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**Topic: IMPLEMENTATION OF THE EASY READING WEBSITE AND JIGSAW
ACTIVITIES IN READING COMPREHENSION**

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ACTIVITIES IN READING COMPREHENSION

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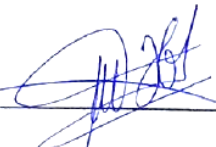
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Dedication:

To my mother who has always supported my ideas, she is the one who motivates me to be better and work hard for the things I want. To my father who is biggest example of patience and perseverance. To my little sister who are my motivation and inspiration to achieve my dreams. To my best friend who is always supporting me in the most beautiful and difficult moments of my life.

Resumen

Este proyecto evidencia los resultados del estudio sobre la implementación del recurso digital Easy Reading y las actividades jigsaw en la comprensión lectora. El proyecto exploró un objetivo general y cuatro específicos. El objetivo principal fue evaluar los efectos de Easy Reading y actividades en línea de jigsaw en estudiantes de segundo nivel de inglés para así comprobar la comprensión lectora. El primer objetivo específico fue relacionado a identificar las técnicas apropiadas para aplicar Easy Reading y actividades de jigsaw. El segundo objetivo se relacionó con determinar el nivel de comprensión lectora de los estudiantes mediante la aplicación de un pretest. El objetivo tres se trató de identificar la relación entre Easy Reading, las actividades jigsaw y la comprensión lectora. Finalmente, se persiguió el objetivo de demostrar la mejora en comprensión lectora mediante la aplicación de un posttest. Para alcanzar estos objetivos, los sujetos del estudio fueron expuestos a lecturas tomadas del sitio Easy Reading, se enfocaron en trabajar en actividades previo a la lectura, al momento de la lectura y al finalizar la lectura. Además, el grupo experimental incluyó la aplicación de actividades de jigsaw. El análisis se realizó mediante una evaluación de comprensión lectora al inicio y al final del experimento. Los resultados revelaron que ambos grupos mejoraron su comprensión lectora; sin embargo, el grupo experimental mejoró significativamente más ya que utilizaron actividades de jigsaw.

Palabras clave: lectura, recursos en línea, jigsaw, aprendizaje cooperativo.

Abstract

The current research project demonstrates the positive effects of implementing the Easy Reading website and jigsaw activities in reading comprehension. The project explored one general objective and four specific ones. The main objective was to evaluate the effects of the Easy Reading website and online jigsaw activities in second level English learners to check reading comprehension. The first specific objective was related to identifying the appropriate techniques for applying the Easy Reading website and jigsaw activities. The second objective was to determine the level of reading comprehension of the students through the application of a pretest. Objective number three sought to identify the relationship between the Easy Reading website, jigsaw activities, and reading comprehension. Finally, objective four was to measure the improvement in reading comprehension through the application of a post-test. To achieve these objectives, the study subjects were exposed to readings taken from the Easy Reading website, and they focused on working on activities before reading, during reading and after reading. In addition, the experimental group included the application of jigsaw activities. The analysis was carried out by means of a reading comprehension assessment at the beginning and at the end of the experiment. The results revealed that both groups improved their reading comprehension; however, the experimental group improved significantly more through the use of jigsaw activities.

Keywords: reading, jigsaw, online resources, cooperative learning.

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Introduction

Education has faced many challenges regarding developing independent learners. It has been set as an objective for contemporary education frameworks. However, it has not been successfully achieved in places like Ecuador. There are different proposed methodologies to solve the challenges, two of them being the use of technology and cooperative learning. Using technology in the classroom has become an essential element in the education field. Teachers are utilizing technology as part of the 21st century classes, and students are taking advantage of all the benefits technology provides. According to Mantiri (2014), there are a wide variety of activities that teachers and students can do with technology. Technology allows students to develop their linguistic skills and learn faster than older generations.

By the same token, cooperative learning has been used as an effective strategy in the EFL classroom. The strategy mainly consists of grouping students to foster teamwork skills while sharing information. Indeed, these competences are vital not only in education, but in daily life activities too. Kasemi (2012), stated that jigsaw activities give students the opportunity to communicate with each other and complete missing information about certain topics. The objective of jigsaw activities is to create and exchange knowledge between learners and share information that will be useful for each other. Therefore, knowledge becomes the result of actively cooperating with peers.

Nicholson (2017), states that Elliot Masie in the 1960s proposed technology as a means of communication. Since that time, technology has evolved in numerous fields, education being only one of them. Regarding cooperative learning, the jigsaw classroom was born in 1978, and was created by Elliot Aronson. It was an alternative method of placing students in smalls groups rather than having a whole classroom of students working at the same time, on the same topic. That is why, nowadays it is common to see a class integrating technology and cooperative learning.

The benefits these two resources have, include a significant improvement in academic achievements, the reduction of anxiety levels, and the increase of confidence in autonomous learning (Cheung & Slavin, 2011).

Undoubtedly, technology and cooperative learning have enhanced the teaching and learning process in order to improve the development of listening, speaking, reading, and writing skills. These linguistic skills provide significant input in the language learning process, but one skill that provides students the chance to learn independently is the reading skill. Bazarova (2003), states that the reading skill is the one that gives people the opportunity to succeed in life, especially in the language acquisition process, because when you read you acquire knowledge, and you are aware of the different elements a language has. In other words, the reading skill is a lifelong skill and the more we read, the more we learn. The challenge with this skill is that many people do not like to read, and they do not comprehend what they are reading.

A study made by Jaramillo et al. (2019), concluded that in Ecuador reading comprehension is very weak, in part because students only read when they have academic tasks, and they have not acquired the appropriate skills to read correctly. Indeed, according to the INEC report on reading data, 27% of Ecuadorians do not read regularly. Furthermore, the report stated that 56.8% of the population do not find reading interesting and that is the main reason why they prefer not to do it. In addition, the report displayed information about the number of hours Ecuadorians devote to reading. 50.3% of the population reads around one or two hours weekly (Instituto Nacional de Estadísticas y Censos, 2012). Thus, in our country there is not a reading culture and there is a significant need for its development.

Clearly, there is a significant call for improving the reading context in the EFL classroom and to do so, technology and cooperative strategies such as jigsaw activities are helpful to attain a satisfactory reading comprehension level. Technology in the classroom commonly involves e-learning, technological tools, online applications, and being more specific about the current research project; websites such as Easy Reading. In addition to the Easy Reading website, this study

includes jigsaw activities. In this way, students were able to follow a reading sequence with logical activities and quality resources to share information that will lead to comprehension of a text in a deeper level. Therefore, a holistic process was applied within the project.

Indeed, this research evaluated the problem concerning the effects of the Easy Reading website and online jigsaw activities on second level students in terms of reading comprehension. The design for the project was an experimental one, the approaches used were both qualitative and quantitative and the depth level was descriptive as well as analytical (correlational). The techniques used to gather data were a pre-test and a post-test in which students were exposed to the Easy Reading website to evaluate their effect on reading comprehension. The control group worked in a traditional method by applying the reading cycle; while the experimental group utilized online jigsaw activities to foster analysis of the text and cooperation. After analyzing the results by applying the Kolmogorov - Smirnov test through SPSS program, they showed a significant improvement during the posttest.

Equally important, the current research project was based on one general objective and four specific ones. Regarding the general aim, it was to evaluate the effects of the Easy Reading website and online jigsaw activities on 2nd level students' reading comprehension. The first specific objective was to identify the most appropriate ways to apply the Easy Reading website and online jigsaw activities for students from 2nd level. The second objective was to determine the reading comprehension level of teenagers through the application of a pre-test. Next, it was to analyze the relationship between the Easy Reading website and online jigsaw activities; and students' reading comprehension level. Finally, to illustrate the improvement in the reading comprehension of students through the application of a post-test.

The present research project justifies its application since it is crucial to develop reading comprehension skills among teenagers. Although reading comprehension is relevant in the process of acquiring a foreign language, this is one of the skills that presents many difficulties. Ecuador is a country that has required the study of

English as a foreign language since 1992 (British Council, 2015). Since that time, Ecuador has been working hard to improve the quality of English instruction, especially due to the importance of English in the entire world. According to (Chacón, 2014), learning English provides the opportunity of being successful in national and international contexts, which is why it should be learned through the most innovative resources and strategies.

Furthermore, the entire world is facing a very difficult situation that has obliged everybody to stay at home and work and study online. What is more, the new global situation has challenged the education system in terms of interaction, so applying cooperative techniques are now indispensable. Also, educational technology based on the New Internet and Communication Technologies (NICTs), allows teachers to design, apply, and evaluate the teaching-learning process, in order to provide an efficient, high-quality education. Educational technology facilitates the access to knowledge and culture in educational contexts. Furthermore, educational technology contributes to the development of strategies and methodologies through technological resources (Area, 2009). As noted, integrating technological resources into learning activities is essential.

OBJECTIVES

General Objective.

- To evaluate the effects of Easy Reading website and online jigsaw activities on 2nd level students' reading comprehension.

Specific Objectives

- To identify the most appropriate ways to apply Easy Reading website and online jigsaw activities for students from 2nd level.
- To determine the reading comprehension level of teenagers through the application of a pre-test.

- To analyze the relationship between Easy Reading website and online jigsaw activities; and students' reading comprehension level.
- To illustrate the improvement in the reading comprehension of students through the application of a post-test.

CHAPTER I: STATE OF ART AND PRACTICE

1.1. English language

English has become a globalized language; it is seen as a lingua franca. English is the language of business and communication and people from all over the world need to know at least a word in English. Learning English is no longer an option, but a necessity. If institutions implement English from elementary school to university, the state will have suitable professionals to work in any field (Torres, D 2010). According to (Soto) there are eight reasons why people need to study and learn the English language:

1. It is a lingua franca.
2. The United States is a world superpower.
3. It is the language of science.
4. It is the industry language.
5. Learning a second language gives you work opportunities.
6. English gives you the opportunity to study abroad.
7. In some countries people earn more money because they can speak English.
8. It is an easy language to learn.
9. It is the traveling language.

As seen above, learning English fosters personal and professional growth, and it provides a wide range of possibilities for people to expand their expectations. Also, it allows people to understand different cultures, and they may become curious about traveling and communicating with others. Needless to say, learning English could have a positive effect on the career people pursue. By being communicatively competent in a foreign language, people may be able to work in different enterprises which provide more work experience. Therefore, it is vital to learn English to have a holistic development.

The relevance of English was referenced above, in order to recognize the importance of the English language. To understand how English works, it is important to know about linguistics. Linguistics is a science that studies the language

itself and the features it contains (Sausure, 1916). So, linguistics includes the ability of individuals to use language appropriately. These abilities are critical in the language learning process for youngsters. These skills cannot be taught in isolation from one another, nor should they be taught separately from the language, but rather as a whole. Implementing in the classroom real-life, useful, and meaningful oral and written communication situations and activities allows for the application of several language skills.

Indeed, language development is one of the most important goals of education since it is the primary means by which a human being constructs and comprehends the world around him and engages in discourse with himself and others. Language is the expression of our thoughts; it connects us to others and allows us to participate in a cultural community (Irzsa, 2012). The English language's four skills are divided into two main groups: receptive and productive skills. Reading and listening are receptive abilities because they allow information to enter people's minds. Speaking and writing, on the other hand, are productive talents since they generate language in either an oral or written form.

Understanding how the four skills work will definitely allow their development. First of all, listening, from the perspective of ELT, entails recognizing sounds and deducing their meanings. Listening skills are the foundation for the development of all other abilities since they allow the learner to recognize the sounds she or he hears, and hence store the meanings to which these sounds belong in his or her mental repository. Indeed, that is the way we learn our first language, through exposure and repetition (Bilingüismo y Tecnología, 2016). Second, reading is also highly significant in English teaching since it allows students to develop their vocabulary and mental store of knowledge. As a result, reading will have a positive impact on the development of speaking skills because the learner's language palette will be expanded (Bilingüismo y Tecnología, 2016).

Regarding the productive skills, speaking is a crucial one. It is possible to assert that because of the growth of listening and reading skills, the speaking ability will be able to grow as well. In the framework of ELT, the primary goal is unquestionably to gain

proficiency in speaking. Once the learner's listening and reading comprehension abilities have been appropriately developed, the learner can be classified as an ideal oral producer (Bilingüismo y Tecnología, 2016). Last but not least, is writing. When a learner utilizes vocabulary in writing, the learner pays attention to the words printed on the page and employs mental processes to logically arrange words and sentences. The skill of writing brings together the application of the three other abilities. It should be emphasized that writing dexterity crystallizes the application of all other talents and serves as a vehicle of communication (Bilingüismo y Tecnología, 2016).

1.2. Reading comprehension

Knowledge is acquired through practices, experiences, information you read; and to obtain knowledge learners are always asked to read different texts about a variety of topics. Reading is seen as an important element in creating independent learners, because when people read, their knowledge improves in a certain topic. It is seen as an examination and observation process of a written document, with symbols that are understood and carry a message. This receptive skill requires a deep mental process that evokes the brain to associate experiences, previous knowledge, time, and places with what is being assimilated (Tony & Philip, 2008).

The process of interpreting symbols to understand meaning involves specific reading subskills. The subskills develop a bottom-up approach while analyzing specific elements which lead to the distinction of more general language features. Therefore, the subskills allow the reader to do all of the following skills mentioned below. Recognizing theoretical forms of written texts and their meaning to be interpreted by the reader. Recognizing communicative forms related to form and purpose. Inferring context by using previous knowledge. Inferring connections between events, causes, effects to relate to them as main ideas, secondary ideas, specific details, and examples. Distinguishing, between literal and implicit meaning. Differentiating between specific cultural references and interpret them in their own context. Developing the use of different strategies as skimming and scanning and inferring meaning from context (Brown, 2003).

