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**Universitat Autònoma
de Barcelona**

**STUDENTS' PERSPECTIVE
ON THE USE OF A JIGSAW READING ACTIVITY**

Màster Universitari en Formació de Professorat d'Educació Secundària
Obligatòria i Batxillerat, Formació Professional i Ensenyament d'Idiomes
(Especialitat d'anglès)

Master's Dissertation

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Abstract

EN

The aim of this master's Dissertation is to analyse the students' perspective on the use of innovative teaching methodologies, more specifically, on the jigsaw reading activity. This paper's main objective is to disclose whether the jigsaw reading activity is useful rather than avoidable according to the learners' opinion through action research. Both qualitative and quantitative data were collected in order to investigate the topic throughout a survey and a focus group. Once the results were analysed, the paper concludes with the statement that the students' perspective on the use of the jigsaw reading activity is mostly positive.

Keywords: jigsaw reading, innovation, interaction, collaborative learning, students' perspective.

ES

El objetivo del presente Trabajo de Fin de Máster es analizar la perspectiva de los estudiantes sobre el uso de metodologías de enseñanza innovadoras, más concretamente, sobre la actividad de lectura en puzle (o *jigsaw reading*). La finalidad del presente estudio es averiguar si la actividad de lectura en puzle es útil o, por el contrario, evitable según la opinión de los aprendices mediante un estudio de investigación-acción. Se han recogido tanto datos cuantitativos como cualitativos con el fin de investigar el tema mediante una encuesta y un grupo de debate. Una vez analizados los resultados, el presente trabajo concluye con la afirmación de que la perspectiva de los estudiantes sobre el uso de la actividad de lectura en puzle es mayormente positiva.

Palabras clave: lectura en puzle, innovación, interacción, aprendizaje colaborativo, perspectiva del estudiante

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1. Introduction

1.1. Introduction, objectives and initial research questions

According to Whittaker (2018), reading is one of the ways through which students can learn a foreign language. However, it can be argued that teenagers often view reading as a less than engaging task as in high school they often see themselves forced to go through numerous texts in English as a Foreign Language (EFL) classes.

Thus, a Teaching Unit was designed and implemented in the internship of this Master's Degree to integrate innovative reading strategies. Specifically, a jigsaw reading activity was added as the main reading activity of the teaching sequence, where the topic of the unit was introduced. From this teaching intervention, a study was carried out on the students' perspective regarding the use of jigsaw as a reading activity to see their attitude and feelings towards this kind of activities.

Having insight into their attitudes towards the task is important because the motivation of the students is a key element for teachers to take into account when implementing different types of activities in their teaching sequences. This is why implementing an innovative reading activity and then analysing the motivation of the students is important in order to know if this reading methodology should be used in the future. Of course, not only motivation will be analysed, but also the way students feel, whether they think the technique is useful and whether they see it as an engaging task. It is also important to take into consideration that the jigsaw activity designed for this study does not consist of only reading, but also it was designed to encourage interaction. This implies that shy or introverted pupils might not be so keen on participating in this kind of activities.

The aim of this paper is then to determine the students' feelings on a jigsaw reading activity by analysing whether they believe, on the one hand, that it is useful, engaging, easy, funny and interesting or, on the other hand, if it is too demanding, boring, not interesting at all, not engaging, and useless. In order to deepen a little bit more into the research, some students volunteered to give some open suggestions on the jigsaw activity: what aspects they would change or how the strategy might be improved.

Action research and personal development are the main reasons why this topic has been chosen. Adler confirmed, "action research in teacher education is premised on the assumption that it can provide teacher educators with ideas for their own practice and a

greater understanding of the assumptions and tacit theories of teacher education practitioners” (1993, p. 26). Therefore, as a teacher in the near future, it will be interesting to know beforehand whether students enjoy innovative activities like the jigsaw reading, and whether they have the feeling that they are learning. This action research task permitted the implementation of an innovative activity expecting to obtain positive results, that will be a boost for removing traditional activities from my lesson planning and moving towards a more innovative way of teaching in the future.

1.2. Context

The sociocultural and educational context of the high school where the Teaching Unit was implemented is a very relevant aspect to take into consideration. In this case, we were working on a high school located in Sant Boi de Llobregat, a town in the Barcelona metropolitan area. The district where the high school was built is an industrial area of Sant Boi de Llobregat, whose population has grown due to a considerable rise in migration during the last decades. The families of the targeted students mostly belong to the working class (Cufí, Gallardo, & Veny, 2020).

The high school studied for this paper used to host four groups per every school year, but due to Covid-19 there are currently six smaller groups in 1st and 2nd of ESO, and five groups in 3rd and 4th of ESO (e.g., from 4th A to 4th E). The Teaching Unit that was implemented in 4th of ESO A, B and C aimed to analyse how visible gender stereotypes are on different TV genres. As we were two teachers, —another master’s student and myself— a modality of coteaching was used. We followed the “Team teaching” coteaching method, also known as “Teaming”.

In this modality, both teachers co-lead large-group instruction and also share responsibility for planning, assessment, and grade assignment. This modality requires the greatest amounts of planning time, trust, communication, and coordination of effort. [...] Team teaching is often found in EFL lessons, where co-constructed two-voice explanations can be particularly useful. (Escobar Urmeneta, 2020, p. 41)

In the high school of Sant Boi de Llobregat where the Teaching Unit was implemented, English classes are usually taught in a traditional way — understanding “traditional” as a teaching method that follows a book’s itinerary and that assesses students with grammar exams. For this reason, the students’ prior learning experiences were taken into consideration in this paper to know whether they have ever had any experience with innovative reading activities such as the jigsaw activity.

1.3. Pedagogical action

The aim of this study is to discover if an innovative reading methodology is perceived as useful by the students. The action research of this paper is an analysis of the students' thoughts on an innovative reading activity, in this case on the jigsaw reading activity. Positive results will lead us to conclude with the thought that the jigsaw activity will be able to be implemented again in the future with more confidence: seeing that teenagers enjoy this type of innovative activity can make us work better in the future as professional teachers. In case the results retrieved are mainly negative and the targeted students do not feel comfortable before this kind of reading activity, we will extract different conclusions: either the way in which the method was implemented will have to be improved, or the method itself will have to be changed.

In the jigsaw reading activity, each group becomes an "expert" on one of the readings. Then they regroup so that each member of the new group has read a different text. They must share their information in a mixed group. This kind of activity is a useful way of having readers at different levels work collaboratively. "Even the poorer readers will be able to contribute in the group since their reading will have information that other members in the group don't have" (Gibbons, 2015, p. 159). Finally, it provides an authentic context for developing summarizing skills, since each group of experts must decide on the key points they are later going to share with others. If they do not feel confident enough, they may write down the core ideas in a note to use it as a support for their further explanation.

The more curricular competences are worked on in a classroom activity, the more improvements students can make in English as a Foreign Language (EFL). In the jigsaw reading activity, not only the reading dimension is worked on, but also competences from other dimensions. According to the Catalan curriculum (2019), from the oral communication dimension, students develop the C1, where they obtain information and interpret an oral text of academic field; the C2, where students learn to plan and produce oral texts; and C3, where students use oral interactional strategies according to the communicative situation to start, maintain and finish a discourse. From the reading comprehension dimension, students work on C4, where they apply comprehension strategies to obtain information and interpret the content of written texts. Finally, from the written expression dimension, students develop C7, where they plan written text types by using elements of the communicative situation; and C9, where they revise the text to improve it according to the communicative purpose with the help of support.

