

# **Try-out of Modified Cooperative Learning-Jigsaw Method to Grade Six Second Language Learners**

By Ritchelle Pandeling Evangelista

The meaning of **monology** in the dictionary is '*a single voice*'. According to Hays (2005), monologic discourse is a discourse in which only one point of view is represented. For Mikhail Bakhtin, monologism indicates turning off the process of dialogue as well as its potentials. Whereas, **dialogic education** is a teaching method which is in stark contrast with monologic teaching methods. It has the capability for allowing different people to speak their minds and get out of the box in which they were trapped. He believed that despite all the constraints, people would always find a way to express their individual frames of thoughts. He also defines dialogism as any utterance, whether spoken or written, that people use in communication with each other. He mentions that in dialogue a person participates wholly and throughout his whole life: with his eyes, lips, hands, soul, spirit, with his whole body.

In language teaching, **dialogue** is defined as 'a model of conversation, used to practice speaking and to provide examples of language usage (Longman Dictionary of Language teaching and Applied Linguistic). Dialogues are often specially written to practice language items, contain simplified grammar and vocabulary, and so may be rather different from real life conversation (Richards & Schmidt, 2002). This idea can be interpreted in the course of classroom education as the opportunity to hear different voices of the teacher and the students alike.

The modern day student is presented with a lot of information and communication tools which can be used for learning any and all materials. Hence,

regarding the benefits of dialogic concepts for learning and teaching environments it can be said that the learning process cannot simply go on using traditional methods since these bore the students rapidly and decrease the efficiency of the teaching process. Teaching can be transformed into a fun and open atmosphere in which learning happens involuntarily and while the students participate eagerly in the teaching and learning process. Students can view themselves and their classmates as equal people with the teacher, which helps them go about the learning tasks more freely.

To deviate from traditional methods of teaching, I constantly find ways for students to express their individual frames of thoughts. For example, at the beginning of a 90-minute class, I ask simple questions or situations to give equal opportunity to each student to speak their minds and to be heard. There are also prompt cards where the questions present a dilemma that the students should consider and take a position on. Jigsaw method of cooperative learning was intentionally used to cover the lesson in a short period of time but this method helped maximize students' class participation and accountability.

### Teacher's Roles

A student-centered classroom is built on autonomy and operates on collaboration, project-based learning, and plenty of conversation between students and teachers. By involving students directly in the education process, and by enabling them to interact with one another, students begin to feel a sense of community. Sometimes, implementing a student-centered learning environment sounds great in theory, but putting it into practice is a different story. During the introduction of jigsaw method to the sixth graders, it took me a lot of time to explain the whole process of the activity. I had to explain the task step by step. Most

students were not really used to following multi-step instructions. The chunking of instructions made the flow of the activity as smooth as silk.

Self-reflection is a simple way to dig deeper into my feelings. With a profession as challenging as teaching, self-reflection is an opportunity for me to think about what works and what doesn't in my own classroom. It is important because it's a process that makes a teacher collect, record, and analyze everything that happened in the lesson so we can make improvements where necessary. I should be the first to admit that no matter how good a lesson is, my teaching strategies can always be improved. One of the improvements I used in my own classroom is the jigsaw method. This research focuses on a single cooperative learning strategy, the Jigsaw Method, applied in the context of teaching the seven continents as the core text in Term 3.



The six continents (except Asia) were assigned to each jigsaw group.

## Definition of Terms

**Cooperative Learning**, grounded in social interdependence theory (Deutsch, 1949; Johnson & Johnson, 2005), is an established educational approach robustly supported by over 1,200 research studies. The central tenet of cooperative learning is that rather than competing with each other or being indifferent to each other, students engaged in cooperative learning “work together to maximize their own and each other’s learning”.

It is an approach that organizes and structures student groups based on three essential features that help students learn from each other: positive interdependence, individual accountability, and simultaneous interaction (The Foundation Coalition, 2001).

**Jigsaw method** is an effective way to increase student engagement through group work that facilitates peer-to-peer learning.