Clearly, the reading skill is a complex and deep process, which is why learning to read should follow specific steps in order to obtain effective results. The reading cycle is formed by three stages. The first one is called, *before reading*. It consists of determining the purpose and the intention of the writer. The reader needs to pay attention to key words and specific details, for example, the title of the text. The next step is, *during reading*. In this phase the reader needs to focus on the essential aspects of the text and highlight the most important ones. Also, it is key to paraphrase the information read with the reader's own words, in order to check for understanding. Lastly, *after reading* consists of finishing reading the text to create a summary and ask yourself about what you are reading. In addition, having an evaluation will be helpful to check how much information students got from the text. (Durango, 2020)

1.3. Technology

Technology has become a very important part of people's lives. Nowadays, it is common to see people communicating, working, studying, and having fun with it. So, technology is an essential tool, and it has revolutionized the way people interact with others. The Oxford dictionary defines technology as "scientific knowledge used in practical ways in industry." It was originated in the early 17th century: from Greek *tekhnologia* 'systematic treatment' (Oxford Dictionary, 2018). Certainly, technology allows people to access to a lot of knowledge in different areas, and it helps them to have a practical way of getting information. Also, technology shortens distances. For example, if you are in another country, you can be in touch with other people and have information from all over the world.

In addition, as it is known, in 2019 a virus came to affect the entire population of the world and people had to stop doing face to face work in all areas. The only way to continue with their lives was through technology, and thanks to technology many professionals and students could continue creating knowledge. According to the World Economic Forum, "The COVID-19 has resulted in schools shut across the world. Globally, over 1.2 billion children are out of the classroom".

Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay.

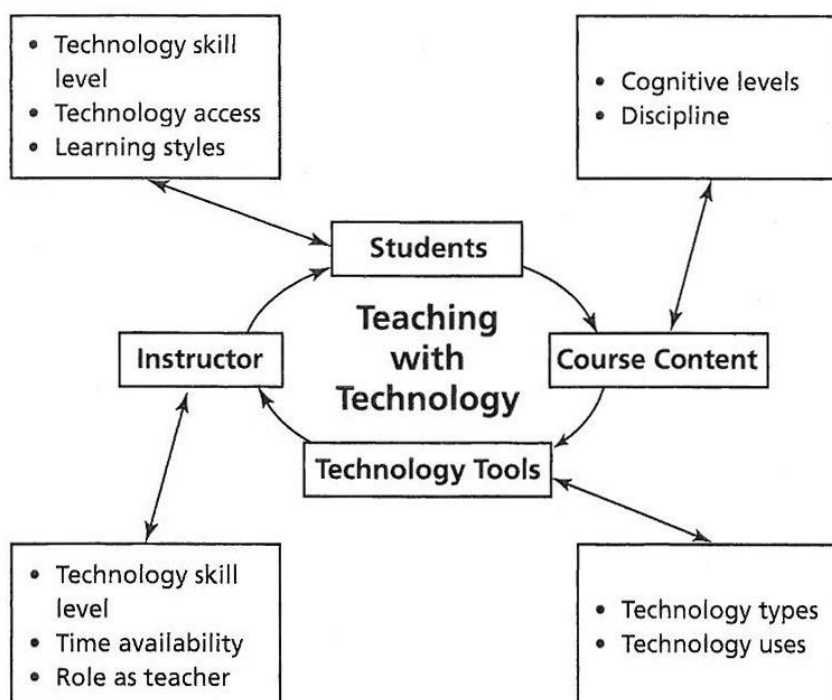
Thus, the direct connection between technology and education is evident. It provides education with tools, such as computers and handheld devices, and it is available twenty-four hours a day, seven days a week. So, technology promotes motivation, engagement, and access to a wide variety of content and resources to allow an active and improved teaching-learning process. It is important to note, that there are different types of technology according to their main purpose. Some of the main types of technology will be mentioned below.

According to WhatchaWearing (2018), all types of technology provide different benefits to human beings while facilitating the work people have to do. There are ten different types of technology mentioned by WhatchaWearing. The first one is communication technology, which helps to transmit information or data between people cellphones, radio, television, and the internet. Next, construction technology, which is related to equipment and methods used to build basic and advanced buildings, mainly heavy machinery. Also, product technology, which essentially refers to the services and products that ensure the requirements of the customers. The next type of technology is medical technology. Its main objective is to improve and extend human's lives and it comprises biotechnology and pharmaceutical areas.

Architecture technology involves the application of modern technology to design buildings. Business technology supports businesses to achieve organizational and economic goals. It helps to run businesses and their operations. Next, information technology, which involves tools to process, transfer and store information. Robotics technology is related to artificial intelligence, and the construction of robots to perform tasks that were done by humans in the past. Agriculture technology refers to pieces of machinery used to do farming tasks. Last but not least, there is educational technology, which aims to enhance students' performance, by providing innovative resources and processes in the class (WatchaWearing,2018).

Educational technology (ET) has evolved in the last few decades. We can notice and observe it in different professional development settings. Cabero (2001), says that ET is a discipline that transforms the learning process. It has science, physics, psychology, pedagogy, communication, and culture, and it is always innovative. Traditionally, ET has evolved in three phases: 1) the implementation of the resources, 2) the application of psychological features, and 3) the system itself applied to education. The implementation of technological resources in education has become a necessity. Since this is the first contact many teachers have with technology, they need to get familiarized with its features and different terms (WatchaWearing,2018).

Having technology in the classroom is important because of two main reasons; students' engagement and the multiple intelligences presented in a class. First, it has been shown that using technology has a very positive impact on students' attention, and they concentrate in a better way when they are in class which utilizes technology. A study made by Wang (2016) "Applying New Technologies to Upgrade Non-English Speakers' English-Speaking Skills", concluded that the most innovative technologies reduce anxiety in the class and raise learner's interest in English language learning. Indeed, teaching with technology involves not only the tools needed, but also the content from the course, the students' abilities, and the instructors' abilities. By complementing these four elements, the process can be successful. The key element is to balance and adapt the use of technology in the learning environment

Figure1. Teaching with technology

Source: (Mendoza, 2021)

1.4. The Easy Reading website

The Easy Reading website is a section of the Learn English Teens link, on the BBC platform. It offers a wide range of language levels from beginners to advanced students. Its content is based on the Common European Framework of Reference for Languages (CEFR), and it was created by the Council of Europe. The different descriptors in each level relate to the language proficiency students have attained. A1, Beginner level is characterized by a basic ability to understand and exchange information on familiar topics in a very simple way. A2, Elementary sets an understanding of simple information in texts and audio/video which focus on familiar topics.

B1, Intermediate level explains the understanding of simple texts about familiar topics, and the beginning of communicative practice since students are able to express themselves clearly. The B2, Upper intermediate level refers to comprehending main ideas in texts and videos on a range of topics while fully

expressing ideas clearly. C1, Advanced level focusses on understanding a wide range of language in a variety of contexts, including unfamiliar topics, while being able to express ideas on those topics. Clearly, the fact that the Easy Reading website provides resources for all the proficiency levels results in it being a reliable source of information and tool for teachers to use when developing a specific language skill.

As can be noted, the Easy Reading website provides reliable information and resources to both teachers and students. It provides a section of graded reading and allows learners to select their level, choose and work with a reading text, and then check if they comprehended what they just read. You can have the same topic in three levels: elementary, intermediate, and upper intermediate. This means that the texts are adapted to the proficiency level students have so the input content is appropriate. Therefore, students feel confident when interpreting a text which specifically reflects what they are supposed to understand. Besides, the website allows scaffolding in the class if there is a mixed level class. All in all, the site is undoubtedly useful when developing reading activities.

Figure 2. The Easy Reading website, home page


The screenshot shows the 'Easy Reading' website interface. At the top, the British Council logo and 'LearnEnglish Teens' are visible. A navigation bar contains links for 'Courses', 'Skills', 'Grammar', 'Vocabulary', 'Exams', 'UK now', 'Study break', and 'Magazine'. The main section is titled 'Graded reading' with the subtitle 'Read stories and articles for your level of English.' Below this, there are three tabs: 'Elementary', 'Intermediate', and 'Upper intermediate'. The 'Intermediate' tab is active, displaying a list of articles. The first article is 'A walk in the forest – level 2' with a thumbnail image of a forest and a brief description: 'Grace is walking her dog in the forest when something unusual happens.' The second article is 'Amazing adventurers – level 2'. On the right side, there is a 'HELP & SUPPORT' dropdown menu with options: 'Covid-19 learning support', 'Find content for your English level', 'CEF levels', 'Getting started', and 'House rules'.

Source: retrieved from British Council

Figure 3. The Easy Reading website, reading sample: A walk in the forest

A walk in the forest – level 2

Grace is walking her dog in the forest when something unusual happens.



Tuesday

Going through the forest is my favourite part of the walk. Benji loves it too. There are rabbits to run after and old leaves to smell. Benji's my dog, by the way, and I'm Grace. I live on a farm with my parents and take Benji for a walk most days after school.

While Benji runs ahead, I stop and take a photo of a butterfly. A new Facebook photo? Maybe, but my friends already call me 'Nature Girl', so perhaps not. Suddenly, I hear Benji's bark. I look up and see Benji jumping and running round a boy. The boy's about my age and looks worried. 'Benji, stop! Come here!' I call and reach into my pocket for his ball. I'm about to apologise to the boy, but he's gone, disappeared between the trees.

Wednesday

I'm out with Benji again. It's cold and rainy today, so we're going fast. As I'm coming through the forest, it starts raining hard, so I run. Suddenly, I'm slipping and falling and, before I know it, I'm lying on my back. Ouch! That hurt.

Then there's someone there and a voice says,
 'Are you all right? That was a bad fall!' I look up and see the boy from yesterday.
 'I'm OK, I think,' I say slowly and the boy helps me up. Benji arrives and the boy pats his head.
 'I haven't seen you at school. Do you live near here?' I ask.
 'No, I'm from Manchester,' he says. 'Listen! I have to go. Are you OK to walk home? Do you need help?'
 'No, I'm fine. Thanks!' I say, as the boy walks away.
 'Hey, I'm Grace. What's your name?' I call, but he's already gone.

Source: retrieved from British Council

Pictures one and two display the Easy Reading website. As seen in the first picture, there are a large variety of topics depending on the level chosen. Picture two shows a reading sample that can be found on the website. Each text contains a visual prompt, which contributes to creating a general idea about the text students will read. It also becomes a resource to be used for predicting which sets the contexts of the reading and activates students' schemata. Additionally, the text is organized in different formats according to the genre and type of text.

This variety provides students with more opportunities to encounter several ways of organizing information which make them more aware of the way information is presented in English.

In addition, this website provides an evaluation system in two ways: multiple choice questions and filling gaps. In the multiple-choice section, students will find a question and they will be prompted with four options. They have to select the correct one. On the other hand, the section about gap filling presents several ideas from the text which students need to complete by using the words they are prompted with. What is more, the website includes a pre-teaching activity about vocabulary in a way that prepares students for difficult words that they may encounter in the text. Finally, there is also a comment section in which learners have the opportunity to freely write and discuss their thoughts about the reading. Thus, the website fosters the development of reading subskills.

Figure 4. The Easy Reading website, comprehension activities.

The screenshot shows a webpage titled "A walk in the forest – level 2". The page content includes a reading passage with a "what to do:" section, a list of comprehension activities, and a discussion prompt.

what to do:
 'I've got an idea. Why don't you live with your grandad in Manchester? Let your dad and Mel move to London and visit them in the holidays.'
 Mark doesn't answer at first, then he looks at me and smiles.
 'Can I use your phone?' he asks. 'I need to call my dad.'

Robin Newton

▶ Check your understanding: multiple choice

▶ Check your grammar: gap fill

▶ Worksheets and downloads

Topics: reading family relationships

Language level: Intermediate/B1

Discussion

Did you like the story? Do you think Grace did the right thing?

Source: retrieved from British Council

Figure 5. The Easy Reading website, comprehension activities: multiple choice

A walk in the forest – level 2

Check your understanding: multiple choice

A walk in the forest – level 2

Choose the correct option to complete the sentence.

8 items remaining

Grace _____ takes Benji for a walk.

- frequently
- sometimes
- rarely

Progress indicator: a horizontal line with 8 dots, the 3rd dot is filled.

Navigation: < >

Source: retrieved from British Council

Figure 6: The Easy Reading website, comprehension activities: fill-in

A walk in the forest – level 2

Fill the gaps with the correct word from the box.

8 items remaining

away for in after at for of on

1. Benji enjoys running rabbits in the forest.
2. Grace takes a photo a butterfly.
3. Grace and her family live a farm.
4. Grace tells Mark that the police are looking him.
5. Mark points a fallen tree and they sit down to talk.
6. Marks says that Mel isn't interested him.

Source: retrieved from British Council

Figure 7. The Easy Reading website, comprehension activities: fill-in

The screenshot shows a web interface for a comprehension activity. At the top, there is a purple header with the text 'LearnEnglish Teens' and a search icon. Below the header, the page title is 'Good Night Stories for Rebel Girls: book review (A2)'. A dropdown menu indicates 'Check your understanding: gap fill'. The main content area is titled 'Good Night Stories for Rebel Girls: book review - level 1' and asks the user to 'Fill the gaps with the correct people.' A progress indicator shows '6 items remaining'. A word bank contains the following items: Hatshepsut, Princesses, Jingū, Ada Lovelace, Elena Favilli and Francesca Cavallo, and Pirates. Below the word bank, there are six numbered sentences with empty boxes for the user to insert the correct word:

1. are usually men in children's books.
2. in fairy tales get married to make a dream happen.
3. had an idea for something that makes using modern computers possible.
4. made men angry before and after she died.
5. started a war with a neighbouring country.
6. found help from people on the internet to make a dream happen.

Source: retrieved from British Council

Figure 8. The Easy Reading website, comprehension activities: true or false

The screenshot shows a web interface for a comprehension activity. At the top, there is a purple header with the text 'LearnEnglish Teens' and a search icon. Below the header, the page title is 'Good Night Stories for Rebel Girls: book review (A2)'. A dropdown menu indicates 'Check your understanding: true or false'. The main content area is titled 'Good Night Stories for Rebel Girls: book review - level 1' and asks the user 'Are the sentences true or false?'. A progress indicator shows '6 items remaining'. Below this, there are five numbered sentences, each followed by radio buttons for 'True' and 'False':

1. The book is written in a normal writing style for facts and information.
 True False
2. Many of the women's stories have not been told often.
 True False
3. The book is about many different kinds of women.
 True False
4. The book is better for girls than boys.
 True False
5. The women are all amazing because they helped other people.