The instructions to be followed by the teacher in terms of classroom organisation are the following:

Parts of the activity	Timing
1. Reading their own text with their group of experts. They rehearse and help each other. [We ask questions to make sure they understand it] Support: If they need it, they can use post-its including only main ideas.	25 minutes
2. Explaining their part of the text to the people from another group of experts in a mixed group. [They can ask questions to their prior expert mates if they forget any information.]	15 minutes
3. Reexplaining what their colleagues from other group of experts have presented before.	10 minutes
4. Teacher questions to different groups about the content of the text. To make sure they have understood all the four parts.	5 minutes
Fast finishers: Depicting a mind map including the four parts of the whole text.	Fast finishers

Figure 1: Time management and organisation in the jigsaw reading activity

2. Theoretical framework

2.1. Literature review

The object of study for this paper is clearly the student's perspective on an innovative learning activity. For that reason, Castillo's (2020) article about implementing an innovative project in high schools has been an important influence to this paper. Even though there may not be a direct connection between the main subject of the cited work

and this paper, the present study has been orientated towards a more general view of innovative activities in high school on account of the mentioned literature. One of the main aims of the cited thesis is to develop the student's ability to interact with their peers in conversations and discussions characterised by exploratory talk. Taking into consideration that students are not likely to interact in a traditional reading activity, the core ideas extracted from reading Castillo's master's dissertation are some of the keywords on which this paper is focused: innovation, interaction, and collaborative learning.

Following the rationale of Adams (2013) regarding the effectiveness of the jigsaw reading activity, one of the premises for the implementation of this technique in the Teaching Unit of my internship was to empower "both teachers and pupils to resort to the use of collaborative learning due to its immense benefits" (2013, p. 2). Again, collaborative learning has an important role in this case of study, which reinforces the idea of focusing this paper on the concept of collaborative work. This article treats the theoretical perspectives of cooperative learning and attempts to find results by implementing a jigsaw reading activity in a group class. This paper is willing to analyse the student's perspective on the same empirical experiment, although it focuses more on the *feeling* of effectiveness of students than the effectiveness itself, as in the mentioned article. After evaluating the case of study and the core ideas that Adams' work has inspired for this paper, both theses share the key word "jigsaw".

2.2. Pedagogical intervention

The high school from Sant Boi de Llobregat where the innovative teaching method was used has a lower English level than the Catalan average (Cufí, Gallardo, & Veny, 2020). The traditional way in which EFL is taught in Spain is one of the reasons why the country's English level is below average:

[D]uring the last few years there has been a widespread feeling of dissatisfaction with the state of English language teaching in Spain (Vez 2007). Despite the different measures put into practice to improve the situation, such as the early teaching of English (in many schools its learning starts as early as the age of four), students' language skills at the end of compulsory education are far below the desired level of competence, and this low command often puts them off from taking subjects taught through English at university level (Lasagabaster 2009). The reasons put forward vary and include different issues, but foreign language methodology is usually mentioned as one of the main hurdles. The literature on L2 learning motivation has often indicated that the specific L2 learning contexts to which learners are exposed may have a definitive influence on their motivational levels (Bradford 2007; Clément and Kruidenier 1983; Dörnyei 2001). (Lasagabaster, 2011, p. 5)

For that reason, this action research study is testing an activity that uses more than just one curricular competency on students and that tries to boost students' motivation in order to help them improve. To make academic research relevant, the innovative activity of the jigsaw reading is experienced in the high school mentioned by using action research. However, it needs to be mentioned that an action research cycle consists of three stages (Sagor, 2021) that could not be completed due to the short time spent the internship. In the input phase of the process, a problem was detected, a preliminary diagnosis was done, and data was gathered. Shortly after that, in the second phase called transformation stage, action relating the detected problem was taken, and behavioural changes were executed. However, the output phase, where actual changes in behaviour resulting from the action taken in the second stage, could not be completed due to timing reasons.

In order to connect the action research with the pedagogical intervention of this paper, it is necessary to state two different pedagogical approaches: social constructivism and communicative language teaching. Social constructivism is a psychology-based educational approach "that argues that knowledge is socially constructed rather than having its own independent existence" (Nunan, 1999, p. 304). Thus, students do not find or discover knowledge as much as they construct or create it. Kafai and Resnick stated that "children don't get ideas, they make ideas" (1996, p. 1). Also, social constructivism defends that interpersonal relations take place through collaboration and dialogic action with others (Ashton-Hay, 2006, p. 3). Hymes declares that social constructivism has influenced communicative language teaching by emphasizing learner-centred teaching strategies and the importance of using the language to communicate and make meaning (1972).

Apart from social constructivism, another pedagogical approach has emerged in EFL teaching: communicative language teaching. The approach is connected both with construction of the learning environment, including communication, and construction of knowledge through it. Communicative competence is a main goal of communicative language teaching because learners are encouraged to use the language effectively to make meaning rather than just learning grammatical forms and stock phrases by rote. The transition to the dominance of both constructivism and communicative language teaching theories requires the active use of innovative teaching methods (Ashton-Hay, 2006, p. 5). Therefore, it is seen that social constructivism and communicative language teaching share the idea of interaction that is used in this study.

In order to study the learners' perspective on an interactive innovative activity — the jigsaw reading activity —, some data had to be collected to be then analysed. Primary data collection is considered the most authoritative and authentic data collection method (Ainsworth, 2021). Thus, amongst the types of data collection methods in research, both quantitative and qualitative data were gathered for this paper in order to obtain direct or primary data (see section 2.3). The first and main collecting data method was a survey (see Annex I) where students answered both quantitative and qualitative questions. Secondly, a focus group called “materials development experts” collects deeper information on the topic in a qualitative way.

2.3. Research approach

Studying and analysing the learners' perspective towards a type of teaching activity can be a daunting task to carry out, as determining the wrong type of data collection method may lead to unclear results. Although data can be valuable, too much information is unwieldy, and the wrong data is useless. The right data collection method can mean the difference between useful insights and time-wasting misdirection. For that reason, a survey was chosen over other collecting data methods as the main source of information of this paper, and a focus group as a second source of data.

It was necessary to consider other research approaches to understand their uses, their strengths and their weaknesses. While some types of data collection are more commonly used with experimental approaches, or comparative and associational approaches (Morgan & Harmon, 2001), the data collection method used for this paper is more commonly used in a quantitative and qualitative approach.

Numerous types of data collection methods are contemplated on Pulliam-Phillips and Stawarski's publication (2008). Their first suggestions are questionnaires and surveys, followed by tests, interviews, focus groups, and mere observation, amongst others. As Morgan and Harmon state, “it is advisable to select instruments that have been used in other studies if they have been shown to be reliable and valid with the planned types of participants and for purposes similar to that for the planned study” (2001, p. 973). In the following table, we can weigh up different data collection techniques and the likelihood of their use in every type of research. Some of them may have been useful methods for this purpose too, but as we can appreciate in the table, surveys and focus groups are both appropriate for the approach that has been focused in this study.

Data Collection Techniques Used by Research Approaches			
Data Collection Techniques	Research Approach		
	Quantitative Research		Qualitative Research
	Experimental & Quasi-Experimental	Comparative, Associational, & Descriptive Approaches	
Researcher report measures			
Physiological recordings	++	+	—
Coded observations	++	++	+
Narrative observations	—	+	++
Participant observations	—	+	++
Other measures			
Standardized tests	+	++	—
Archival measures/documents	—	+	++
Content analysis	—	+	++
Self-report measures			
Summated attitude scales	+	++	—
Standardized personality scales	+	++	—
Questionnaires (surveys)	+	++	+
Interviews	+	++	++
Focus groups	—	+	++

Note: Symbols indicate likelihood of use (++ = quite likely; + = possibly; — = not likely).