Introduced by Aronson (1978), jigsaw is an efficient way for students to become engaged in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, jigsaw maximizes interaction and establishes an atmosphere of cooperation and respect for other students. Teachers who listen in to the sharing of one of the jigsaw groups can quickly hear what each of the original groups has been doing.

The actual process went like this: each class was organized into "jigsaw" groups and each group was assigned one material to learn – one continent per group. The members of each group read the text and solved a problem – complete the continent fact sheet. The students were then reorganized into "expert" groups

containing one member from each jigsaw group. In the new group, every member is an “expert” and shared what he/she has learned about their assigned continent. They took turns in sharing their learning. The listeners completed the world fact file sheet of every continent. After some time, each member returned to their "jigsaw" groups to share their learning. In this way, the information was quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the puzzle.

## QUESTIONS YOU CAN USE

- Can you repeat that?
- Can you say it loudly?
- What did you say again?
- How do you spell \_\_\_\_\_?



Before the jigsaw activity started, students were reoriented of some phrases and sentences to use during the group discussion. They were also reminded to use only English in communicating with their small group. Additional points and recognition were given to students who really followed the ‘English only’ policy. This encouraged others to do the same thing.

## Round 1

<b>Group 1</b> North America 1, South America 1, Antarctica 1	<b>Group 5</b> Africa 1, Europe 1, Australia 1
<b>Group 2</b> North America 2, South America 2, Antarctica 2	<b>Group 6</b> Africa 2, Europe 2, Australia 2
<b>Group 3</b> North America 3, South America 3, Antarctica 3	<b>Group 7</b> Africa 3, Europe 3, Australia 3
<b>Group 4</b> North America 4, South America 4, Antarctica 4	<b>Group 8</b> Africa 4, Europe 4, Australia 4

## Round 2

<b>Group 1</b> Africa 1-2, North America 2	<b>Group 4</b> North America 1, Australia 1-2, Europe 1,
<b>Group 2</b> South America 1-2, Europe 2, Africa 3	<b>Group 5</b> Europe 3, North America 3, South America 3-4
<b>Group 3</b> North America 4, Antarctica 1-2, Australia 3-4	<b>Group 6</b> Antarctica 3-4, Europe 4, Africa 4

The jigsaw grouping schedule – the first round lasted for 30 minutes and the second round for 20 minutes.

### SOUTH AMERICA VOCABULARY

Word	Part of Speech	Thai Translation
chilly		หนาวเย็น
Sentence: The southern part of South America is chilly.		

Word	Part of Speech	Thai Translation
chain (of mountains)	noun	
Sentence: The longest chain of mountains in the world is the Andes.		

Word	Part of Speech	Thai Translation
run	verb	วิ่ง
Sentence:		



### FACTS

Climate:

North - \_\_\_\_\_

South - \_\_\_\_\_

World's longest chain of mountains: \_\_\_\_\_

World's second longest river: \_\_\_\_\_

Meaning of 'Rio de Janeiro': \_\_\_\_\_

Population: \_\_\_\_\_

Other Facts:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample Continent Fact Sheet of South America: it was given to one jigsaw group during the group discussion.

Name Pun Pun CP Class 6/2 Student No. 1

## NORTH AMERICA VOCABULARY

Word	Part of Speech	Thai Translation
port	noun ✓	เมืองท่า

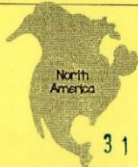
Sentence: New York is an important port and trade centre.

Word	Part of Speech	Thai Translation
immigrant	noun	ผู้ที่ย้ายถิ่นจากที่หนึ่งไปอยู่ที่อื่น

Sentence: Many immigrants travel to USA to live.