Source: retrieved from British Council

As seen above, technological tools can support the development of reading. Indeed, Campanille, M. (2012) presented all the effects technology has on students who are having problems in the development of a variety of reading skills. The concepts presented concern technology and students' motivation, the application of technology in the classroom, and its importance in the building of the classroom environment. The results from this study reflected that technology has positive impacts on students in the classroom. This research work has clearly established the benefits technology creates, and how its use can help students to improve their reading skill. Since the variables of this study are related to technology and the reading skill, this work can serve as a guide and provide key processes to base instruction on. Also, it is motivating considering the conclusion and recommendation of continuing to use different kinds of technology and analyzing the impact it has inside and outside the classroom as well.

By the same token, Helmers, J. (2017) established in a very concise way the relationship that exists between technology and the reading skill. It showed how students that incorporated technology into their reading activities had better results at the end of a term. A key element of this paper is not only the support of the reading process, but also the development of comprehension. So, it is a deeper analysis on what my work aims to achieve. It utilizes concepts related to the development of the reading skill and technology. Also, the methodology explains how a group of students were exposed to the use of technology and how this exposure allowed them to develop and improve reading comprehension. Finally, it concluded that technology is a helpful tool in the classroom and also contributes in terms of saving time for teachers. Therefore, Helmers' project has been very helpful to my current research project, especially in terms of the application of the Easy Reading website in the current study.

Feng, Z. (2020) emphasized how difficult it is for non-native English speakers is to acquire English. His study presented the different processes needed in order to acquire a language through reading, the types of reading texts required, and the strategies in order to acquire reading skill. The reading skill is crucial when acquiring language. It is said that the more we read the more we learn. I believe that in some

cases reading is seen as a boring, tiring, and passive skill, so for teachers it is a challenge to make it attractive to our students. We must utilize teaching techniques to adapt reading and transform them into appealing activities for our students. This project concluded that reading is considered as meaningful input when acquiring a new language. Finally, it recommended teachers use online resources and templates to carry out reading activities in an interactive and attractive way with students.

Muttaqien, Z. (2012) stated the benefits of using the BBC website as a teaching resource, which relates to the current study which uses the Easy Reading website which belongs to the BBC website. So, Muttaqien's study supports the use of the BBC website as a teaching tool because of how reliable the website is. The study described the characteristics of the BBC in the development of the skills, the advantages, the sections, and the activities we can do within this site. It concluded that the BBC website can be used as a resource to teach in schools and universities. This is due to the variety of activities and resources it provides to sequentially learn English. So, having a background of the tool that was used in the project gives me the chance to corroborate the benefits the Easy Reading website provides in the class to develop the reading skill.

Finally, Kazemi, M. (2012) presented the importance of cooperative activities in the classroom. His investigation defined cooperative activities as innovative. Kazemi's methodology was experimental with an expert group, in which students showed significant improvement in their scores regarding the reading skill. It emphasized that students learn more when they are together and share ideas. Furthermore, it established the jigsaw concepts and the relation between cooperative learning and the reading skill. Since the independent variable of this thesis presents the implementation of jigsaw activities, Kazemi's paper is considered as a great resource to support the current project. At the end it concluded that jigsaw activities not only help in the development of the reading skills, but also in the communicative competencies, because students have the opportunity to share ideas with each other without the pressure of being evaluated by a teacher.

Regarding cooperative learning, it is essential to understand that it does not have to be with grouping students and expecting them to work as a team (Gilles, 2016), especially in online learning. To illustrate this, while having a Zoom meeting teachers tend to create breakout rooms for students to work together when being assigned to them. However, most of the time students join the small room, turn off their cameras and do not interact to each other. If the teacher does not constantly monitor each group, there is a high chance students will not benefit from the activity. Therefore, it is clear that a traditional approach to working cooperatively in the EFL class is not the ideal one.

Teacher-selected grouping is also a vital strategy for cooperative learning. At first, students may not feel confident enough to work in teams so, creating a heterogeneous mix works most effectively. In this way, the teacher is able to control the proficiency level in each group. A way to do this is by banding learner's names into proficiency clusters and then selecting randomly within each band so that groups will then involve learners with a range of proficiencies (Dishon & O'leary, 1993). This grouping technique allows students to support each other, because it allows students to peer-correct if needed and it fosters confidence, since low level students will be able to communicate and interact with high level students.

Regarding the benefits of cooperative learning, it should be stated that they are long lasting. Cooperative learning improves interpersonal skills since students are encouraged to actively interact and communicate their ideas to others. Besides, creative thinking is fostered since most of the time, students work in groups for specific tasks that require achieving a common goal. So, they need to analyze and carry out activities in order to be successful. Furthermore, cooperative learning works as a boost for motivation, it is basically because students play an active role in the class, and it makes them feel involved and engaged in the teaching and learning process (Namaziandost, 2020).

The benefits explained above match the aims of cooperative learning. First of all, there is an academic goal. Using cooperative learning strategies develops higher thinking skills which include problem solving, analyzing, and using content in real

life situations. Second, there is social – affective learning. Students learn to support each other, to deal with different perspectives, and to reach agreements. Third, personality development is another aim of cooperative learning. It helps students to feel accepted and feel they fit in within their group. Besides, cooperative learning promotes their personal abilities and a feeling of contributing to their team (Al-Yassen, 2014).

Now that some of the benefits of cooperative learning have been mentioned, it is crucial to discuss possible cooperative learning methods used in the EFL classroom:

- Jigsaw: This method is based on creating groups for students to share information with each other. They are assigned a specific topic and they become experts by focusing on single section from the material. Assessment is also vital in jigsaw since it is recommended to check individual and group performance.
- Round table: This method encourages active participation and constant communication of ideas. Students usually work in round tables to brainstorm, review, or practice a language point. A special trait about round tables is that each person from the group contributes to the general work.
- Think – pair – share: This method encourages students to communicate with each other while developing critical thinking. The teacher usually states a topic for discussion and some time is assigned for students to reflect on the topic. Then, students share their ideas in pairs. After that, students share their insights with the rest of the class (Al-Yassen, 2014).

Figure 9: Cooperative learning Methods

Researcher Developer	Date	Method	ESL/EFL Primary Applications
Johnson & Johnson	Mid 1970s	Learning Together	Reading, Writing, Speaking, Culture
DeVries & Edward	Early 1970s	Teams-Games- Tournaments (TGT)	Language Rules and Mechanics
Sharan & Sharan	Mid 1970s	Group Investigation	(GI) Writing, Culture
Johnson & Johnson	Late 1970s	Constructive Controversy (CC)	Culture
Aronson, Blaney, Sikes, Stephan & Snapp; Slavin	Late 1970s	Jigsaw Procedure	Reading, Literature
Slavin	Late 1970s	Student Teams - Achievement Divisions (STAD)	Language Rules and Mechanics
Cohen	Early 1980s	Complex Instruction (CI)	Social Skills, Culture, Reading, Writing, Language Rules and Mechanics
Lyman	Early 1981	Think-Pair-Share	Aural communication, develop thinking
Slavin, Leavey, & Madden	Mid 1980s	Team Accelerated Instruction (TAI)	None
Kagan	Mid 1980s	Cooperative Learning Structures	Speaking, Listening, Reading, Writing
Stevens, Madden, Slavinn, & Farnish	Mid 1980s	Curriculum Packages: Cooperative Integrated	Reading and Composition (CIRC) Reading, Writing, Spelling, Vocabulary, Literature

Source: Taken from (Al-Yassen, 2014)

As seen above, cooperative learning is a strong and powerful tool to use in the EFL classroom to create opportunities for learning through communicating among peers. Indeed, cooperative learning enhances positive interdependence since students need to rely on each other to accomplish a goal. Cooperative learning also promotes individual accountability because every member of the teams is responsible for contributing to the final task to be completed. In addition, cooperative learning fosters simultaneous interaction and social skills. These two elements are clearly evidenced when students share their ideas in their groups while acknowledging different perspectives and dealing with them in a proper way (Wahyutki, 2017). Undoubtedly, cooperative learning has hugely significant effects on students' development.

Indeed, the jigsaw strategy promotes cooperative learning. The jigsaw strategy consists of forming groups of four or five students, depending on the numbers of students in the class. Each group or each student is then assigned to read a specific part of a text. They need to become "experts" on the information written in that

section of a reading. Students who have analyzed the same part of the text discuss and clarify ideas from that section. Then, new groups are formed. As a result, there will be one student who read about a particular part of the text. Each student will be in charge of sharing the information he or she read. In that way, everyone presents the information so that they help each other to understand general and specific details from the entire text (Mina, 2012). Thus, students not only cooperate among each other, but also, they manage to work in an autonomous way.

It is important to note that, the jigsaw reading strategy fosters cooperative learning. This teaching – learning method aims to group students in small teams from four to six students so that they work on a common educational goal. Students perform similar tasks and share the rewards and recognition, or the failures that may result from the work they do. A principle of this methodology is that students work harder when there is a reward, and that plays the role of motivation for successfully completing an activity. Because of this, cooperative learning benefits students in terms of academic achievement, confidence, motivation, and attitude toward the class. Therefore, students are interdependent, active, and accountable learners (Garcia & Abrego, 2017).

Regarding the jigsaw method, there are three main benefits. The first one is about the role of students in the class. By using the jigsaw method, students become active participants compared with traditional strategies of instruction. The second benefit concerns the affective impact on students. The more students participate in the class, the more confident they are to express themselves in the foreign language. Therefore, creating opportunities for them to master specific languages points, their self-esteem and self-worth increases. Lastly, there is the issue of the effect on attention spans, which is clearly evidenced when using jigsaw activities. To illustrate this, students tend to stop paying attention to texts when they are not used to reading. However, when using the jigsaw strategy, students engage in specific tasks, and as a result they organize ideas and that makes it easier to communicate in the L2 (Nurbita & Tinggu, 2018). Therefore, students may become more communicatively competent by using jigsaw activities.

The jigsaw technique establishes a specific procedure. Elliot Aronson (1978) stated four steps, **planning and preparation, implementation, observation, and reflection**. The first step is to select the text students will be exposed to. This first step includes the division of the text into five or six subtopics, depending on the number of teams created in the class. Additionally, for this step the teacher is supposed to plan and prepare activities students will work on.

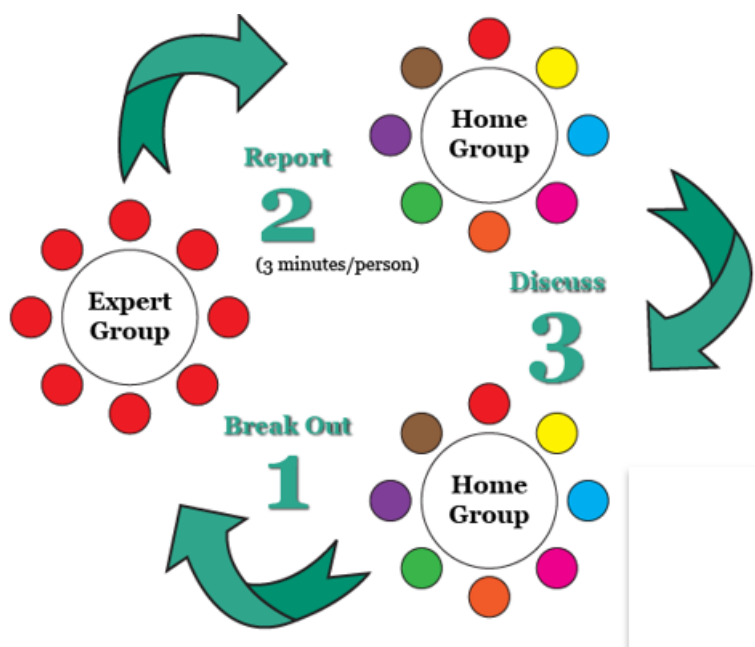
The second phase, *implementation*, is basically about introducing the lesson in order to divide the whole class into home groups. Home groups are teams of students that work together on reading the text. Each member of the team is assigned a sub-topic to master. This means, that each student is only in charge of reading, analyzing, and understanding one small section from the whole text. After working on the specific part, each member of the home team creates a new group formed by *experts*, and this is done to study each sub-topic. Experts are the students who interpreted the ideas from a part of the text. Then, there is a discussion carried out in each of the groups by experts that deeply know the content of their part.

The third step of the jigsaw strategy is *observation*. Here, the teacher actively monitors the interaction among students. The teacher's role in this step is to act as a facilitator and guide. The teacher encourages those students who struggle with participating. The last stage is *reflection*, which is about assessing the students' comprehension based on the activities they work on. Oral and written assignments, and quizzes may take place at this stage. Assessment should be done individually to test the results of working in teams. But before formally assessing, the teacher should provide feedback on the performance of individuals and whole groups.

By applying the steps mentioned above, the teaching – learning process is enhanced by the contribution of every student, more specifically by the understanding of the text. Besides, cooperative learning is fostered since students work together and share ideas in each of the stages of the process. By doing so, students not only learn from each other's experiences and background but also, they feel there is reward. The first type of reward is an individual one. Each student may feel they significantly contribute to the group's knowledge and that may result

in promoting self-confidence. Additionally, there is also a group reward which is basically about the common goal reached as a team, fully analyzing and comprehending the text means the group aim was attained (Sabbah, 2016).

Picture 10: Jigsaw process



Source: retrieved from: The Jigsaw Classroom

A relevant trait concerning the jigsaw technique is that it removes competition from the classroom and creates an environment based on cooperation and autonomy. The fact that students work on a particular section of the text first before sharing ideas with their home team makes them autonomous learners. In this stage they may use the most suitable and personal strategies to understand the text. Some students might highlight words, others might write short summarizing sentences, some others may choose key words, etc. So, awareness on how they learn is also raised. Then, by using the information analyzed within the group of experts support beginners and create a safe environment for discussion. If students were not able to grasp the text correctly, they could ask for help in their groups (Karacop, 2017).