Figure 2: Data Collection Techniques' table by George A. Morgan and Robert Harmon (2001)

In questionnaires and survey research, a sample of participants is drawn from a larger population — surveys attempt to make inferences describing the whole population (Morgan & Harmon, 2001). Questionnaires are a group of interrogatives to which participants are asked to respond, often by checking or circling responses. As mentioned before, data collection instruments that were used in other studies and obtained proper results show us that they are reliable techniques. Thus, it has been proven that survey research is a reliable and trustworthy approach used for a similar purpose in Adams' work (2013, p. 71) (see section 2.1).

As previously mentioned, as a second source of information in a more qualitative research approach, a focus group type of data was gathered:

Focus groups are a form of group interview that capitalises on communication between research participants in order to generate data. Although group interviews are often used simply as a quick and convenient way to collect data from several people simultaneously, focus groups explicitly use group interaction as part of the method. This means that instead of the researcher asking each person to respond to a question in turn, people are encouraged to talk to one another: asking questions, exchanging anecdotes and commenting on each other's experiences and points of view. (Kitzinger, 1995, p. 299)

Thus, for the purpose of this paper, it is considered appropriate to use this type of data, as it encourages the volunteering students to express their thoughts on the topic in a small group recorded conversation.

3. Research methodology

Having established the objectives of this study, it is important to define how they are going to be accomplished. In order to get to the main objective of the project — discover the learners' perspectives regarding the jigsaw puzzle strategy for learning —, it is necessary to gather relevant data that will then be analysed. As mentioned before (see section 2.2), two types of data were gathered for this purpose: quantitative and qualitative.

The quantitative data was gathered through an online survey (see Annex I) targeted to all of the students of 4th of ESO A, B and C. Their answers on that questionnaire depicted the main result of the paper's question — the students' personal feelings towards a jigsaw reading activity. Students were asked to go through the questionnaire on Google Forms, as all of them had internet access both in their phones or in laptops provided by the school. As the timing was limited, the survey took place in the beginning of the following class of the Teaching Unit within the same week of the session where the jigsaw activity was presented. Doing it this way, students would still remember their feelings from the previous class. During the process, I was helped by my internship colleague and my mentor walking around the classroom in case a student had any doubt.

The second type of data that was gathered is a recording of a short conversation with only five students who volunteered to be my “materials development experts”. This focus group was formed by students from 4th of ESO B, and they were asked some open questions in order to obtain suggestions on the activity — how the activity could have worked better or how the strategy could improve from their perspective. This was a short discussion that took place in between classes the same week of the session where the jigsaw activity was presented — the same day of the survey mentioned above. Once the audio of the conversation was recorded, its broad transcription was analysed in order to extract conclusions that help me develop my pedagogical objectives.

In order to have students to participate in this data collection, they were notified through a prior informed consent that the information provided is completely anonymous, that the aim is for an academic purpose and that the data collected will be destroyed after its use. Moreover, in case the recording was made through a video, the high school received a formal document where the permission for recording or shooting images is requested.

4. Analysis

As it has been previously expounded (see section 1), the study of this paper was carried out in a high school of Sant Boi de Llobregat. The main source of information as a data collection methodology was a survey presented to a population of 63 students belonging to three different classes of 4th of ESO. This paper aims to analyse the students' perspective towards the use of a jigsaw reading activity as an innovative teaching technique rather than traditional reading activities. In order to obtain proper and accurate results, students were asked several questions to obtain both qualitative and quantitative data. For that reason, both open questions and check questions can be found in the questionnaire. Also, a volunteer focus group was interviewed and recorded with the purpose of gathering more qualitative data.

4.1. Survey

The driving question of this paper is then to determine the students' feelings on a jigsaw reading activity by analysing whether they consider that it is useful and engaging or whether they believe it is simply a boring or useless reading activity that they would prefer to be avoided.

The first question of the survey went directly to the study's main concern by asking students how much they enjoyed the jigsaw reading activity. The range of answer was from "I did not enjoy it at all" to "I enjoyed it a lot" (equalled in number scale from 1 to 6, respectively). The number of options provided was even to ensure that students could not select the option in the middle in case they hesitated — with these options, learners had to take a stance between the negative answer "I did not enjoy it at all" and the positive perspective that "I enjoyed it a lot" implies. The graphic represented below in Figure 3 shows the results provided by the surveyed population:

How much did you enjoy the jigsaw reading activity?

63 responses

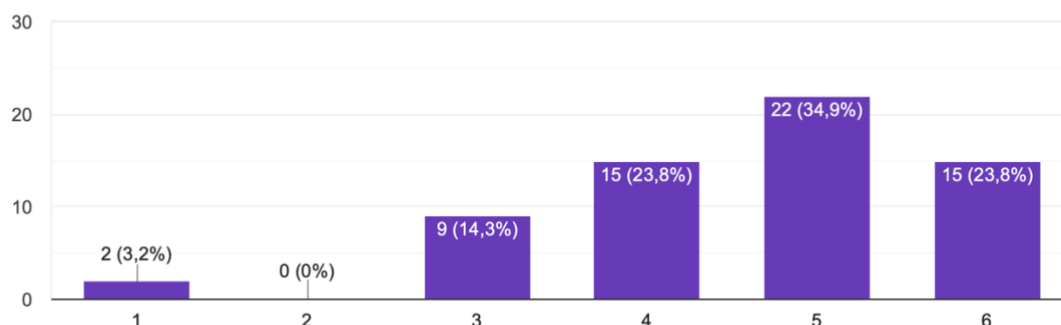


Figure 3: Question 1 results of the survey provided to the selected population

The results observed show that a total of 82.5 % of students positioned in the “positive” range of answer — option number 4 (with 15 votes), option number 5 (with 23 votes), and option number 6 (with 15 out). Thus, it can be appreciated how the majority of students selected the second most “positive” option with 23 votes out of 63. It can be observed how, in the same time, 17.5 % of students took a stance in the “negative” spectrum of the answers — option number 1 (with 1 vote), option number 2 (with 0 votes), and option number 3 (with 9 votes). Two students selected answer 1 with “I did not enjoy it at all” and nine other students picked option number 3, being then in the limit between a “positive” and a “negative” perspective on the jigsaw reading activity.

For the sake of knowing the impact that the jigsaw reading may have had on students as an innovative activity, Question 2 aimed to discover whether they had ever used any similar reading methodology before. The selectable answers were the following: (1) “Yes, frequently in this high school”, (2) “Yes, but just once a long time ago”, (3) “Yes, but in an “extraescolar” school”, and (4) “No, this is the first time”. The first option (1) obtained 3.2 % of the total votes, with only two students selecting this option. The next answer (2) got 30.2 % of the votes with 19 students selecting this answer. The third answer (3) obtained the 11.1 % of the votes from a total of 7 students. Finally, the fourth answer (4) obtained 55.6 % of the votes with 35 students out of 63 selecting this answer. Thus, results in Figure 4 show that learners had mainly never used a similar type of activity before or they had but at a specific time in the past:

Have you ever used any similar reading methodology before?