Word	Part of Speech	Thai Translation
Inuit	noun	ชาวเอสกิโม

Sentence:  
Inuits are hunters in Canada. ✓



31 OCT 2018

### FACTS

Tick one.

small continent       big continent ✓

Number of countries: 23 countries ✓

Biggest countries: U.S.A. and Canada ✓

Largest city in the U.S.A.: New York ✓

Popular sport in the U.S.A.: Baseball ✓

Famous Landmarks: Empire State Building ✓

Statue of Liberty ✓

Brooklyn Bridge ✓

Other Facts:

There is a long chain of mountains  
runs all the way along the western  
coast of North America. It near  
Atlantic ocean.

Sample output: Students answered this after the jigsaw sharing and before they went to their expert groups.

### WORLD FACT FILE

Fact	South America
Climate:	North - <u>Hot</u> South - <u>chilly</u>
World's longest chain of mountains	Longest chain of mountain is the "Andes"
World's second longest river	Amazon River
Meaning of 'Rio de Janeiro'	Meaning is River of January
Population	More than 7,000,000 people
Other facts	The amazon river flows from the "Andes, across the continent to the Atlantic ocean.

Fact	North America
Size	<input type="radio"/> small <input checked="" type="radio"/> big ✓
Number of countries	<u>23 countries</u>
Biggest countries	<u>U.S.A and Canada</u>
Largest city in the U.S.A.	<u>New York</u>
Popular sport in the U.S.A.	<u>Base ball</u>
Famous Landmarks	<u>Brooklyn Bridge, Statue of Liberty</u>
Other facts	<u>There is a long mountain in the western.</u>

Fact	Antarctica	Fact	Europe
Land	<input checked="" type="radio"/> highest <input type="radio"/> lowest <input checked="" type="radio"/> coldest <input type="radio"/> hottest <input checked="" type="radio"/> driest <input checked="" type="radio"/> windiest	Size	<input checked="" type="radio"/> small <input type="radio"/> big
What covers the continent:	Antarctica covers by ice.	Climate	North - <u>Icy cold</u> South - <u>much warmer</u>
Giant blocks of ice are called	Giant blocks of ice are called ice bergs.	Europe is separated from Asia by	ural mountain
Animals in the continent	<b>During cold season:</b> wheat, seal, fish, penguins, Albatross	Tourist Attractions in Paris, France	Eiffel tower, Sacre coeur
	<b>During summer:</b> sea birds, penguins, albatross	What used to cover Europe	forest
Other facts	scientist spend part of the year at research stations in Antarctica.	Other facts	the smallest country is vatican city

Sample output: Students answered when they were in their expert group. Their goal was to complete the table with all the needed information so they can report to their original group.

During the whole jigsaw process, it was important to recognize that each student possesses a particular constellation of skills and prior knowledge related to the assigned tasks. Differences in academic preparation resulted in varying levels of familiarity with relevant concepts and abilities to perform necessary skills. Further, students brought a wide variety of personalities, life experiences, personal responsibilities, and a plethora of other variables impacting students' readiness and commitment to undertake assigned tasks.

To proactively equip groups to manage differences and avoid unproductive conflict, it was also essential to establish norms and ground rules for group interactions. A useful strategy is for students to be aware of the guidelines for group discussions.



Week: 2 Continent: EUROPE Grade 6/ 2 Date: \_\_\_\_\_

Name	a confident speaker	contributes well in group discussions	responds confidently in small group and an active participant	makes some responses	listens attentively, polite to peers, treats others fairly	understands the text or the activity	uses vocab learned in class	begins to participate	contributes a little in group discussion	quite shy but shares a little	has a tendency to daydream	does not share anything (due to limited vocab, inattention)
Minna	✓				✓	✓	✓					
Dash								✓	✓		✓	
Nadia			✓		✓	✓						
Pang			✓		✓	✓						

Week: 2 Continent: AFRICA Grade 6/ 4 Date: \_\_\_\_\_

Name	a confident speaker	contributes well in group discussions	responds confidently in small group and an active participant	makes some responses	listens attentively, polite to peers, treat others fairly	understands the text or the activity	uses vocab learned in class	begins to participate	contributes a little in group discussion	quite shy but shares a little	has a tendency to daydream	does not share anything (due to limited vocab, inattention)
Eik-G			✓			✓						
Mickey		✓			✓	✓						
Poom								✓	✓	✓		
Min										✓	✓	

As a **formative assessment tool**, the discussion skills sheet was utilized to properly monitor every student during the jigsaw and expert grouping.