The process explained above can easily be used in activities which integrate receptive and productive skills. To illustrate this, by working on reading, students may use the jigsaw strategy throughout the reading comprehension process and the

final task could be to write an essay or to create a presentation about the topic analyzed. In this way, home groups could be enriched with knowledge from expert groups and use it as a basis for a productive or follow-up activity. By working on this activity, the teacher acts as a facilitator who helps and provides necessary explanation while monitoring the activity, so students create a significant learning environment while being independent (Esnawy, 2016).

The Jigsaw technique is not only adapted to productive skills, but it has also been adapted to online learning and the flipped classroom. Jeong, Hyelin (2021) conducted research about the jigsaw technique and the flipped classroom. Students were in charge of checking a mini lecture during the pre-class. The mini – lecture was a video recorded by the professor which explained the main topic of discussion and set the context while students completed specific tasks. Then, during class students were asked to read a specific part of a text with their home groups and share it with expert groups. Thus, the jigsaw strategy was utilized during Zoom classes. After applying the jigsaw process, students took a quiz to test reading comprehension. Results showed that by using the flipped classroom methodology students were better prepared to work on jigsaw activities, and as a result their attitude towards the jigsaw technique improved.

The attitude after working on jigsaw reading improved in terms of four criteria. First, interest in English increased. Students felt English was not as complicated as they thought it would be. This attitude may have been the result of working cooperatively and supporting each other. Second, students had a positive attitude towards an integrative orientation in the class. Students needed to work on different tasks and complement each other in order to complete the general task. Third, the attitude towards working with peers was positive. Students felt confident when working together, they found each member contributed to the group and felt supported by their classmates. In this way, a jigsaw activity could have long lasting effects.

The study analyzed previously is aligned to the results obtained in the current research project. When it comes to the attitude towards the jigsaw technique, it could be said that students are encouraged to actively participate in a learning

environment where cooperation is the essential basis. This was evidenced since at the beginning, students struggled with feeling confident when being in groups which did not include their friends. Students were shy and a bit reluctant to work with different peers, however, the fact that each activity carried out during the jigsaw process required students to communicate fostered motivation to work with their classmates. As a result, they felt confident talking to different people in English while learning and exchanging ideas.

There was another trait in attitude seen in this research. Students were able to perceive their improvement in reading comprehension, and because of that their self-confidence was boosted. Besides, it helped to build a sense of leadership since students took the lead in creating their own knowledge. Students felt they contributed to their own improvement and that they had become active learners instead of just listeners. If you think about how that can affect their lives you will notice that the ability of trusting oneself is not only beneficial in educational contexts, but it is also needed in real life. So, students' attitude towards the jigsaw technique could be transferred to daily situations and that is exactly what education should seek nowadays.

What was explained above directly relates to previous studies on the jigsaw technique. Tran (2012) mentioned that creating shared goals in the EFL class promotes better relationships which results in decreasing conflict and enhances self-esteem. Additionally, Tran stated that students felt their teacher paid more attention to their needs and perspectives when using the jigsaw technique. This is because students feel they play an active role in the class and the teacher can get to know them better while monitoring activities. Students always need to feel they belong to the group of the class, so, if participating makes them feel that they fit in then, every teacher should try to include some jigsaw activities in their lessons.

It should also be mentioned that the positive attitude students had towards the jigsaw technique was transferred to other activities done during classes. Students participated actively during whole class discussions, group projects and pair conversations. So, the effects created by working through jigsaw activities expanded to their overall performance in class. To exemplify this, at the beginning of the

semester, when having to check grammar practice in small groups, students used to join their teams, turn their cameras off and they did not talk to each other. After using jigsaw activities, students were eager to talk to their classmates whenever the activity required them to do so. Therefore, their attitude towards communicating with others changed.

Additionally, it is vital to recognize the effect the jigsaw technique had on students' autonomy. It is true, that at the beginning of the study, students demanded constant guidance in every stage of the jigsaw process. I strongly believe this behavior was because of students' background. In Ecuador, students do not normally take a leading role in learning. They are used to taking a passive role as listeners and direction followers. However, after constantly being in charge of specific tasks, students started working independently. Independent work was evidenced through their attitude when it was time to complete jigsaw activities. First, students were eager to work, and students knew how to work. Their accountability was in terms of their skills and predominant learning style. Additionally, the accountability was also reflected in terms of what their role was in each group.

All the conclusions based on students' attitude mentioned in this chapter were drawn after observing students' behavior and after holding informal interviews with the students. The teacher wrote down every change she perceived when students worked in groups. At the end of each of session, there was a general discussion in which students could freely talk about how they felt during the activities. In that way, the teacher collected some of their insights to align them to the observation done. Based on that, it could be said that students' attitudes towards English, towards autonomous work, and towards cooperative learning were enhanced.

CHAPTER II: METHODOLOGICAL DESIGN

2.1. Research Approach

The current project is identified as being quantitative and qualitative, so it is a mixed approach. It is quantitative because the accumulated data is analyzed through numbers, tabulations and statics presented in tables and graphics to prove the hypothesis and establish conclusions and recommendations. Finally, it is qualitative because the researcher takes direct information from a survey of students from IKIAM University. Also, the qualitative approach wants to identify the problem and explain the lack of reading comprehension, in a statistical way. This research project adopts three principal approaches.

To conduct the current project, the researcher conducted online classes with students from IKIAM University, in the city of Tena, Napo province. At the university, contact is maintained between students and the coordinator of the English area, with the main objective of analyzing poor reading comprehension in the university and collecting data. This research work was finished after a deep analysis of reliable information about the Easy Reading website and jigsaw activities taken from books, texts, articles, newspapers, websites, research, and other documents. The two variables of this project were developed by the researcher. In other words, “The Easy Reading website and Jigsaw activities” were applied to students of third level at Universidad Regional Amazónica IKIAM, to improve reading comprehension.

The current project is framed within an experimental type of research since an experiment or treatment will be applied to the subjects of the study. Additionally, there was random grouping so that there were equal conditions at the beginning of the experiment. The experimental approach is one that can be supported by quantitative analysis since the basis is objectively compared to data reflected in the results. The data serves to test the hypothesis of the study and to determine significant differences between the variables of the study.

2.2. Data collection: instruments and techniques

The subjects of the study were one hundred and thirty-eight students at Universidad Regional Amazónica IKIAM in Tena. Students ranged in age between nineteen and twenty-five years old. They are Spanish native speakers. This feature is relevant to mention since it indicates that L1 can cause interference in L2. The English proficiency level of the subjects of the study is A2, which means they can communicate and understand ideas at a basic and personal level. For the study, the subjects were randomly divided into two groups. The researcher used the website Wheeldecide.com to choose which of the classes would become the experimental group and which would become the control group. In that way the groups were created, and the research process was able to begin.

It is important to mention that Wheeldecide.com was used because it is a website that helps make decisions interesting and fair. The website allows you to choose from ready-made wheels with choices which work as games. It also boosts the creation of own wheel. A relevant trait is that the groups you need to create can be customized in terms of numbers of groups and number of participants. Besides, in order to use the site it is not required to sign up which allows any user to take advantage of the website (Teachers First, s.f.). Because of that, the researcher chose this particular online resource, so grouping was done in a random way.

The current research project was developed in three stages: a pretest, an experiment, and a posttest. The pretest was completed by having students read a sample text from the Easy Reading website corresponding to level A2. The fact that the texts were taken from the website that is part of the BBC site, validates the resources used in the current project. It should be pointed out that, an analysis was made, and the information evaluated was the number of words in the texts and the topics they covered. When it came to the number of words, they ranged between 300 - 400 words. Although these might seem like long texts, it must be mentioned that the topics were familiar. Actually, they were topics stated in the Common European Framework for Language references, so they included basic personal information such as shopping, local geography, employment, advertisements, and

newspaper articles describing events (Council of Europe, 2001). Thus, students were encountering level- appropriate texts with which they could engage.

Students were working in an online modality, so students took the pretest on Google Forms. The researcher explained that they would read a text and answer ten questions to test their reading comprehension level. The questions created in the pretest were based on the subskills proposed by Brown (2003). Thus, students were able to answer questions about the gist of the text, specific ideas, details, and inference.

Figure 11.-Pretest text

READING
Read the following article and then answer some questions

ANIMALS IN THE CITY
Recently, there have been many reports in newspapers and on TV about big animals coming into towns and cities. There have been bears in Vancouver parks, leopards on the streets of Mumbai and wild pigs in gardens in Berlin. What happens when big animals come into our cities? Is it a good thing or is it dangerous for us and the animals?

Wild animals usually come into cities to look for food. In Cape Town, South Africa, baboons sometimes come into the suburbs. They eat fruit from gardens and go into people's kitchens and take food from cupboards and fridges! Baboons are strong animals and sometimes they scare children and fight with pet dogs. Many people do not like them, but the city can be dangerous for baboons too. Sometimes, baboons are hurt in car accidents and the sugar in human food can be very bad for their teeth. The city council in Cape Town has a team of Baboon Monitors. Their job is to find baboons in the city and take them back to the countryside. This makes the city safer for people and it is healthier for the baboons. The problem is that a lot of baboons will come back to the city to find food again.

In Berlin in Germany, groups of wild pigs sometimes come into the city to look for food. Pigs have come into the city for hundreds of years, but now the winters are warmer, there are more pigs than in the past. Pigs eat flowers and plants and dig in gardens and parks in the city. They also walk in the street and cause traffic accidents. Some city residents like the pigs and give them food. But the city council is worried about the traffic accidents. They have told people to stop giving the pigs food and have put up fences to stop the pigs entering the city.

In Moscow in Russia, there are 35,000 wild dogs. They live in parks, empty houses, markets and train stations. Some of the dogs were pets that people did not want so they left them on the streets. Others were born on the streets and have always lived there. Some dogs live alone and others live in packs (a pack is the name for a group of dogs). In 2010, scientists studied the dogs. They found some very interesting facts:

Packs have leaders. The leaders are the most intelligent dogs and not the biggest or strongest ones. Dogs know that it is safer to cross the street with people and some dogs understand traffic lights. Dogs have learnt that people give more food to small, cute dogs than to big ones. The cutest dogs in a pack wait on the street for people to give them food. When they have got some food, they share it with the other dogs in the pack.

Some dogs have started travelling on the Moscow underground trains.

What do the people in Moscow think of the dogs? A lot of people like them and are used to seeing them on the streets. They give the dogs food and water to drink. The winter in Moscow is very cold with lots of snow and temperatures of -10 °C. It can be hard for dogs to survive but some city residents have built small huts for the dogs to live in during the winter.

Mice, squirrels and birds often live in cities and survive. Some bigger animals like the dogs in Moscow can survive in the city too, with a little help from their human friends. For many big animals, cities are dangerous places and they need our help to return to the countryside.

Robin Newton

Source: retrieved from the British Council

All in all, the purpose of the study was to improve reading comprehension. For that reason, both the experimental and control groups worked with the PDA, *pre-reading, during reading, after reading*, framework. The experiment emphasized the same types of activities for both groups. It was only during the *during reading* stage that the experimental group was introduced to a different instructional strategy, jigsaw activities. The two groups worked on pre-reading activities which included setting the context of the story, activating schemata, vocabulary pre-teaching, and focusing on key vocabulary words. Regarding the *during reading* stage, the control group worked on traditional reading activities about checking previous predictions, understanding the gist of the text, skimming the text to identify the content and style of the text, focusing on selective facts, picking up discrete pieces of information, focusing on recognizing all relevant parts of the story, and finally developing an understanding of “between the lines”.

On the other hand, the experimental group applied jigsaw activities in the *during reading* stage. The way jigsaw activities were carried out was based on the approach developed by Elliot Aronson (1978). It includes four steps, **planning and preparation, implementation, observation, and reflection**. The first step is about selecting the text students will be exposed to. This first step includes the division of the text into five or six subtopics, depending on the number of teams created in the class. Additionally, for this step the teacher planned, and prepared activities students would work on.

The second phase, *implementation*, is basically about introducing the lesson in order to divide the whole class into home groups. Home groups are teams of students that work together on reading the text. Each member of the team was assigned a sub-topic to master. This means, that each student was only in charge of reading, analyzing, and understanding one small section from the whole text. After working on the specific part, each member of the home team created a new group formed by *experts*, and this is done to study each sub-topic. Experts are the students who interpreted the ideas from a part of the text. Then, there was a discussion carried out in each of the groups by experts that deeply know the content of their part. This

particular activity was vital to enhance students' confidence since they were able to share what they learned with others. Furthermore, it fostered communication and problem-solving skills. At the end, experts returned to their original home group to discuss the whole text.

The third step of the jigsaw strategy is *observation*. Here, the teacher was actively monitoring the interaction among students. The teacher's role in this step was as a facilitator and guide. Since it is crucial for every student to present their ideas, the teacher made sure to encourage those who struggled with participating. The last stage is *reflection*, which is about assessing the students' comprehension based on the activities they completed. Oral and written assignments, and quizzes may take place at this stage. Assessment should be done individually to test the results of working in teams. But before formally assessing, the teacher provided feedback on the performance of individuals and whole groups. Feedback was merely done orally in an informal way.

The *after reading* stage was carried out in the same way for both groups. Students were exposed to post teaching vocabulary activities in which they clarified and checked selected words from the text. They also developed follow-up tasks, and they were given the opportunity to respond to the reading content and personalize the topic. These types of activities developed fluency while producing language in a communicative way. Last but not least, in this stage, students received feedback on content and language. It is important to note that, feedback on language could be omitted if the aim of the class focuses merely on developing fluency rather than accuracy.

Finally, after working on the experiment over two months for two hours a week, students took a posttest. Similar to the process carried out in the pretest, students worked on the posttest to evaluate reading comprehension. The assessment material was the same as was used for the pretest. It was done this way to compare the results of the pre and posttest.

2.3. Data analysis

After students had taken both the pretest and the posttest, data was compiled. The results students obtained were expressed as a score over ten points. Then, results were tabulated using Excel, and those grades served as basis for applying the statistical analysis through which the hypothesis of the study was tested.