63 responses

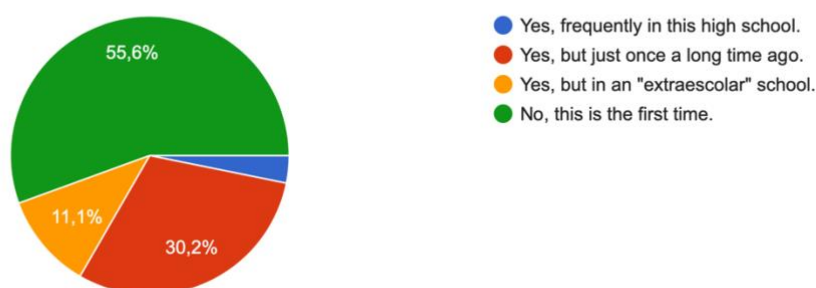


Figure 4: Question 2 results of the survey provided to the selected population

In order to complete the information from Question 2, Question 3 only needed to be answered by students who had acknowledged using a similar innovative activity before. As a total 28 students acknowledged it in the previous question with options (1), (2), and (3), 28 replies for Question 3 were expected. Question 3 attempted to discover the nature of the innovative activities that students had used in the past to know if they felt that they were putting into practice a new and original activity or if it was the exact same activity that they had used before. The answers to the question “If your previous answer was YES, was your experience different from today’s activity?” were a little inexact. Even though some limitations have been observed after obtaining vague results to this open question, we can read some different valid answers¹ that explain how their previous experience was different. As most of the answers provided by students were similar, we could regroup them in five groups:

(1) “Today’s activity was more dynamic” — 8 students gave this answer as their final reply. (2) “Last time we would read the text individually and then share the text with our classmates” — 2 students provided this answer. (3) “At the English school we were less students” — 1 student provided this answer. (4) “Last time, we read a text in groups in a Cluedo to solve a crime, but we didn’t have to explain our fragment to our classmates” — 4 students provided this answer acknowledging then that the activity that they talk about is not really a jigsaw reading. (5) “No, my experience was not different from today’s activity” — 5 students provided this answer. Finally, an extended group of 8 students whose previous answer in question 2 was “yes” did not provide any answer at all to

¹answers: Note that some of the answers provided were originally misspelled or typed in Spanish and had to be consequently reformulated or translated into English for this paper’s purpose.

Question 3. The limitations that this question has implied are that the formulation of the question is not specific enough, and also that some of the students may not have understood its meaning even though teachers were explaining them during the activity.

Again, the main objective of the present paper is to disclose if students feel that they learn with this kind of activities. For that reason, in Question 4 they answer to the question “Did you feel that you were learning the content and the vocabulary of the text?” within the following options: (1) “Yes, I felt that I was learning content and vocabulary”, (2) “Yes, but with a lot of difficulties”, and (3) “No, I felt that I wasn't learning anything”.

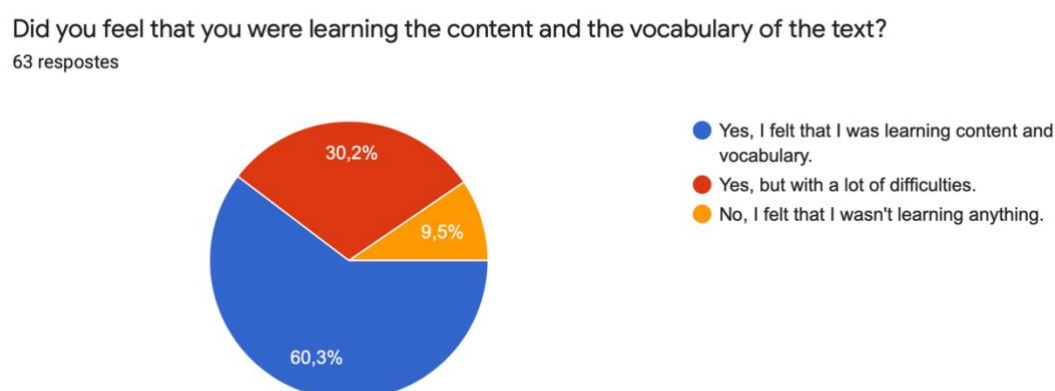


Figure 5: Question 4 results of the survey provided to the selected population

The results observed in Figure 5 show that 90.5 % of students felt that they were learning, with 38 votes from learners that felt that they acquired the content and the vocabulary, and 19 votes from learners that struggled with the text and found a lot of difficulties. Only 9.5 % of the population answered that they felt that they were not learning, with a total of 6 votes out of 63 students.

Question 5 aimed to let students explain their possible struggles or difficulties when taking part in the jigsaw reading activity. Thus, Question 5's statement “Please, explain the difficulties that you had (in case that you had any)” was mainly targeted to students who selected options (2) and (3) in Question 4. As happened before in Question 3, most of the answers are similar. The first group of answers claim that 41 students did not have any difficulty. The other 22 answers were from students who acknowledged having struggled at some point. 4 students affirmed having had difficulties with the listening —

some of the answers² were: “It was difficult for me to understand while listening to my classmates’ explanations”, or simply “I had difficulties with listening”. Understanding the topic in general was another present struggle for 3 of the surveyed students, e.g.: “I found it a little bit difficult to understand the topic in the beginning”. For 4 other students, the main difficulty was speaking and make oneself understood: “It was difficult to speak, but I liked practicing it”, “Speaking was very difficult”, or “It was difficult for me to make sentences”. Similar to those answers, 2 students claimed that pronunciation was their biggest difficulty when taking part of the jigsaw reading activity. Also, in the jigsaw reading activity, students have to explain to their classmates the text that they have just read, and therefore one of the students stated that their biggest struggle was memory: “Memorizing some of the words or sentences was difficult”. The last group of answers provided by the surveyed population was about vocabulary and lexical difficulties; 8 students claimed that vocabulary was their biggest weakness, e.g.: “The vocabulary was difficult for me, but my classmates helped me out”, “I didn’t understand the meaning of some words, but my classmates explained it to me”, “I really struggled a lot with the vocabulary of my text”.

Interaction and collaborative learning are important skills to be worked on throughout the jigsaw reading activity. For that reason, it is important to know whether students are keen on interacting and working in groups or prefer individual work. Thus, Question 6 directly asks learners about it:

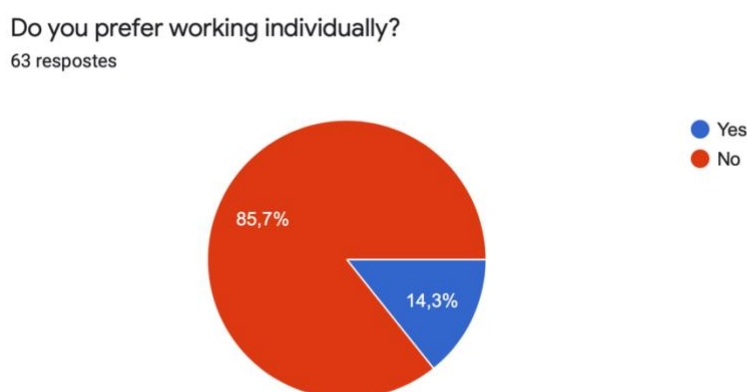


Figure 6: Question 6 results of the survey provided to the selected population

²answers: Please, see Footnote 1.

The results above show, on the one hand, that 85.7 % of the students (with 54 votes) do not prefer working individually and prefer any kind of interaction. On the other hand, 14.3 % of students (with 9 votes) prefer to work individually.

To understand the reasons why some of the students prefer individual work rather than interactive work (and vice versa), Question 7 asks them “Why?” as an open question. Some of the answers³ supporting group work are the following: “Because doing things with people is always better”, “Because it’s more dynamic”, “Because I feel that I learn more with my classmates”, “Because I do learn more in a group”, “Because it’s way funnier to work in group, and we can help each other with the vocabulary”, “It can be boring if we do the activity alone”, “Working in groups can help us bond with our classmates”, “Because we can learn by helping each other”, “Because I like interacting and speaking to other people”, “Because I’m bad at English and my classmates can help me understand”, “Because I am more productive and I work more when working in groups”, “Because I couldn’t do it alone”. As well as for the group work, there are some strong statements defending individual work: “Because I love to work alone; I don’t need help, and if I needed it, I could ask the teacher”, “Because I don’t like people, I don’t like working with others, it’s stressful”, “Because I feel I am more focused on the activity when I work on my own”, and “Because I don’t want my mark to depend on other people’s work”.

