje bastante útil porque nos ayuda a desenvolvernos en otros partes del mundo."

2. ¿Es de su interés aprender Inglés? ¿Por qué?

Learners said:

"Si, porque es chévere aprender otra lengua ya que nos da muchos beneficios."

"Si, porque esto me abriría muchas puertas en la vida y me parece muy bonito aprender a hablar Inglés".

3. ¿Qué opina usted de cómo se desarrollan normalmente las clases de Inglés?

Learners said:

"Me gustaría que las clases fueran más dinámicas que solo talleres como siempre."

"Me gustaría que nos enseñara con más dinámicas, claro que la profesora explica bien."