2.4. The proposal

Topic: Reading comprehension booklet

Informative data

Name of the institution: Universidad Regional Amazónica IKIAM

Location: Tena

Beneficiaries: A2 level students

Researcher: Valeria Mendoza

Time of execution: Two months

Undoubtedly, there is a lot to be done in the field of language acquisition in Ecuador. The country overall has low proficiency levels in English. According to a report made by Education First (2020), Ecuador occupies the nineteenth position in Latin America which represents the last place in the region. In addition, out of one hundred countries, Ecuador has been placed in the ninety-third position. Clearly, changes in the teaching and learning process should be done immediately. By doing so, the country may attain higher levels of English proficiency. In terms of reading, Ecuador also faces difficulties since it has been demonstrated that people only read when it is mandatory, they tend to not read for pleasure. Indeed, Ecuadorians only read an average of one and a half books per year (Instituto Nacional de Estadísticas y Censos, 2012). Therefore, implementing the Easy Reading website and jigsaw activities may have a positive effect on reading comprehension.

Traditional teaching techniques that have been used in the EFL Ecuadorian classroom for decades have not resulted in optimal development of communicative skills. Thus, it is necessary to align the current teaching approaches to the principles of communicative language teaching. This approach emphasizes the autonomy of students while they become active participants in the process (Tergujeff, 2012). Therefore, jigsaw activities could definitely foster independent learning, scaffolding, and active participation. Jigsaw activities create a particular focus on sections from a text, so it promotes students' independence by letting them analyze and interpret their part. Students can take notes or be prompted with specific information to pay attention to, and later they share that information with peers. Consequently, jigsaw activities may result in fostering communicative language practice.

It is clear that the current research study has provided crucial information for applying the Easy Reading website and jigsaw activities to promote reading comprehension. The benefits of implementing this study may be long lasting. They include the engagement with the material which results in better understanding of the text. Besides, students learn how to self-teach, and that can have a positive effect when learning language skills by themselves. What's more, students must comprehend text at a deeper level since they need to share the information with their classmates. Finally, a meaningful learning context is created since every student has something relevant to contribute to the group, so it also promotes discussion and problem-solving skills.

As evidenced above, being able to create activities which involve the Easy Reading website and jigsaw techniques is vital to develop reading comprehension. Thus, creating a booklet that embodies these ideas could contribute to the improvement of English in the EFL classroom. The booklet proposed in this study uses texts from the Easy Reading website and jigsaw activities to foster deeper analysis of the readings. There will be a variety of uses of jigsaws in this booklet which aims to scaffold the material for students with different proficiency levels. There will be a section of teacher's notes that will explain in depth the use of each text and activity.

Proposal objectives

General Objective

- Identify the most appropriate ways to apply the Easy Reading website and online jigsaw activities for students from 2nd level.

Specific Objectives

- Identify an appropriate teaching framework for developing jigsaw activities.
- Select appropriate texts for A2 level students.
- Utilize the booklet with A2 level students.



Reading Booklet

**Using the Easy Reading website
and jigsaw activities**

Designed for A2 level

Note: picture taken from: Canva.com

Amazing adventures

Amazing adventurers

Do you ever dream about climbing Mount Everest or visiting Antarctica? If so, you're not alone. Every year, thousands of people try to climb the world's highest mountains or walk across continents. Let's take a look at some of the 21st century's greatest adventurers.

Amazon adventurer

Ed Stafford from the UK is the first person to walk along the Amazon River from the mountains of Peru to the mouth of the river in Brazil. His amazing journey took two years and four months. There are many dangerous animals in the rainforest, like snakes and crocodiles, but Ed was lucky; he was only bitten by ants and mosquitoes. On his trip, Ed had to find fruit and nuts or catch fish each morning. Sometimes food was hard to find and Ed was often tired and hungry.

Technology was very important for Ed. He used a radio to ask the people of the rainforest for food and help. Many people came to meet him and guide him through the rainforest. While he walked, Ed wrote a blog to tell the world about climate change and destruction of the rainforest.

A mountain climber

Did you know that more than 4,000 people have climbed Everest? Gerlinde Kaltenbrunner from Austria is one of them. She is one of the world's greatest climbers and has climbed all the world's mountains over 8,000 metres. It's very difficult to climb in cold weather and storms, but Gerlinde loves it. She started climbing as a teenager in the mountains near her home. When she left school she became a nurse but always went climbing in her free time. Now she spends her time climbing and helping a charity for poor children in Nepal.

More than one adventure

Some adventurers are always looking for a new challenge. Meagan McGrath from Canada has climbed mountains, ridden a bike across Canada and run races in the desert. But her most incredible journey was a skiing trip to the South Pole. As she skied, Meagan pulled a sledge with a tent and all her food. She skied through terrible storms and freezing temperatures for forty days till she arrived at the South Pole.

Erik Weihenmayer from the United States has climbed mountains and ridden a bike through deserts. Amazingly, Erik is blind and he wants other blind people to have active lives too. He has taken groups of young blind people climbing in Nepal.

Jeopardy labs!

Description of the activity

This activity is intended to use an online resource, Easy reading, to utilize the jigsaw activity through a game. Students will become experts on certain topics that will later be part of the competition. Thus, the better they focus on their sections the more chances they will have to win the game.

Teacher's notes

- Go to jeopardylabs.com
- Set a password for your game.
- Create categories for students to focus on i.e. general ideas, specific ideas, vocabulary.
- Write questions and possible answers according to the level of difficulty.
- This activity is adapted to online learning so, it is suggested to create groups of three students so that everyone has the chance to participate.

Source: retrieved from: The British Council

Amazing adventures

	General ideas	Vocabulary	Details
	100	100	100
	200	200	200
	300	300	300
	400	400	400
	500	500	500
M E N U	Team 1 0 + -	Team 2 0 + -	Team 3 0 + -

Teacher's notes

- Since the adaptation is made for online teaching, the teacher could ask students to read the text at home to optimize time during synchronous sessions.
- During the online class, ask each student from the group to become an expert on general ideas, specific ideas, and vocabulary.
- Set the activity for around ten minutes and then regroup students according to the sections they were in charge of.
- Let students discuss their ideas for around ten minutes.
- Then let students go back to their home teams to discuss their ideas.
- Finally, play the jeopardy game and assign points to the groups that get the right answers.
- In the end, the teacher provides feedback to the class.

Animals in the city

One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe. But what happens in other countries when big animals come into cities? In Vancouver it is unusual to see a bear, but in some cities you can see big animals on the city streets every day.

Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.

In Berlin in Germany, pigs sometimes come into the city to look for food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the government and the police to stop them entering the city.

In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, markets and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is $-10\text{ }^{\circ}\text{C}$ and there is a lot of snow and ice.

Many animals live in cities. In some cities, you can see birds, insects, mice and squirrels every day. But sometimes, it is dangerous when big animals come into cities to find food. We need to find ways of stopping animals coming into the city without hurting them.

Robin Newton

Escape room!

Description of the activity

This activity is intended to use an online resource, Easy reading, to utilize the jigsaw activity through a game. Students will become experts on certain topics that will later be part of the competition. Thus, the better they focus on their sections the more chances they will have to win the game.

Teacher's notes

- It is recommended to use Canva for this activity in the hope of creating an appealing layout for the activity.
- Create a poster that contains a question and use that URL address in www.the-qrcode-generator.com, to generate a QR code.

Source: retrieved from: The British Council

Animals in the city

Animals in the city



1. Instruction



2. General
task



3. Vocabulary
task



4. Specific
task



5. Personal
task



Teacher's notes

- Divide the class into groups of five students.
- Ask each student in the group to become an expert on one of the paragraphs in the text.
- Then, group experts and let them discuss the ideas from their paragraphs.
- Let students go back to their home groups and encourage them to share their ideas in depth.
- Use the Canva game to evaluate reading comprehension.
- Have students scan the codes and answer the questions. It is important to note that they can only work on the next task once they have got the correct answer.
- In the end, general feedback should be given.

Bad secrets

Peter kicked his desk and walked out of the classroom.

'Hey!' shouted Mr Clark, the maths teacher, to Peter's back. 'Detention!' he called, but Peter didn't stop. Peter often walked out of class.

Maria didn't have her sports kit for class again. It was the second time this term. 'I forgot it,' she told the teacher. But it wasn't true.

'What's wrong, Maria?' asked her mother when the school called her. 'I put your clean sports kit on your bed this morning.'

'Nothing, Mum,' said Maria very quietly.

'Look at me and speak clearly,' said her mother, angry. 'I can't understand you.'

Maria didn't look up. She didn't want to answer any questions. She didn't want her mum to find the dress or the trainers either. Maria didn't want to explain where they came from. If her mum saw them there would be a lot more questions. Questions that Maria didn't want to answer.

'Fine. But if you don't tell me, I can't help you.'

A week later, Peter and Maria were outside the school principal's office. Peter was looking at the wall angrily. She knew why he was here because she was in his class. She saw him kick his desk so hard that it broke.

She imagined the conversation between Peter and the principal.

Principal Hughes: 'Why did you do that? Desks are expensive!'

Peter: 'Sorry. I get angry sometimes.'

Principal Hughes: 'You should say sorry to your teacher, not to me. And you can pay for the desk. Don't do it again, OK?'

Easy.

Money and 'I'm sorry' won't work for me,' Maria thought. Her mother was coming to school because the PE teacher wasn't happy. They were going to ask questions. Questions that might bring more questions.

Peter went in to the principal's office. She couldn't hear any of their conversation so they weren't shouting. Peter was probably saying sorry now. After a few minutes, Peter left. He didn't look at her. He was still angry.

Best summarize wins!

Description of the activity

This activity is intended to use an online resource, Easy reading, to utilize the jigsaw activity through a game. Students will become experts on certain topics that will later be part of the activity. Thus, the better they focus on their sections the more chances they will have to win the game.

Teacher's notes

- Divide the class into groups of three students, have each student focus on one of the sections from the text.
- Encourage students to summarize their part by writing only one sentence.
- Let them work for around ten minutes to read, understand and write their summarizing sentence.

Source: retrieved from: The British Council

Bad secrets

Bad secrets

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
<p>Answers ...</p> <p>Replace professions maybe have more robots work in different areas according the knowledge that have. I thought they will be more clever than humans.</p>	<p>Answers ...</p> <p>World War</p> <p>If we give to the robots cyber self consciousness, we will have a big war with them. Why? Because they will replace all our activities and we will want to regain them back.</p>	<p>Answers ...</p> <p>That robots will be used to help people, but in the distant future they will replace many people in their jobs, as they would not need to eat or be paid.</p>	<p>Answers ...</p> <p>I think that they would help to people, for example in an industry they would be designed to wrap products.</p>	<p>Answers ...</p> <p>Future & Robots</p> <p>Robots in the future will do our life easier and make the assignments that humans work need to do it.</p>
<p>Answers ...</p> <p>I don't know but I'd prefer that not because robots can become more intelligent than humans and in the future if they have emotions, that would make a big difference between humans and robots. and I'd prefer that humans will be who put the rules in the world</p>	<p>Answers ...</p> <p>Probably robots will be more resourceful and intelligent than humans.</p>	<p>Answers ...</p> <p>I believe that robots replace humans is being too soon as people would rather buy robots</p>	<p>Answers ...</p> <p>The future will bring us lot of new technology that will be replacing the activities that humans do or maybe, in a nutshell the human species will disappear completely or will be on danger of extinction.</p>	<p>Answers ...</p> <p>Future of robots</p> <p>Robots could have a great future since they could help us in many things like in military situations they can help not to lose human lives.</p>
	<p>Answers ...</p> <p>Robots will be butlers in our houses.</p>	<p>Answers ...</p> <p>The robots will be able to interact better with people.</p>	<p>Answers ...</p> <p>I believe that in the future robots will replace us in everything, since we can configure them to be perfect in whatever work they do. that there will be a point that robots can eliminate us since they believe that we are inferior or something like that, but that is more likely a movie.</p>	<p>Answers ...</p> <p>I think that it depends on the technological advancement of each day and I also think that in the future most of the industry would be made up of robots that automate processes.</p>
		<p>Answers ...</p> <p>I think that in the future robots will live with us, for example, every family will have one, and maybe it will be common to see them everywhere.</p>	<p>Answers ...</p> <p>I think that in the future the</p>	

Teacher's notes

- Then, group experts and let them discuss the ideas and summaries from their paragraphs.
- Let students go back to their home groups and encourage them to share their ideas in depth.
- Use Padlet <https://padlet.com/dashboard> to evaluate reading comprehension.
- Have students write a summarizing sentence for the sections of the text.
- Choose the best summaries to be the winners.
- In the end, provide feedback.

Dreams

Can you remember a time when you woke up from a fantastic or strange dream? Maybe you were afraid and turned on the light or the dream was so good you wanted to sleep longer. But do you think your dreams are telling you something?

Can you see the future in dreams?

For hundreds of years, people thought dreams were messages from gods or spirits. Today, too, many people can remember a time when they saw a place or person in their dream and then, later, the dream happened in real life. Maybe that's not surprising because we dream a lot but we probably only remember the times when something happens in a dream and then happens for real. Most people have four to six dreams every night after the age of ten. That's as many as 2,000 dreams per year. So, an 80-year-old person has probably had 140,000 dreams. Maybe we forget 95–99 per cent of our dreams, but that's still thousands of dreams that might 'come true'.

Are dreams recycled thoughts?

Around the 18th and 19th centuries, there were two popular ideas about dreams. One said that the things we see in our dreams are things we keep in our subconscious because we don't want or need to think about them when we're awake. The opposite idea said that while we're sleeping, the brain organises memories and thoughts from the day. Dreams are just random thoughts from our day but we try to make a story from them when we wake up.

Are dreams messages from our brains?

But perhaps both ideas are a little bit right. Maybe dreams are made from the thoughts we have during the day, but we see them as symbols. For example, a dream of flying might be a symbol for an exciting new job. When we're awake, we think in words most of the time. But when we're sleeping, the part of our brain that helps us with language sleeps, and the part that makes us happy or sad or angry is awake and busy. So, maybe our thoughts come to us in dreams as feelings and symbols instead of words. If you can understand these symbols, you have a window into your subconscious. If you want to understand the messages, you have to match them to what's happening in your life.