As one of the main goals of this paper is to analyse the students’ perspective on a jigsaw reading activity and their feelings towards it, Question 8 aims to disclose it: “Did you feel that you learnt from your classmates’ explanations?”. As we can observe in Figure 7 below, 84.1 % of the population affirmed that they feel that collaborative learning is effective for them (with 53 votes). However, 15.9 % of learners reject this statement, with 10 students voting for “No”.

³answers: Please, see Footnote 1.

Did you feel that you learnt from your classmates' explanations?

63 responses

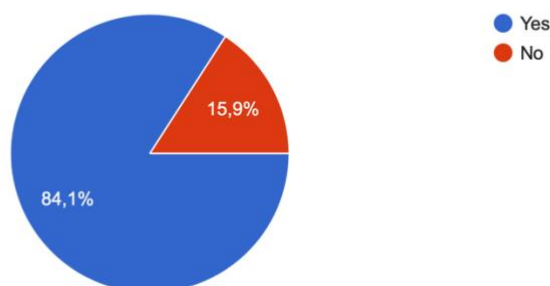


Figure 7: Question 8 results of the survey provided to the selected population

As students from this context have previously used traditional reading activities and feel the difference between traditional activities and innovative teaching methods, the surveyed population is asked Question 9: "Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities?" There were three possible answers to this question: (1) "Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities", (2) "No, I felt that I learnt the same than with traditional reading activities", and (3) "No, I felt that I learnt more with traditional reading activities than with this jigsaw reading".

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities?

63 responses



Figure 8: Question 9 results of the survey provided to the selected population

As observed in Figure 8 above, 71.4 % of the population (with 45 votes) feel that innovative reading methodologies are more effective that traditional methods regarding learning effectiveness. Likewise, 22.2 % of the students affirmed that they had the same feeling when learning both with innovative and traditional reading activities (with

14 votes). However, 6.3 % of students (with 4 votes) selected the option that claims that they learn more with traditional reading activities than with the jigsaw reading.

In Question 10, students selected the skills used during the jigsaw reading activity that they enjoyed the most. It consisted of a multiple-choice question where they could select more than one answer to express their perspectives. Thus, the options for answers were: (1) “Reading my part of the text”— which implies all the reading competences mentioned in section 1.3, (2) “Explaining my text to my classmates” — which entails interaction, speaking skills and oral expression competences, (3) “Listening to my classmates’ explanations” — which involves all the listening and interacting skills, (4) “All of the above”, and (5) “I didn’t enjoy” — meaning that students did not select any other answer. Figure 9 below shows the obtained results:

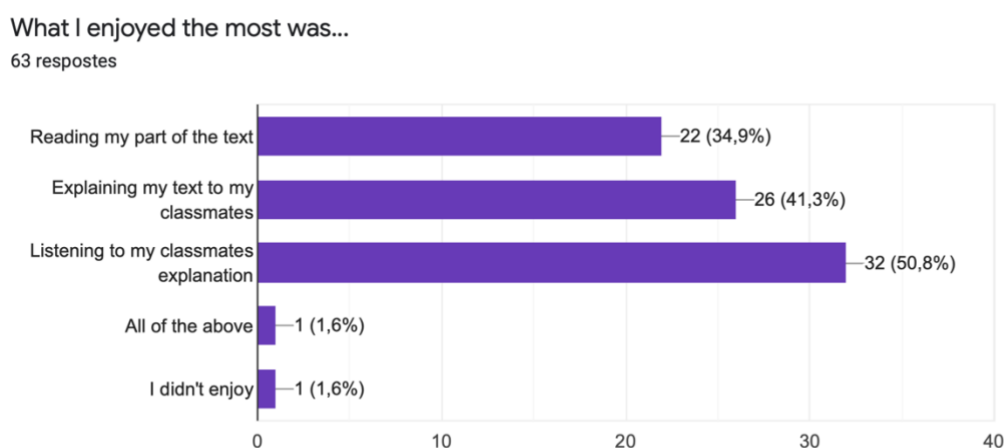


Figure 9: Question 10 results of the survey provided to the selected population

From Figure 9 we can extract that 34.9 % of the votes enjoyed reading the text (with 22 votes), while 41.3 % of them preferred explaining the text that they had learnt to their classmates (with 26 votes). Likewise, 50.8 % of the votes affirm enjoying listening to their classmates’ explanations (with 32 votes). 1 student (equalling 1.6 % of the votes) selected the option “All of the above”, stating that they equally enjoyed reading, explaining the text, and listening to their classmates. Also, 1 other student selected “I didn’t enjoy” as their option (equal to 1,6 % of the votes), claiming that there was not a skill that amused them.

Finally, as the last question of the questionnaire, students were asked to continue the sentence “From 1 to 5, I felt that the whole activity was...” by filling in a grid that contained 5 selectable numbers (1 = Completely disagree, 2 = Disagree, 3 = Neutral, 4 = Agree,

and 5 = Completely agree) where the adjectives qualifying the activity were “Boring”, “Funny”, “Easy”, “Difficult”, “Engaging”, and “Useful”. Unlike in the graphic from Figure 3, in Question 11 students had the chance to select a neutral option with an odd number of possible answers.

From 1 to 5, I felt that the whole activity was...

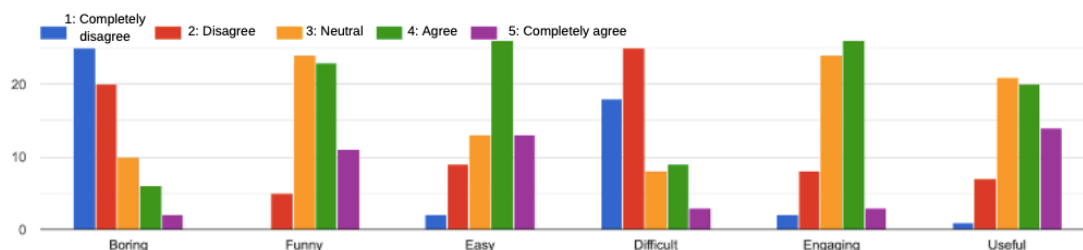


Figure 10: Question 11 results of the survey provided to the selected population

Figure 10 above shows that 25 students completely disagreed that the activity was boring, while 20 students just disagreed. 10 other students did not take a stance on the jigsaw reading being boring by selecting option 3 (“Neutral”). Likewise, 6 of the surveyed population answered that they “agree” that the activity was boring and 2 other students affirmed that they “completely agree”. As for the next adjective qualifying the activity, no students found the activity completely unfunny, while 5 students just disagreed on the jigsaw reading being funny. While 23 students did not take a stance and selected the neutral option, 23 votes selected the option “Agree”, and 11 others chose “Completely agree” on the activity being “Funny”. When asking students about the difficulty of the jigsaw reading, the results for the sentence “I felt that the whole activity was easy” were: 2 votes for “Completely disagree”, 9 votes for “Disagree”, 13 votes for the neutral option, 26 votes for “Agree”, and 13 for “Completely agree”. When it comes to its difficulty (already discussed in Question 5), 18 students completely disagreed with the sentence “I felt that the whole activity was difficult”, 25 others disagreed, and 8 students did not take a position. 9 of the learners agreed on the activity being difficult, and 3 other learners completely agreed. As motivation of students is an important factor to take into consideration, to see if they feel engaged by the activity is an interesting issue to analyse. In Figure 10 it can be observed how only students completely disagreed with the activity being engaging and 8 of them just disagreed. 24 students stood in the neutral option, 26 of them agreed on its engaging qualities, while 3 of them completely agreed. Last but not least, the perspective on the activity being useful was also analysed. While 1 student disagreed on it being useful, and 7 of them disagreed, 21 students stood in the neutral

option. Meanwhile, 20 learners agreed on the activity being useful, and 14 completely agreed.