**My role** during the jigsaw sharing was to facilitate learning. When students were in expert groups, I had more time supporting the students who needed more encouragement to put information they learned into their own words and to give examples that help them explain the material (text) to other groups.

During the jigsaw activity, there was one student who finds it difficult to explain her topic to other groups. I paired her with her friend who was willing to help her present the information to the jigsaw group. This helped both of them develop interpersonal and communication skills. At the end of the jigsaw sharing, I asked them if the partner coaching helped them learn the material and asked suggestions from them how they could learn more efficiently.

# Asia

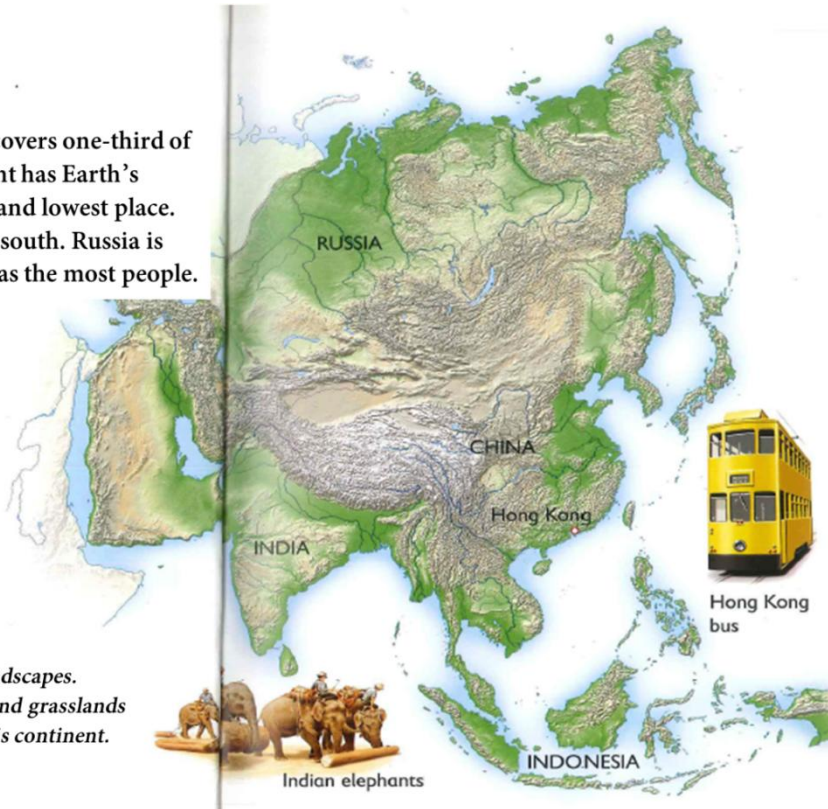
Asia is the largest continent. It covers one-third of Earth's land. This huge continent has Earth's highest mountains, largest lake and lowest place. Most Asians live in the east and south. Russia is the largest country, but China has the most people.



### Taxi, Indonesia

These taxis are common in parts of Indonesia. They take people from place to place and also carry goods.

Asia has many different kinds of landscapes. Mountains, deserts, plains, forests and grasslands are all found in different parts of this continent.



### A. Write True or False. (4 points)

1. Asia is the biggest continent. \_\_\_\_\_
2. Asia has the smallest mountain. \_\_\_\_\_
3. China is the largest country in Asia. \_\_\_\_\_
4. Not much Asians live in the west and north. \_\_\_\_\_

### B. Circle the letter of the correct answer. (3 points)

5. What is the *synonym* of the word 'huge'?  
a. small      b. medium      c. large
6. What is the *antonym* of the word 'high'?  
a. low      b. middle      c. up
7. Highlight the meaning of **landscapes** in the text.