How can you understand the messages?

One way to help you do this is to keep a dream diary. As soon as you wake up, write down everything you remember about your dreams. Use pen and paper, not your phone or computer because the light might wake you up and you'll forget faster. Sometimes your eyes will be half-closed and your writing will be difficult to read.

Reading presentation!

Description of the activity

This activity is intended to use speaking in order to utilize the jigsaw activity. Students will become experts on certain topics that will later be part of the activity. The learning outcome is an oral presentation about the information on the text.

Teacher's notes

- Divide the class into groups of four students, have each student focus on one of the sections from the text.
- Encourage students to take notes on important information from their sections.
- Let them work for around ten minutes to read, understand and write their notes down.

Source: retrieved from: The British Council

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Teacher's notes

- Then, group experts and let them discuss the ideas and notes from their paragraphs.
- Let students go back to their home groups and encourage them to share their ideas in depth.
- Have students create a short presentation explaining details from the text.
- The oral presentation could be part of a formal assessment. If time is not enough in class, the teacher can ask students to record a video about their presentation.
- In the end, general feedback should be given.

Source: retrieved from: The British Council

Who invented skateboarding

Who invented skateboarding?

Monica: Skateboarding began in California in the 1950s, but we don't know who the first person to go on a skateboard was.

Carl: In the beginning, skateboarding was popular with surfers. They wanted to practise surfing on land when the ocean was calm or the weather was bad.

Where can you go skateboarding?

Monica: There are skate parks in lots of towns and cities. They are special places for skateboarding. You can practise jumps at skate parks and meet other skateboarders.

Carl: You can skateboard in the street too, but you have to look out for the traffic, people, bicycles and dogs.

When did you start skateboarding?

Monica: When I was a child, I liked going rollerskating with my friends. When I was thirteen, one of my friends got a skateboard and I tried it. I fell several times but I loved it. Two weeks later, I got my first skateboard. I haven't stopped rollerskating. I like both sports now.

Carl: I live in the city and there's a skate park near my house. When I was eleven, my dad gave me a skateboard for my birthday and I spent the summer skateboarding at the skate park. I love the freedom and speed. When I was a child, I rode my bike every day, but I never ride it now.

Is skateboarding dangerous?

Carl: All skateboarders fall off their boards but fortunately most injuries are minor. It's a good idea to wear a helmet to protect your head.

Are there skateboarding competitions?

Monica: Yes, there are. They usually take place in skate parks. Skateboarders do jumps or tricks. The skateboarders who do the most difficult jumps or tricks win.

Carl: There was a campaign to get skateboarding included in the 2016 Olympic Games in Rio de Janeiro but unfortunately it wasn't successful. But who knows? Maybe, skateboarding will be in the 2020 games!

Reading presentation!

Description of the activity
This activity is intended to use a trivia game in order to utilize the jigsaw activity. Students will become experts on certain topics that will later be part of the activity. The learning outcome is to show reading comprehension by answering the questions from the game.

Teacher's notes

- Divide the class into groups of five students, have each student focus on one of the sections from the text.
- Encourage students to take notes on important information from their sections.
- Let them work for around ten minutes to read, understand and write their notes down.

Source: retrieved from: The British Council

Who invented skateboarding



Teacher's notes

- Then, group experts and let them discuss the ideas and notes from their paragraphs.
- Let students go back to their home groups and encourage them to share their ideas in depth.
- Have students organize their notes so that they are ready for the trivia. It is recommended to use Genially.com to create the game.
- Let students answer the questions posed and earn points whenever they get them right.
- In the end, general feedback should be given.

Graffiti and street art

Graffiti in galleries

In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are 'graffiti zones' where artists can paint on walls. In São Paulo in Brazil, street artists can paint pictures on walls and houses. Their pictures are colourful and beautiful. Some tourists visit São Paulo just to see the street art!

In Bristol in the UK, there is a street art festival in August every year. Artists paint all the buildings in a street. Lots of people come to watch the artists and take photos. You can see exhibitions of street art in some galleries too. There have been exhibitions of street art in galleries in Paris, London and Los Angeles.

Who are the artists?

Some street artists have become famous. Here are three stars of the street art world:

- Os Gêmeos are twin brothers from São Paulo. They paint big, colourful pictures of people on buildings. In 2007, they painted a castle in Scotland!
- Blek le Rat is from Paris. He is famous for painting pictures of homeless people in big cities.
- Faith47 is from Cape Town in South Africa. She paints big, colourful pictures of people and animals. She likes painting in different places and you can find her work on pavements, postboxes, buses and, of course, on walls!

The future of street art

Many street artists use the internet to look at photos of street art from around the world. They communicate with other artists online and share ideas. Some street artists are famous and you can see their pictures in galleries. We don't know about the future of street art, but it is here to stay for sure!

The art gallery!

Description of the activity

This activity is intended to use an extended activity focused on speaking. The activity will be based on utilizing the jigsaw technique. Students will become experts on certain topics that will later be part of the activity. The learning outcome is to show reading comprehension by integrating the information from the text to real graffiti.

Teacher's notes

- Divide the class into groups of five students, have each student focus on one of the sections from the text.
- Encourage students to take notes on important information from their sections.
- Let them work for around ten minutes to read, understand and write their notes down.

Graffiti and street art



Teacher's notes

- Then, group experts and let them discuss the ideas and notes from their paragraphs.
- Let students go back to their home groups and encourage them to share their ideas in depth.
- Have students organize their notes so that they are ready to use them in a speaking task.
- Encourage students to look for pictures of graffiti and street art in their town.
- Let students relate what they see on the pictures to what they read in the text.
- In the end, general feedback should be given.

Note: picture taken from: Pinterest

Happiness

Do you know what makes you happy or do you just think you know? At first, these two questions look the same. If you think something makes you happy, then it makes you happy. You know yourself, don't you?

Write a list of all the things that make you happy. How many of them are fun? Most of them? So, if you spend your time doing all these fun things, you'll be really happy, won't you?

Well, maybe not. For most people, fun isn't enough for real happiness. Paul Dolan wrote a book called *Happiness by Design*. He thinks happiness comes from both pleasure and purpose. If most of the things on your list are about pleasure, that is what you think makes you happy. But you also need activities with purpose.

We usually know if something is fun, but we don't know what brings meaning. For example, most people think air pilots have jobs with clear purpose. They fly hundreds of people all over the world. But they spend a lot of time in boring hotels and airports and they do the same things hundreds of times. Those activities might not bring meaning – and they're probably not fun. So pilots also need to find pleasure and purpose in their work and life.

There are different ways we can find purpose in things. Some activities might be motivating because they work for the good of people and the world around us. Or what you do might help a team you're working in.

If you're a student, your 'job' is studying and passing exams. It's easy to do well in subjects you like, but subjects you don't like are less motivating. They're not fun for you, but you have to study them so you need to find purpose. An A in a subject you hate won't help the world. But can you be part of a study team with friends? Each person can study one part until they understand it and then teach it to the rest of the group. The purpose becomes helping the team.

Go back to your list of things that make you happy. How many of them are activities that bring purpose? Can you add any? Remember, some activities might bring both pleasure and purpose.

Now you need to design a happy life. Paul Dolan believes people should 'decide, design, do'. First decide what brings you pleasure and/or purpose – that means your two lists. Then, don't just think about these activities, fill your life with them. For example, you might love riding a bike but never have time to do it. So, ride to school or the library or the shops. If you live too far away, take your bike

A letter to the author!

Description of the activity

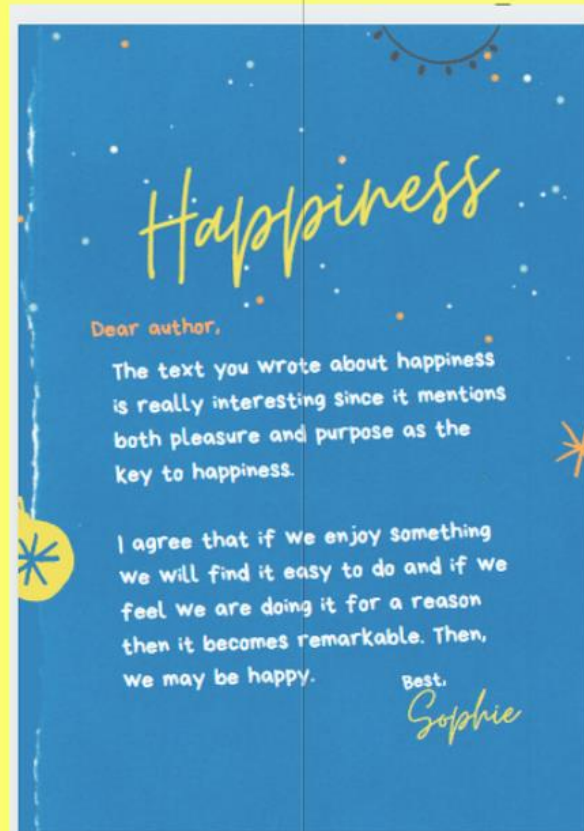
This activity is intended to use an extended activity focused on writing. The activity will be based on utilizing the jigsaw technique. Students will become experts on certain topics that will later be part of the activity. The learning outcome is to show reading comprehension by integrating the information from the text to writing a letter.

Teacher's notes

- Divide the class into groups of five students, have each student focus on one of the sections from the text.
- Encourage students to take notes on important information from their sections.
- Let them work for around ten minutes to read, understand and write their notes down.

Source: retrieved from: The British Council

Happiness



Teacher's notes

- Then, group experts and let them discuss the ideas and notes from their paragraphs.
- Let students go back to their home groups and encourage them to share their ideas in depth.
- Have students organize their notes so that they are ready to use them in a writing task.
- Encourage students to write a letter to the author of the text.
- Let students relate what they read about to their ideas about happiness.
- In the end, general feedback should be given.

CHAPTER III: ANALYSIS OF THE RESULTS

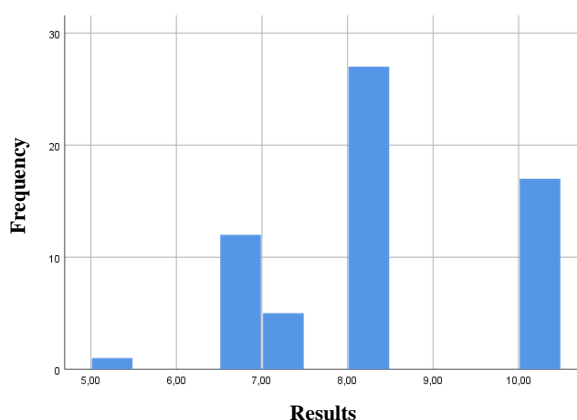
3.1. Results of the pretest

Table 1. Experimental group – pretest

Statics		Value
Mean		8,2871
95%: Confidence Interval	Lower limit	7,9624
	Upper limit	8,6117
Median		8,3000
Standard deviation		1,27838
Min		5,00
Max		10,00
Range		5,00
Asymmetry		-0,078

Source: Software SPSS 25

Figure 1. Experimental group – Pretest histogram



Source: Software SPSS 25

Table 1 shows that reading comprehension of the students in the experimental group, before the implementation of the Easy Reading website and jigsaw activities, has a mean of 8,287 and a media of 8,300. The mean is within a confidence interval that varies between 7.962 and 8.612. The minimum score is 5.00 and the maximum is 10.00. Finally, there is an asymmetry of - 0.078.

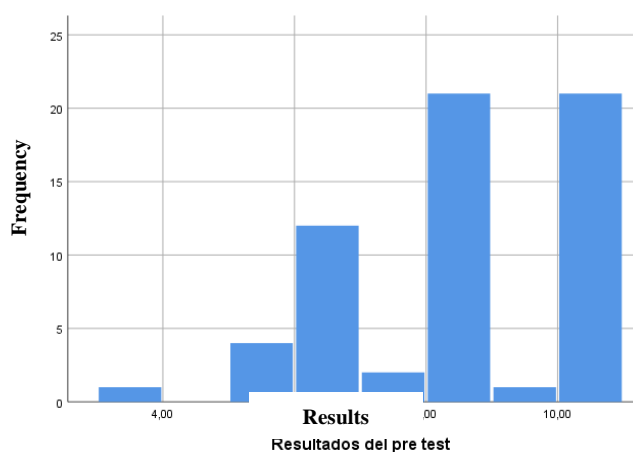
Table 2 shows that reading comprehension of the students in the control group, before the implementation of the Easy Reading website and jigsaw activities, has a mean of 8,211 and a median of 8,300. The mean is within a confidence interval that varies between 7.792 and 8.631. The minimum score is 3.30 and the maximum is 10.00. Finally, there is an asymmetry of - 0.686.