4.2. Focus group

As mentioned before in the beginning of section 4, a volunteer focus group called “materials development experts” was interviewed and recorded with the purpose of gathering more qualitative data. The interview took place in between classes, so it took only 3 minutes and was very brief and fast. Even though the intention was to have a whole conversation in English, students rapidly switched to Spanish and gave their opinion in their mother tongue. Before the focus group interview took place, it was ensured that the 5 students volunteering to participate had completely different levels of English. Following is a broad transcription of the focus group conversation:

INTERVIEWER: What things from the jigsaw reading activity do you think that could be changed or improved?

STUDENT 1: *Creo que no cambiaría gran cosa... El tema de hacer grupos, y el tema de tener un texto y compartir la opinión entre más gente hace que aprender inglés sea más lúdico. Hace que nos separemos más de lo clásico y que nos interesemos más por la materia y tal...*

INTERVIEWER: So, you are saying that have felt more engaged for the topic?

STUDENT 1: *Yes, normalmente nos habrían dicho “página tal, ejercicio tal”... y es un rollo.*

STUDENT 2: *Sí, sí.*

STUDENT 3: *¡Totalmente!*

STUDENT 4: *Me he enterado más del tema en este ejercicio, y además he aprendido algunas palabras nuevas que no sabía...*

STUDENT 3: *Es más dinámico, ¿sabes?*

INTERVIEWER: Did you all feel that it was dynamic, then?

STUDENT 5: *Sí, sí.*

- STUDENT 1: Yes.
- STUDENT 2: Ya ves.
- STUDENT 4: *Sí, mejor que hacer clase normal...*
- INTERVIEWER: Do you feel then that you have learnt the vocabulary?
- STUDENT 1: *Sí.*
- STUDENT 2: *¡Si fuera un reading tradicional no me hubiera enterado de nada!*
- STUDENT 3: *¡Ya, ya, yo igual! Habría elegido las respuestas al azar.*
- STUDENT 2: *Sí, sí, "a boleo" y ya está...*
- STUDENT 1: *Yo aunque lo entendiera me habría aburrido más...*
- INTERVIEWER: Do you think that you had enough time to do the activity?
- STUDENT 5: Yes.
- INTERVIEWER: Yes? Was it fair? Or maybe you would have needed more time?
- STUDENT 5: *No, no, estuvo bien. A algunos grupos hasta les sobró tiempo y todo.*
- INTERVIEWER: So, as a general opinion: did you feel that you learnt? Would you change anything that we did as teachers? For example, we should give you more time in a specific part of the activity, or... maybe we should explain more deeply the instructions or the text itself... What do you think?
- STUDENT 3: *Yo creo que en general en esta clase me he enterado más de todo y me lo he pasado mejor que en otras clases de inglés.*
- STUDENT 4: *Sí, sí, literal.*
- STUDENT 5: *Sí, está superbién. No cambiaría nada.*
- INTERVIEWER: Thank you, guys. Do you have any other suggestion?

STUDENT 1: *Por mi parte no hay nada que decir, me ha encantado el reading así y me molaría hacerlo siempre en grupos en verdad. Pero ya está.*

STUDENT 2: *Sí, sí, yo creo que ya está. Nada más que decir.*

INTERVIEWER: Okay, guys, thank you very much for your help!

It is interesting to observe how all of the students agree on the positiveness of jigsaw as a reading activity regardless of their EFL level. Also, teachers never know if the activity presented will suit the group, therefore, the timing of the activity was a concerning issue (see Figure 1). Apparently, students perceived the activity timing to be accurate and fair — “It was okay. Some groups even had some spare time”. Moreover, some of the students’ utterances⁴ such as the following had a relevant impact on this study: “It is better than regular classes”, “I understood everything and it was funnier than other English classes”, “I wouldn’t change a thing”.

After having gathered all the data, the results collected show some interesting results to be discussed. It can be observed that both qualitative and quantitative data were needed in order to obtain accurate and useful results in this action research paper.

5. Discussion

Once the data collected was observed and analysed, a discussion of it was made in order to determine the students’ feelings on a jigsaw reading activity that could provide us the answers towards this paper’s main concern: whether, on the one hand, students consider the jigsaw reading a useful and engaging activity, or whether, on the other hand, they perceive it as a boring, useless, and difficult activity. The data described in section 4 will be commented and discussed in order of appearance.

As mentioned in the previous section, Question 1 went directly to the study’s main concern by asking students about their motivation on the activity. Since it was a general question, we cannot but expect general results. As shown in section 4 (see Figure 3), 82.5 % of students acknowledged that they enjoyed the activity, which provides us

⁴ utterances: Please, see Footnote 1.

positive results for the purpose of the study. According to answers from Question 1, most of the students are motivated and keen on working with this type of reading activities.

Even though the experience of students with innovative activities was speculated above (see section 1.2), the survey presented on Annex I proved the learners' real background. Thus, Question 2 clarified the possible doubts and revealed that most of the students did not have any previous experience with the jigsaw reading activity. Nevertheless, two students selected the answer "Yes, frequently in this high school" (see Figure 4). If this activity had been frequently used in the high school of the study, more students would have selected that option. This can mean that either those two students were mistaken, either they misunderstood the question, or either they were not being honest. Moreover, 19 students selected the option "Yes, but once a long time ago" (see Figure 4). These 19 students might have been confused with a completely different activity that was previously used, according to some of the answers from Question 3: "Last time, we read a text in groups in a Cluedo to solve a crime, but we didn't have to explain our fragment to our classmates". Thus, obtaining "No, this is the first time" as the most popular answer (see Figure 4) confirms the hypothesis that the jigsaw reading was innovative for the selected population.

Not only motivation of students is analysed, but also their feeling that they are learning while taking part of a jigsaw reading activity. While 38 students affirmed in Question 4 that they had not had any difficulty when doing the activity, 41 students affirmed the same in Question 5. That can mean that the difference of 3 of the surveyed learners lied in Question 5 in order to type a shorter (thus, easier) answer. It can also mean that those three students may have been mistaken when clicking an answer in Question 4.

Questions 6, 7, and 8 concern collaborative learning. In Question 6, 9 students answered "Yes" to the question "Do you prefer working individually?", which is quite similar to Question 8's answer: 10 of the learners claimed that they do not feel that they learn from their classmates' explanations. It is positive to observe that around 85 % of students prefer working with innovative group activities such as the jigsaw reading because they find it "more dynamic", because "it's funnier", or because they can "help each other" (see section 4). Nevertheless, it is interesting to understand the reasons why some of them prefer not to work in groups. As previously described in section 4, most of the answers that show dislike towards collaborative learning are for introvert reasons (e.g.: "I don't like people", "I love to work alone", etc.). Moreover, there is a specific case of a student who prefers to work individually because they "don't want [their] mark to depend on other people's work" — this point of view that focuses more in the numeric

result (mark) than in the knowledge acquired is one of the main differences between traditional and innovative teaching methodologies.

This prevalence of innovative over traditional reading activities preference is also observed in Question 9, where most of the surveyed population confirm that they feel that they learn more with the jigsaw reading than with traditional reading activities — 71.4 % of students (see Figure 8).

Another interesting point are the answers provided in Question 10. While most of the students “enjoy listening to their classmates’ explanations” (see Figure 9), in Question 5 there are a lot of them who found difficulties when listening (see section 4). Again, these results make us think that the answers provided by the selected population might not be 100 % accurate for different possible reasons mentioned above: some of the students may lie and say what they think they are expected to say, and some others may not completely understand a question.

Thus, from the results extracted from the survey, it can be observed that, generally, the answers from Question 11 show a students’ positive perspective towards the jigsaw reading activity. Nevertheless, most of the learners did not take a stance between one extreme (“Completely agree”) and another (“Completely disagree”). Thus, the majority of the answers show a general positive opinion that is also close to a neutral voice.