### ASIA FACT SHEET

Tick one.

smallest continent     largest continent

largest country: \_\_\_\_\_

country with most number of people: \_\_\_\_\_

landscapes in Asia: \_\_\_\_\_

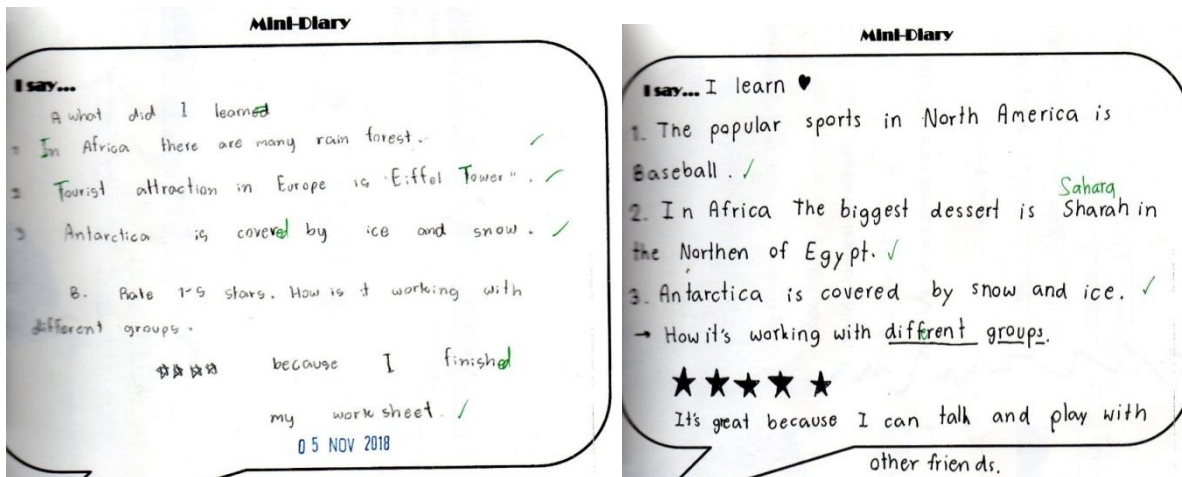
\_\_\_\_\_

Other facts (Write 3): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After a whole week of jigsaw sharing, sixth graders were given a quiz on Asia to increase more their accountability and to apply all the skills they have learned and acquired the previous week. As expected, most of them were able to get scores ranging from 11-15 (15 as the perfect score).



In week 2, I asked the students to recall highlights of what they have learned the previous week. They were not allowed to look at their copies of the text.

These are the results of the Jigsaw Method implemented in Grade 6:

- most students were able to build skills in effective collaboration and communication in order for them to complete the word fact file sheet.
- after the jigsaw activity, students made self-reflection on their personal contributions to group dynamics and their own process of learning and growing.
- students' research skills were developed in gathering data to complete the table with important information
- the jigsaw method helped students practice synthesis skills on a reduced scale
- it improved team and class dynamics by helping to build trust
- it enabled students to really get to know each other in one class, which can translate to more interactions outside of class in campus activities.
- fostered student engagement through peer learning and more equal participation by everyone in the group by empowering individual students to share their own "expertise" or contribution to the jigsawed group.

- required students who are shy or quiet to participate more fully in active ways.
- efficient (time saving): it covered more texts and the lesson on continents was finished for only a few sessions.

### **Conclusion:**

The Jigsaw Strategy is truly an efficient way to learn the course material in a cooperative learning style. The jigsaw process requires students to work in groups in a cooperative learning fashion, encouraged listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task. As a form of cooperative learning, the jigsaw method helps students to develop skills for working effectively in teams, an important competency for socio-environmental synthesis (S-E synthesis).

For further study, I would recommend using Jigsaw II as an alternative strategy, developed by Robert Slavin (1990). The process is the same as Jigsaw I, with the exception that students in jigsaw groups read the entire assignment or all of the materials to acquire the information. Group members then take an individual test on the material, the results of which contribute to a team score.