Table 2. Control group – pretest

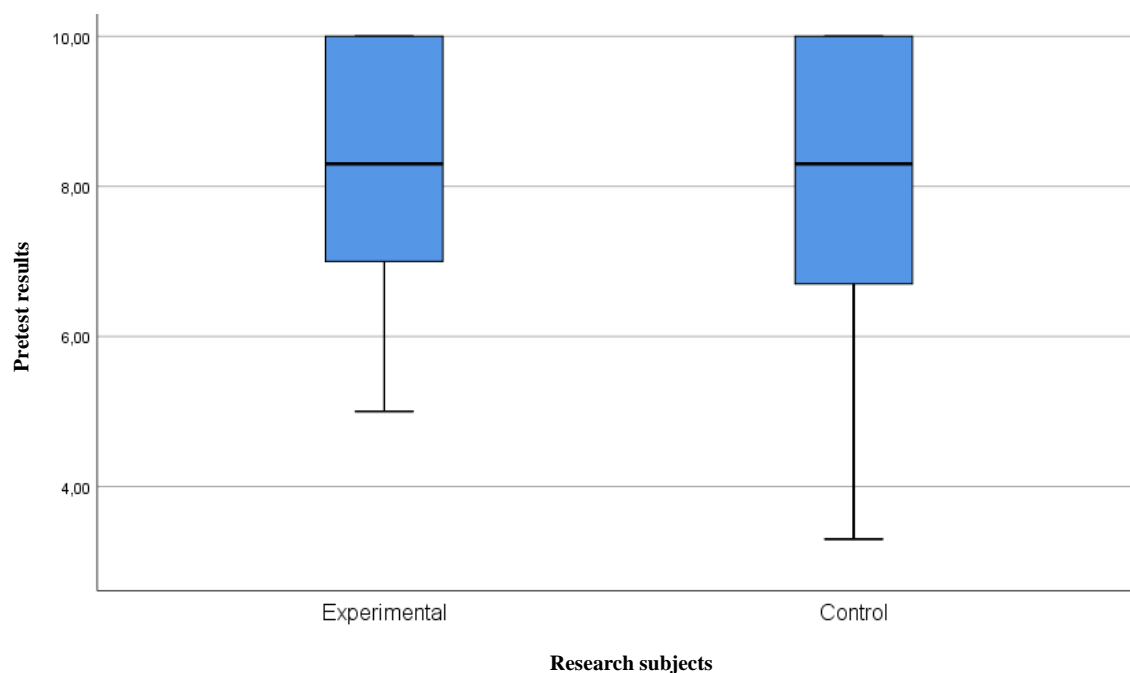
Statistics		Value
Mean		8,2113
95% : Confidence Interval	Lower limit	7,7918
	Upper limit	8,6308
Median		8,3000
Standard deviation		1,65184
Min		3,30
Max		10,00
Range		6,70
Asymmetry		-0,686

Source: Software SPSS 25

Figure 2. Control group – Pretest histogram



Source: Software SPSS 25

Figure 3. Box plot of pre-test results

Source: Software SPSS 25

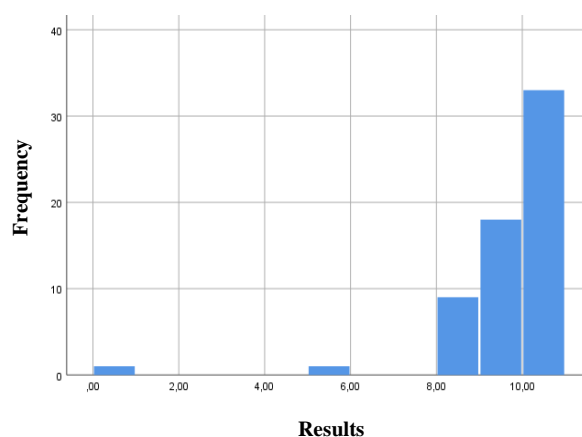
In the box plot (figure 3) the median of the study groups is within the same interquartile range. This indicates that the level of reading comprehension is homogeneous between the groups, before the implementation of the Easy Reading website and jigsaw activities.

3.2. Results of the posttest

Table 3. Experimental group – posttest

Statistics		Value
Mean		9,1871
95%: Confidence Interval	Lower limit	8,8082
	Upper limit	9,5660
Median		10,0000
Standard deviation		1,49211
Min		0,00
Max		10,00
Range		10,00
Asymmetry		-4,305

Source: Software SPSS 25

Figure 4. Experimental group – Posttest histogram

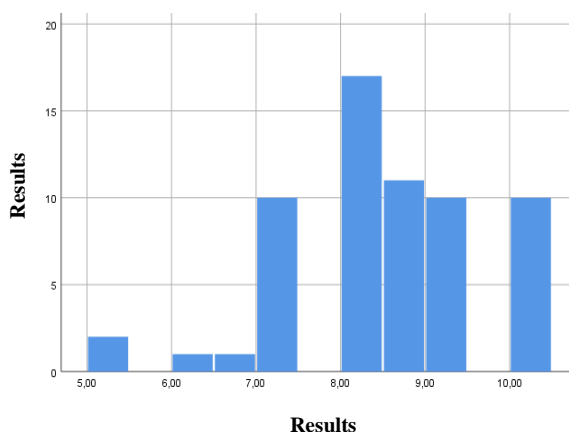
Source: Software SPSS 25

Table 3 shows that the reading comprehension level of the students that are part of the experimental group, after the implementation of the Easy Reading website and jigsaw activities, has a mean of 9.187 and a media of 10. The mean is within of a confidence interval that varies between 8.808 and 9.566. The minimum score is 0.00 and the maximum is 10.00. Finally, there is an asymmetry of - 4.305.

Table 4. Control group – posttest

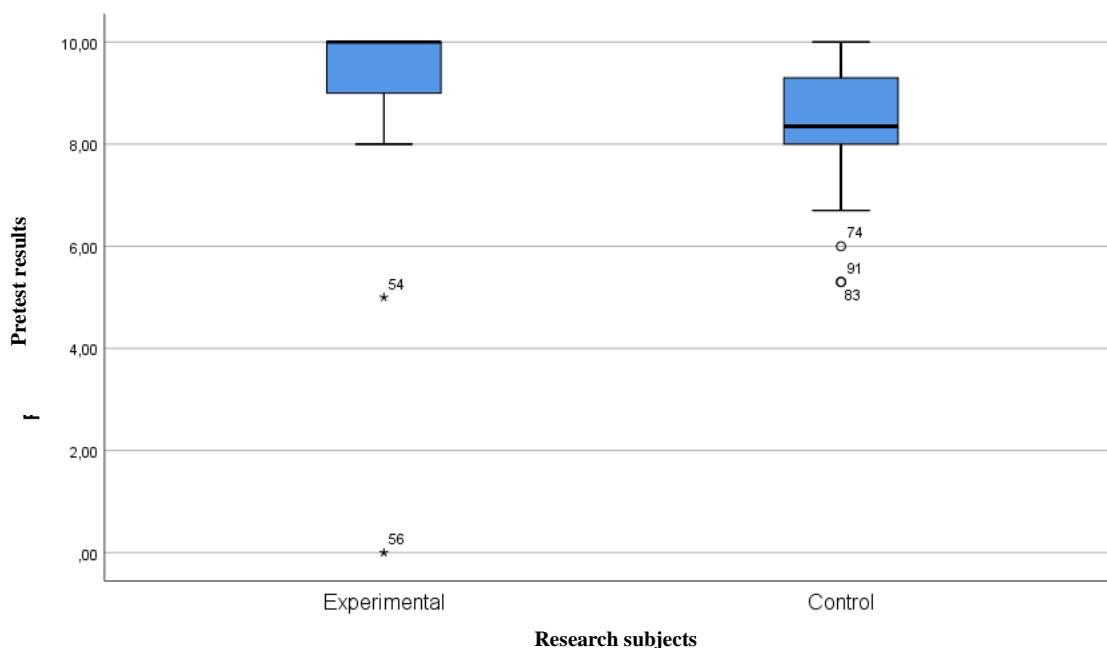
Statistics		Value
Mean 95%		8,3790
Confidence Interval	Lower limit	8,0950
	Upper limit	8,6631
Median		8,3500
Standard deviation		1,11842
Min		5,30
Max		10,00
Range		4,70
Asymmetry		-0,519

Source: Software SPSS 25

Figure 5. Control group – Posttest histogram

Source: Software SPSS 25

Table 4 shows that the reading comprehension level of the students who were part of the control group, after the implementation of the Easy Reading website and jigsaw activities, has a mean of 8,379 and a median of 8,350. The mean is within a confidence interval that varies between 8,095 and 8,663. The minimum score is 5.30 and the maximum is 10.00. Finally, there is an asymmetry of - 0.519. This means that most students scored higher than the average group.

Figure 6. Box plot of post test results

Source: Software SPSS 25

In the box plot (figure 6) the medians of the study groups are outside the interquartile range. This indicates that the level of reading comprehension is heterogeneous between the groups, after the implementation of the Easy Reading website and jigsaw activities.

3.3. Validation of the hypothesis

Research hypothesis

The implementation of the Easy Reading website and jigsaw activities will improve students' reading comprehension.

Statistical method

In order to determine the use of "parametric" or "non-parametric" tests for the validation of the research hypothesis, the following assumptions were analyzed:

1. The data were quantitative.
2. The Kolmogorov - Smirnov normality test was applied because the sample size was greater than 50. The statistical software SPSS 25 was used.

Criterion of normality:

$$H_0: P_{value} > 0,05 = \text{There is normality}$$

$$H_1: P_{value} \leq 0,05 = \text{There is not normality}$$

The results are shown in the following table:

Table 5. Kolmogorov – Smirnov test for normality

	Research subjects	Kolmogorov - Smirnov		
		Statistics	gl	Sig.
Pretest results	Experimental	0,222	62	0,000
	Control	0,199	62	0,000
Posttest results	Experimental	0,293	62	0,000
	Control	0,142	62	0,003

Source: Software SPSS 25

According to what is established in the normality criterion, the Kolmogorov - Smirnov test shows the absence of normality in all the data series. Therefore, “non-parametric” statistics must be applied; in this case, the Mann-Whitney U test for the comparison of independent samples, and Wilcoxon test for the comparison of related samples.

Comparison of independent samples

The criterion for the comparison of independent samples is established by the following statistical hypotheses:

H_0 : The median of the experimental group is equal to the median of the control group.

$$H_0: \bar{X}_1 = \bar{X}_2$$

H_1 : The median of the experimental group is different from the median of the control group.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

With a significance level of 5%, the following decision rules are proposed:

$$H_0: P_{valor} > 0,05$$

$$H_1: P_{valor} \leq 0,05$$

The results of the hypothesis tests applied for the comparison of independent samples, with the SPSS 25 software, are presented below:

Table 6. U de Mann – Whitney test results

	Pretest results	Posttest results
U de Mann-Whitney	1913,500	951,500
Asymptotic significance (bilateral)	,965	,000

Source: Software SPSS 25

The test value of the comparison of independent samples in the pre-test is equal to 0.965. This is greater than the significance level of 5% (0.05). Therefore, the null hypothesis is accepted, which indicates that the groups had the same level of

reading comprehension before the implementation of the Easy Reading website and the jigsaw activities. In turn, the test value of the comparison of independent samples in the post test is equal to 0.000. This is less than the 5% level of significance (0.05). Therefore, the null hypothesis is rejected, which indicates that there is a significant difference between the group medians, after the implementation of the Easy Reading website and the jigsaw activities.

After analyzing the descriptive statistics in tables 3 and 4, and by observing figure 6, it can be said that the experimental group reached a higher level of reading comprehension in comparison to the control group, as predicted after the implementation of the Easy Reading website and puzzle activities.

Comparison of related samples

The criterion for the comparison of related samples is established by the following statistical hypotheses:

H₀: The pre-test median is equal to the post-test median.

$$H_0: \bar{X}_{pre\ test} = \bar{X}_{post\ test}$$

H₁: The pre-test median is different from the post-test median.

$$H_1: \bar{X}_{pre\ test} \neq \bar{X}_{post\ test}$$

With a significance level of 5%, the following decision rules are proposed:

$$H_0: P_{valor} > 0,05$$

$$H_1: P_{valor} \leq 0,05$$

The results of the hypothesis tests applied for the comparison of related samples, with the SPSS 25 software, are presented below:

Table 7. Wilcoxon Rank Test Group

Group	Wilcoxon signed – rank test Asymptotic significance (bilateral)
Experimental	0,000
Control	0,492

Source: Software SPSS 25

The test value in the experimental group comparison is equal to 0.000. This is less than the 5% level of significance (0.05). Therefore, the null hypothesis is rejected within the experimental group. Therefore, the pre-test median is different from the post-test median.

The test value in the control group comparison is equal to 0.492. This is greater than the significance level of 5% (0.05). Therefore, the null hypothesis is accepted within the control group. Therefore, the pre-test median is equal to the post-test median. The significant difference between the pre-test and post-test results evidenced in the experimental group shows an improvement in the level of reading comprehension after the implementation of the Easy Reading website and the jigsaw activities.

Regarding the control group, there is no significant difference, therefore, there was no great improvement in the level of reading comprehension. The information presented in the analysis and discussion of results shows sufficient statistical evidence to answer the research question in an affirmative way. Therefore, it can be stated that: The implementation of the Easy Reading website and jigsaw activities improve reading comprehension in students.

CONCLUSIONS

- The current study drew conclusions regarding the application of Easy Reading website and jigsaw activities. The most appropriate way to apply jigsaw technique is by using the steps proposed by Aranson (1978). These steps include planning and preparation, implementation, observation, and reflection.
- The Easy Reading website and online jigsaw activities are two strategies that can be trusted by teachers and can be used to develop reading comprehension in students. These strategies provide interactive, innovative, and educational activities to manage reading.
- After students were exposed to the pretest, which aimed to evaluate reading comprehension, it can be concluded that the level was low since the mean of the grade obtained in the control group was 7.3. On the contrary, the level of the experimental group was 7.4. However, these results showed that there was no significant difference during the pretest, so both groups presented equal conditions prior to application of the experiment.
- It can be stated that after the application of the experiment, both groups improved their reading comprehension level, which was reflected in the results from the posttest in which the control group obtained 7.5 and the experimental group 8.2. This means that by specifically focusing on reading strategies an improvement in reading comprehension can be obtained. Students from the control group improved by using the BDA strategy, *before reading, during reading, after reading*, while the experimental group introduced jigsaw activities in the *during* stage. So, the improvement in this group is related to the use of the use of jigsaw reading.

RECOMMENDATIONS

- After analyzing the data and results used in this research project, it is recommended to use a specific sequence of activities to teach reading. In particular, it is recommended to use the BDA, *before reading, during, reading, after reading*, strategy since it fosters reading subskills during each stage.
- It is also suggested to use the jigsaw steps proposed by Aronson (1978) which include planning and preparation, implementation, observation, and reflection. These steps help the teacher organize an activity and determine the distribution of students and the sections from the text in advance. So, the implementation step becomes a smooth procedure where students merely focus on completing tasks and analyzing the text. While students work, the teacher monitors and observes, and acts as a facilitator if they encounter any difficulty. That observation is the basis for reflection and feedback either on content or language.
- After working on this research project, specifically by revising the results of the pretest it could be recommended to use the reading booklet presented. It contains five different jigsaw activities to enhance cooperation and reading comprehension while using standardized texts from the Easy Reading website. The activities developed use online resources that suit the current teaching situation, and the activities promote critical thinking and communicative skills. In this way, student's reading comprehension will improve.
- Finally, it is recommended to have a further study on the use of the Easy Reading website and jigsaw activities more frequently with students. Although the guided process resulted in positive effects, the impact on independent learning could not be clearly evidenced since the treatment was done as controlled practice.