Regarding the brief interview that took place with the focus group (see section 4), it is positive to observe that all the participants agreed on providing favourable feedback on the activity in spite of their language level dissimilarities. Even though the interviewed students did not provide a lot of new contributions or suggestions to be changed in further practices, they understood the purpose of the interview and gave their honest opinion on the jigsaw reading activity. Student 1 demonstrates in his intervention⁵ that he is clearly one of the ≈85 % of the learners who prefer innovative reading activities over traditional ones: “This activity makes us move away from classical and traditional activities and it makes us feel more interested on the matter” (see section 4). Moreover, Student 2 exclaims⁶ that she “would not have understood anything if it consisted of a traditional reading instead” (see section 4), and all of her classmates from the “materials

⁵intervention: Please, see Footnote 1.

⁶exclaims: Please, see Footnote 1.

development experts” group agreed. Thus, all the feedback provided by students is in general positive and keen on implementing more innovative activities of EFL in the future.

Finally, the results of the study’s purpose were in general positive, and the survey presented helped us understand the reason why some of the answers were more negative. It is interesting to observe that results were also positive in a similar study presented (see section 2.1), where the effectiveness of the jigsaw reading activity is analysed. Even though Adams’s work analyses the effectiveness of the jigsaw reading and this paper’s analysis treats the student’s perspective on the jigsaw reading (and not its actual effectiveness), both studies come to similar conclusions, where the innovative reading activity is a positive tool to use in EFL classrooms.

6. Conclusions

The main research question of this paper was to disclose the students’ perspective towards a jigsaw reading activity by analysing both the qualitative and quantitative data that students from 4th of ESO A, B and C provided. A proper answer would mean a boost for removing traditional activities from my lesson planning and switching to more innovative teaching methodologies in future practices. After having described and analysed the collected data, the study revealed that an innovative activity such as the jigsaw reading activity is a very useful technique regarding students’ perspective, and results show that it is generally welcomed in high school classrooms by a high percentage of students. As initially planned (see section 1.3), these results lead us to conclude with the thought that the jigsaw activity will be able to be implemented again in the future with more confidence. Observing that teenagers are keen on working with this type of activities will make us use better practices in the future and even try other innovative methodologies expecting similar results. Through the use of the technique, pupils naturally developed the interest of working with their colleagues and through that they generally felt that they learnt from each other.

Even though the study was useful and results were generally positive, some limitations have been noted during its process. As mentioned before (see section 2.2), the action research cycle could not be completed in its four stages due to timing reasons. In spite of the effectiveness of the research methodology used, results might have been more accurate if the whole cycle had been applied. Moreover, during the process of analysing the results obtained in the survey (see Annex I), it has been taken into account that some of the answers provided by students were not completely truthful or reliable, as some of the collected data was inexact, inaccurate, or vague. This factor is more deeply

developed in section 5, where it is explained that some of the questions from the survey seem to not have been completely understood by the totality of the students (e.g.: Question 3). Furthermore, it should be taken into account that learners could have lied in the moment of answering the survey, as sometimes students can answer what they consider that the teacher expects them to affirm, regardless of their real and honest opinion. Notwithstanding, some limitations were found in the focus group interview as well as in the survey results. One of the main limitations observed was that the interview was recorded in between classes, which meant that we did not have a lot of time to freely discuss the topic. Also, in the break time in between classes students were a little bit distracted because there was a lot of noise and racket and they could struggle focusing on the conversation. For further studies where a focus group is used as a data collection method, the location and environment of the interview will be previously considered. In spite of all the limitations mentioned, and even though it has been depicted that the results obtained might not be completely accurate, the gathered data is accurate enough to show its validity and it agrees on the fact that the students' perspective on the use of a jigsaw reading is generally positive.

After this study, we can ensure that most learners are keen on using innovative teaching methodologies such as the jigsaw reading activity. As mentioned above, the activity was implemented by using a coteaching methodology (see section 1.2), but it might have been challenging to manage this type of innovative strategy in an individual level as a teacher. Hence it would be interesting to analyse in further investigations the teachers' perspective when it comes to the implementation of the jigsaw reading activity, as there are a lot of factors that can seem too demanding or uncomfortable for teachers — for instance, classroom management, attending to all of the students' doubts, time management, etc. Another possible further investigation after the present study could be an analysis of the students' perspective on a traditional reading activity, and comparing the results with this paper conclusions. It would be optimal to have the potential investigation done with the same population in order to have a real comparison between students' perspective on innovative and traditional activities.

To conclude, this paper is useful both for myself as a future teacher and for the educational community. In pedagogical terms, it provides the necessary information to prove that students enjoy interacting and learning collaboratively. This paper ensures to all the educational community that the jigsaw reading is positive regarding the students' point of view. It can then be concluded that other innovative methodologies would be highly welcomed as well in high school classrooms.

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Annex I

In order to obtain part of the data that was necessary to carry out the present paper, a survey was presented to the students from a high school located in Sant Boi de Llobregat. The surveyed population was a total of 63 students belonging to the grades 4th of ESO A, B, and C. Below, a document containing all the answers provided by all the 63 learners is shown in order to demonstrate that the collected data is authentic and genuine.

4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?

Only if you said YES in the previous question.

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I don't have any difficulty

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I like to be doing some kind of works alone, but i also want to help and still learning even more.

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Aquest formulari s'ha creat dins del domini Universitat Autònoma de Barcelona.

Google Formularis

4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I don't have any difficulty

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I like to be doing some kind of works alone, but i also want to help and still learning even more.

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

It was a bit difficult for me to listen to it because I do not understand much when hearing

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

why I feel that with others they can tell me what failure and learn a little more than my colleagues know

Did you feel that you learnt from your classmates' explanations? *

☒ Yes

☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.

☐ No, I felt that I learnt the same than with traditional reading activities.

☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

☒ Reading my part of the text

☐ Explaining my text to my classmates

☐ Listening to my classmates explanation

☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I just had a little difficulty understanding what I was dealing with

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Why do I feel that I learn more with my classmates

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I just had a little difficulty understanding what I was dealing with

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Why do I feel that I learn more with my classmates

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

Tuve un poco de dificultad al entender el tema al principio

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Por qué siento que aprendo más con mis compañeros

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

No, I didn't respond yes.

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I haven't had difficulties, which means that for me it was easy

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I do prefer work individually sometimes, but there are time that I enjoy being in a group and help as much as I can.

Did you feel that you learnt from your classmates' explanations? *

☒ Yes

☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.

☒ No, I felt that I learnt the same than with traditional reading activities.

☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

☐ Reading my part of the text

☒ Explaining my text to my classmates

☒ Listening to my classmates explanation

☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

No, I didn't respond yes.

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I haven't had difficulties, which means that for me it was easy

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I do prefer work individually sometimes, but there are time that I enjoy being in a group and help as much as I can.

Did you feel that you learnt from your classmates' explanations? *

☒ Yes

☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.

☒ No, I felt that I learnt the same than with traditional reading activities.

☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

☐ Reading my part of the text

☒ Explaining my text to my classmates

☒ Listening to my classmates explanation

☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

I don't remember but yeah

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

No

Do you prefer working individually? *

- ☒ Yes
- ☐ No

Why? *

Because I love to work alone, and I don't need help, if I need it's because it's hard

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
- ☒ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☒ Altres: All of the above

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I didn't had any difficulties to understand it

Do you prefer working individually? *

- ☒ Yes
- ☐ No

Why? *

Because I hate people,i don't like to work with others, it's stressful

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
- ☒ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation

☒ Altres: I didn't enjoy

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

.