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ANNEXES

Annex 1: Pre-post test

Choose the right answer: In Vancouver, a bear came into the city _____. 1 punto

READING
Read the following article and then answer some questions

ANIMALS IN THE CITY
Recently, there have been many reports in newspapers and on TV about big animals coming into towns and cities. There have been bears in Vancouver parks, leopards on the streets of Mumbai and wild pigs in gardens in Berlin. What happens when big animals come into our cities? Is it a good thing or is it dangerous for us and the animals?

Wild animals usually come into cities to look for food. In Cape Town, South Africa, baboons sometimes come into the suburbs. They eat fruit from gardens and go into people's kitchens and take food from cupboards and fridges! Baboons are strong animals and sometimes they scare children and fight with pet dogs. Many people do not like them, but the city can be dangerous for baboons too. Sometimes, baboons are hurt in car accidents and the sugar in human food can be very bad for their teeth. The city council in Cape Town has a team of Baboon Monitors. Their job is to find baboons in the city and take them back to the countryside. This makes the city safer for people and it is healthier for the baboons. The problem is that a lot of baboons will come back to the city to find food again.

In Berlin in Germany, groups of wild pigs sometimes come into the city to look for food. Pigs have come into the city for hundreds of years, but now the winters are warmer, there are more pigs than in the past. Pigs eat flowers and plants and dig in gardens and parks in the city. They also walk in the street and cause traffic accidents. Some city residents like the pigs and give them food. But the city council is worried about the traffic accidents. They have told people to stop giving the pigs food and have put up fences to stop the pigs entering the city.

In Moscow in Russia, there are 35,000 wild dogs. They live in parks, empty houses, markets and train stations. Some of the dogs were pets that people did not want so they left them on the streets. Others were born on the streets and have always lived there. Some dogs live alone and others live in packs (a pack is the name for a group of dogs). In 2010, scientists studied the dogs. They found some very interesting facts.

Packs have leaders. The leaders are the most intelligent dogs and not the biggest or strongest ones. Dogs know that it is safer to cross the street with people and some dogs understand traffic lights. Dogs have learnt that people give more food to small, cute dogs than to big ones. The cutest dogs in a pack wait on the street for people to give them food. When they have got some food, they share it with the other dogs in the pack.

Some dogs have started travelling on the Moscow underground trains.

What do the people in Moscow think of the dogs? A lot of people like them and are used to seeing them on the streets. They give the dogs food and water to drink. The winter in Moscow is very cold with lots of snow and temperatures of -10 °C. It can be hard for dogs to survive but some city residents have built small huts for the dogs to live in during the winter.

Mice, squirrels and birds often live in cities and survive. Some bigger animals like the dogs in Moscow can survive in the city too, with a little help from their human friends. For many big animals, cities are dangerous places and they need our help to return to the countryside.

Robin Newton

Someone saw the bear and called ____

the city zoo

the police

In Cape Town, baboons sometimes take food from ____.

houses

the restaurants

Baboon monitors ____.

give baboons food

take the baboons to the country side

In Berlin, ____ the wild pigs.

everybody likes

some people like

some people like

Decide if the sentence is true or false. Human food is bad for baboons' teeth. 1 punto

True
 False

Decide if the sentence is true or false. In Moscow, there are 35,000 wild pigs. 1 punto

True
 False

Decide if the sentence is true or false. In Vancouver, the bear found food in a restaurant. 1 punto

True
 False

Decide if the sentence is true or false. In Vancouver, the bear found food in a restaurant. 1 punto

True
 False

Decide if the sentence is true or false. You can see bears in Vancouver every day. 1 punto


True
 False

Decide if the sentence is true or false. Pigs eat plants, flowers and vegetables. 1 punto

True
 False

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Annex 2: Controlled group: results

#	Apellido(s)	Nombre	PRE-TEST	POST-TEST
1	Agreda Valdiviezo	Ginger Micaela	10	8.7
2	Aizprua Gonzalez	Angela Daniela	8.3	9
3	Alava Santacruz	Anghelo Fabrizzio	6.7	9.3
4	Aleaga Gaibor	Javier Israel	8.3	9
5	Alvarado Noteno	Cinthya Marisol	6.7	10
6	Andrade Oña	Joyce Catheryn	10	10
7	Ayala González	Jholaus Manolo	8.3	8
8	Barberan Vargas	Dayana Lisseth	0	0
9	Benalcazar Peñafiel	Sandra Andrea	8	8
10	Cabrera Jimenez	Mishell Estefania	7	8
11	Caiza Crespo	Jessica Dayana	9	9
12	Campuzano Goya	Josue Daniel	10	7.3
13	Castillo Celi	Denisse Daniela	8.3	6
14	Castro Cuichan	Kevin Armando	10	8
15	Castro Martínez	Christian Paúl	8.3	8
16	Celi Choez	Andres Zahid	0	0
17	Cerda Grefa	Pablo Isaias	5	7.3
18	Chalacan Coral	Christian Javier	10	6.7
19	Chancay Sanchez	Julieth Esther	8.3	8.7
20	Chango Chuto	Estefania Balvina	6.7	7.3
21	Chavez Perez	Camila Elizabeth	10	8
22	Chimbo Tunay	Betsy Magdalena	6.7	10
23	Corral Grefa	Jean Carlos	6	5.3
24	Coyago Pillajo	Hernan Danilo	6.7	7.3
25	Diaz Ayuy	Liria Janine	6.7	8
26	Encarnacion Pineda	Ingrid Esthefania	10	8.7
27	Falcon Lloacana	Vanesa Alexandra	0	0
28	Falconi Lopez	Melissa Maria	8.3	7.3
29	Falconi Molina	Henry Fabricio	10	10
30	Garcia Lopez	Isabel Cristina	8	8.7
31	Grefa Yumbo	David Leonidas	10	8
32	Guapulema Lopez	Jefferson Erikson	5	5.3
33	Herrera Armijos	Vinicio Manuel	0	0
34	Huatatoca Yumbo	Cesar José	6.7	8.7
35	Jaramillo Zapata	Viviana Alejandra	6.7	8
36	Mier Reyes	Ariel Isaac	5	7
37	Montesdeoca Padilla	Georleny Lisbeth	10	7.3
38	Montesdeoca Padilla	Gregory Alexander	8.3	10
39	Noroña Ceron	David Sebastian	8.3	9

40	Palacios Almeida	Carlos Francisco	10	8.7
41	Pardo Aguirre	Jose Lenin	8.3	8
42	Parra Ruiz	Caroline Celeste	6.7	8.7
43	Paucar Suntaxi	Karla Nayeli	8.3	8.7
44	Pila Carlozama	Marisol Estefania	8.3	8
45	Piña Morocho	Sonia Rosalia	8	10
46	Portilla Acosta	Fabrizio David	10	10
47	Procel Jaya	Karen Giselle	3.3	8
48	Puetate Preciado	Maria Fernanda	8.3	8.7
49	Pullopaxi López	Verónica Michelle	10	9.3
50	Quilca Noquez	Anthony Paul	6.7	8.7
51	Requelme Calero	Carla Rosalia	10	10
52	Rodriguez Castillo	Laura Lazara	10	10
53	Salazar Coquinche	Kevin Fernando	10	8.7
54	Shiguango Shiguango	Daniela Judith	6.7	9.3
55	Silva Icaza	Olga Nagelly	10	9.3
56	Tacuri Ramon	Elvis Manuel	5	8
57	Tanguila Mamallacta	Olga Lizbeth	10	9.3
58	Tapia Cordero	Ehiner Efrain	10	10
59	Tapia Perez	Josefina Mahelet	0	0
60	Tapuy Mamallacta	Gilda Geomara	8	8
61	Tobar Izurieta	Walter Rodrigo	10	7.3
62	Uyunkar Pinchupa	Arutam Charip	0	0
63	Vega Luzuriaga	Esteban Paul	8.3	7.3
64	Verdezoto Andy	Paul Luis	8.3	8
65	Vicente Silva	Juddy Marifet	8.3	9.3
66	Villacis Morillo	Blanca Lisseth	7	8
67	Villafuerte Ordoñez	Luz Clara	8.3	8
68	Zambrano Rodriguez	Ariel Alexander	0	0
69	Zhanay Hidalgo	Dayana Cesibel	10	7.3

Annex 3: Experimental group: results

	FULL NAME		PRE-TEST	POST-TEST
1	Aguinda Peña	Wendy Melissa	0	0
2	Aguinda Sanchez	Sheila Yajuanua	10	8
3	Alvarado Tapuy	Romel Jesus	8	9
4	Alvarez Izurieta	Carlos Efrain	8.3	10
5	Aragon Tapia	Henri Sebastian	8.3	8
6	Benalcazar Mera	Andres Mateo	6.7	8
7	Benavides Buri	Emily Daniela	8	8.3
8	Briñoles Villalva	Lidia Rosa	10	10
9	Cabrera Llalao	Dennys Santiago	8.3	9
10	Caiza Paneluisa	Omar Alexander	10	8
11	Calapucha Alvarado	Jairo Livardo	10	10
12	Canelos Ruiz	Estefania Patricia	8.3	10
13	Carbonelly Benitez	Shendo Ranier	10	10
14	Carbonelly Benítez	Jhon Alex	8.3	10
15	Carguacundo Lopez	Angel Andres	8.3	8
16	Carrasco Sanchez	Christhoper Alexander	10	10
17	Chanatasig Bravo	Azucena Betsabe	8.3	9
18	Criollo Toala	Mishel Nicole	8.3	9
19	Cuenca Sauca	Anthony Fernando	8.3	10
20	Cunguan Quistanchala	Daniela Fabiana	6.7	9
21	Deleg Morocho	Natasha Katherine	6.7	9
22	Elizalde Granda	Jennyffer Mayely	6.7	10
23	Erazo Villalta	Ilady Raquel	10	9
24	Escobar Salazar	Dennis Evaristo	5	10
25	Escudero Castellano	Kimberly Alexandra	6.7	10
26	Farez Toqueton	Adrian Aldair	10	9
27	Flores Guerrero	Juleth Belsabeth	10	10
28	Flores Sanmiguel	Angelica Judieg	10	10
29	Garcia Rodriguez	Manuel Alejandro	0	0
30	Grefa López	Jenny Jessica	8.3	10
31	Guerrero Perez	Michael Fernando	6.7	9
32	Guevara Zambrano	Ruth Alexandra	8.3	10
33	Hurtado Campoverde	Michael Steewart	8.3	10
34	Lescano Jumbo	Christian Paul	6.7	9
35	Lombana Reyes	Jhonatan Marcelo	0	0
36	Loor Loja	Shomaira Anai	8.3	10
37	Lucano Acosta	Maria Belen	10	9
38	Mamallacta Grefa	Nayeli Gladys	8.3	10
39	Mancheno Tanguila	Jhoana Mishel	6.7	9

40	Merchan Cevallos	Odaliz Rashell	8.3	8
41	Mestanza Manotoa	Odalis Mishel	8.3	10
42	Neto Ibarra	Sebastian Alejandro	10	10
43	Paccha Caraguay	Gloria Elizabeth	0	0
44	Pacheco Merino	Ibeth Nicol	8.3	10
45	Paillacho Taipe	Lizbeth Yessenia	6.7	8.3
46	Paz Galvez	Dayanna Marisol	7	9
47	Pazmiño Fernandez	Galilea Dominic	8.3	10
48	Pazmiño Sarango	Maren Daniela	8.3	10
49	Pualasin Lasluisa	Jessica Ivette	10	10
50	Quimbita Naranjo	Ramiro David	0	0
51	Quinapanta Toapanta	Julissa Fernanda	8.3	10
52	Reascos Salgado	Daniela Yobaska	8.3	9
53	Reino Saulag	Edgar Javier	0	0
54	Ruiz Landazuri	Viviam Alejandra	8.3	9
55	Salazar Masache	Elizabeth Thalia	6.7	10
56	Sánchez Chicaiza	Jefferson Miguel	0	0
57	Sanchez Pujota	Anderson Fabian	6.6	9
58	Shiguango Grefa	Tatiana Cecibel	10	10
59	Shiguango Panchana	Britany Belen	10	8
60	Silva Moreta	Mariana Elizabeth	10	10
61	Tamayo Moreno	Allison Samantha	8.3	5
62	Tanguila Mamallacta	Melisa Paola	8.3	10
63	Tunay Chimbo	Charlie Jesus	6.7	0
64	Vargas Chida	Melina Lileny	10	10
65	Vásquez Torres	Lenin Fernando	8.3	9
66	Vega Ortega	Dylan Ricardo	7	10
67	Villacres Matias	Jocabet Abigail	7	9
68	Yumbo Licuy	Anderson Randy	7	10
69	Zamora Pozo	Camila Alexandra	7	10

Annex 4: Research permit



Tena, febrero 19 de 2021

Licenciada

Valeria Carolina Mendoza Ch

Presente.

De mi consideración,

En respuesta al oficio recibido con fecha: 19 de febrero del 2021, en el que se solicita la autorización para llevar a cabo un proyecto de investigación como parte del proceso de graduación de su programa de Maestría de la PUCE- SA y que va a llevarse a cabo con los estudiantes del segundo nivel, grupos 2 y 3, de inglés del programa de lengua extranjera, me permito dar la debida autorización para que trabaje con los grupos mencionados y durante el tiempo requerido. Augurándole el mayor de los éxitos en su trabajo investigativo y su labor docente.

Con sentimientos de distinguida consideración.

Atentamente,

A handwritten signature in blue ink that reads 'Mónica'.

Lic. Mónica Graciela Vinueza Mayorga Mgs.

CENTRO DE IDIOMAS