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I like work in group

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
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If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☒ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

any

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

because doing things with people always is better

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
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What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

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Please, explain the difficulties that you had (in case that you had any). *

I didn't have any difficulty

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Yes

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
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More dinamic

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The time to speak, but I prefer I practise

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Is more dinamic

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Please, explain the difficulties that you had (in case that you had any). *

Difficulty listening

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

why do I learn more in a group

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
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Do you prefer working individually? *

- ☐ Yes
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Why? *

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Lo leímos individual y decíamos nuestras opiniones.

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- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
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Please, explain the difficulties that you had (in case that you had any). *

No he tenido ninguna dificultad

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Es más divertido hacerlo en grupo y nos ayudamos más con las palabras de vocabulario

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
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If your previous answer was YES, was your experience different from today's activity?
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I mean the text was different but we do the same

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

.

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

i think is boring if we do it alone

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

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Leiamos individual

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Please, explain the difficulties that you had (in case that you had any). *

Un poco el vocabulario

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Porque en grupo es mejor para hacer migas con compañeros

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
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Si era para resolver un crimen

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Please, explain the difficulties that you had (in case that you had any). *

Te vocabulary si dificult bus my partners hepl my

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I want entesiding the vocabulary

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- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

No,i didn't had any difficulties.

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because i think if you will do work together or in groups it will be easier and more enjoyable to do the activity.

Did you feel that you learnt from your classmates' explanations? *

☒ Yes

☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.

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From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

Ninguna

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Porque me aburro

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

Si por que era para hacer como un cluedo

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

The vocabulary is more or less difficulties

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because I don't understand English

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?

Only if you said YES in the previous question.

Si era para resolver un crimen

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

El vocabulario era difícil pero mis compañeros me an ayudado

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Porque si aprendo más porque si no se algo me ayudanos

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

No entendia el significado de algunas palabras , pero mis compañeros me han ayudado

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Hay veces que no entiendo

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

Difficulties listening

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because i prefer to work in group.

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
- ☒ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?

Only if you said YES in the previous question.

Yes. I like more today's activity.

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

.

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because we were helping each other.

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☒ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

Yes because at the english academy we're less people

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

.....

Do you prefer working individually? *

- ☒ Yes
- ☐ No

Why? *

It's more easy for me

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☒ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

?

Do you prefer working individually? *

- ☒ Yes
- ☐ No

Why? *

?

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
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If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

Of some words memorice

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

With friends is do better

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

Yes

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

.

Do you prefer working individually? *

- ☒ Yes
- ☐ No

Why? *

.

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
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What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
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Please, explain the difficulties that you had (in case that you had any). *

Isvsjw

Do you prefer working individually? *

- ☒ Yes
- ☐ No

Why? *

Because im more focused on the activity if i'm solo

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
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Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Yes
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H

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Why? *

H

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Engaging	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Please, explain the difficulties that you had (in case that you had any). *

Speaking

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because i like it work in grup so much

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

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Easy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

Yes, i like more

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- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

None

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because i like it more

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

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- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
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Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Please, explain the difficulties that you had (in case that you had any). *

.

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because is more funny

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
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- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
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Please, explain the difficulties that you had (in case that you had any). *

Nothing

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because i love working in group

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
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Please, explain the difficulties that you had (in case that you had any). *

I no hace

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because whit friends is more funni

Did you feel that you learnt from your classmates' explanations? *

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Why? *

Why i like work quith my friends

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Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

ninguna

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

porque asi nos ayudamos mutuamente entre las personas del grupo

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- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

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Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

no

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

anything

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

because is more diferent and is so really easy learning in group

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☒ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

V

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

V

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

G

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☒ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

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- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
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If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

Fine

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

No

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because no

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

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- ☐ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

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	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

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- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

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Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

any

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Cause it's more funny work in group

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

Yes
.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

No

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because is more boring

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

No

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I prefer speak with other people

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☒ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

No

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☒ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I didnt have any

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I prefeer it

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
- ☒ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☒ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Difficult	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☒ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

It's not difficult

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because i like it

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
- ☒ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☒ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☒ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☐ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

Not really.

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

None.

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

To rely for help on other people, if they are competent.

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
- ☒ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☐ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☒ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
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If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

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- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

.

Do you prefer working individually? *

- ☒ Yes
- ☐ No

Why? *

Because I don't want to depend from other people in my note

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☒ Explaining my text to my classmates
- ☐ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☒ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

Any

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

I prefer in group

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

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From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
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Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Please, explain the difficulties that you had (in case that you had any). *

Some words

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because i am bad

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
- ☒ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

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Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Only if you said YES in the previous question.

Por qué era para hacer una actividad y no para explicar el tema a otra gente

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- ☐ Yes, I felt that I was learning content and vocabulary.
- ☒ Yes, but with a lot of difficulties.
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Please, explain the difficulties that you had (in case that you had any). *

Me costaba entender mucho el vocabulario

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Por que asi aprendo mas y mas rapido

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
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Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Easy	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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Please, explain the difficulties that you had (in case that you had any). *

r

Do you prefer working individually? *

- ☒ Yes
- ☐ No

Why? *

r

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Please, explain the difficulties that you had (in case that you had any). *

Nothing

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

In grups i work more

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
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- ☐ Yes, but with a lot of difficulties.
- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

:)

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Porque me gusta trabajar en grupo, entiendo un poco más y me salen mejor las cosas.

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

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- ☐ Explaining my text to my classmates
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Please, explain the difficulties that you had (in case that you had any). *

the pronutation

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

why i like worj with my friend

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- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

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☐ Altres:

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Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Please, explain the difficulties that you had (in case that you had any). *

any

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

because doing things with people always is better

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
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Please, explain the difficulties that you had (in case that you had any). *

Speak

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- ☐ Yes
- ☒ No

Why? *

Is more dinamic

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4th of ESO Questionnaire

Student's questionnaire on the Jigsaw reading activity

How much did you enjoy the jigsaw reading activity? *

	1	2	3	4	5	6	
I didn't enjoy it at all	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I enjoyed it a lot

Have you ever used any similar reading methodology before? *

- ☐ Yes, frequently in this high school.
- ☐ Yes, but just once a long time ago.
- ☐ Yes, but in an "extraescolar" school.
- ☒ No, this is the first time.

If your previous answer was YES, was your experience different from today's activity?
Only if you said YES in the previous question.

.....

Did you feel that you were learning the content and the vocabulary of the text? *

- ☐ Yes, I felt that I was learning content and vocabulary.
- ☐ Yes, but with a lot of difficulties.
- ☒ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

any

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

because doing things with people always is better

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

- ☒ Yes, I felt that I learnt more with the jigsaw reading than with traditional reading activities.
- ☐ No, I felt that I learnt the same than with traditional reading activities.
- ☐ No, I felt that I learnt more with traditional reading activities than with this jigsaw reading.

What I enjoyed the most was... *

- ☐ Reading my part of the text
- ☐ Explaining my text to my classmates
- ☒ Listening to my classmates explanation
- ☐ Altres:

From 1 to 5, I felt that the whole activity was... *

	1: Nothing	2: A little bit	3: Quite	4: A lot	5: Too much
Boring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Little bit similar.

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- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

No difficulties

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because i think working together is better then individual So,you can understand more well.

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

Did you feel that you learnt more with the jigsaw reading activity than with traditional reading activities? *

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- ☐ No, I felt that I wasn't learning anything.

Please, explain the difficulties that you had (in case that you had any). *

I did not understand some questions / words and it was difficult for me to make sentences.

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Because alone I could not do the jobs.

Did you feel that you learnt from your classmates' explanations? *

- ☒ Yes
- ☐ No

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Please, explain the difficulties that you had (in case that you had any). *

By understanding when they speak

Do you prefer working individually? *

- ☐ Yes
- ☒ No

Why? *

Why am I learning something new

Did you feel that you learnt from your classmates' explanations? *

- ☐ Yes
- ☒ No

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