THE EFFECT OF JIGSAW COOPERATIVE LEARNING TECHNIQUE ON B2 LEVEL TURKISH EFL UNIVERSITY STUDENTS' READING MOTIVATION

Gülşah BARIŞ

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Approval of the Graduate School of Educational Sciences

Assist. Prof. Sinem VATANARTIRAN

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Assist. Prof. Hatime ÇİFTÇİ

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Assist. Prof. Aylin TEKINER TOLU

Supervisor

Examining Committee Members

Assist. Prof. Aylin TEKİNER TOLU	(BAU, ELT)	
Assist. Prof. Hatime ÇİFTÇİ	(BAU, ELT)	
Dr. Aslı SAĞLAM	(OZU, SCoLA)	

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Gülşah BARIŞ

Signature   :

ABSTRACT

THE EFFECT OF JIGSAW COOPERATIVE LEARNING TECHNIQUE ON B2
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BARIŞ, Gülşah

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The purpose of this study was to investigate the use of jigsaw cooperative learning technique in a B2 level Turkish EFL reading class in terms of learners' reading motivation and attitudes towards reading in English in and outside the class and also investigate whether jigsaw cooperative learning technique had any perceived effect on their attitudes and motivation. This study was carried out with 14 preparatory school students studying at a foundation university in Istanbul, Turkey. Data were gathered through a triangulated approach in which pre- and post-questionnaires, semi structured interviews and teacher/researcher's reflective journals were used. In order to obtain the quantitative data, the participants were given a reading motivation questionnaire before and after the jigsaw reading lessons. While the first two sections of the questionnaire which are about their general attitudes towards reading in and outside the class were given after the lessons which were conducted without using jigsaw technique, the first two sections with the third section, which is reading collaboratively and individually, were given after the implementation of jigsaw technique in their reading courses. The participants' responses in the questionnaire were analysed using descriptive statistics. The aim was to examine their attitudes and motivation towards reading in English in and outside the class and whether they prefer reading collaboratively and individually. In

addition, qualitative data analysis was done using the data gathered through semi-structured interviews applied to five students who were available and eager to attend. Also, teacher/researcher's reflective journals were kept during the lessons conducted with and without jigsaw technique. The aim was to probe into their ideas and perceptions about reading in English in and outside the class and the effect of jigsaw technique in reading lessons. The findings of this action research indicated that jigsaw cooperative learning technique is perceived to positively influence the reading motivation of the participants. Finally, the implications of the findings were discussed and recommendations were proposed for further research.

Keywords: Jigsaw Cooperative Learning Technique, Reading Motivation, English as a Foreign Language (EFL)

ÖZ

YAPBOZ İŞBİRLİKLİ ÖĞRENME TEKNİĞİNİN B2 SEVİYE İNGİLİZCEYİ
YABANCI DİL OLARAK ÖĞRENEN TÜRK ÜNİVERSİTE ÖĞRENCİLERİNİN
OKUMA MOTİVASYONU ÜZERİNE ETKİSİ

BARIŞ, Gülşah
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Tez Yöneticisi: Yrd. Doç. Dr. Aylin TEKİNER TOLU

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Bu çalışmanın amacı, B2 seviye İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerinin okuma dersinde öğrencilerin motivasyonları ve sınıf içinde ve dışında İngilizce okumaya karşı davranışları açısından yapboz işbirlikli öğrenme tekniğinin kullanımını ve yapboz işbirlikli öğrenme tekniğinin öğrencilerin davranış ve motivasyonları üzerinde fark edilen bir etkisi olup olmadığını araştırmaktır. Bu çalışma, Türkiye, İstanbul'da bir vakıf üniversitesinde okuyan 14 hazırlık okulu öğrencilerine uygulanmıştır. Veriler, çeşitleme yaklaşımını kullanarak ön-anket ve son-anketlerden, yarı yapılandırılmış görüşmelerden ve araştırmacı öğretmenin yansıtıcı notlarından toplanmıştır. Nitel verileri toplamak için katılımcılara yapboz tekniğiyle yapılan okuma dersleri öncesi ve sonrasında okuma motivasyon anketleri verilmiştir. Öğrencilerin sınıf içinde ve dışında okumaya karşı genel tutumlarından oluşan anketin ilk iki kısmı yapboz tekniği kullanmadan yapılan derslerden sonra verilirken, ilk iki kısımla birlikte işbirlikli bir şekilde veya bireysel olarak okumadan oluşan üçüncü kısım, okuma derslerinde yapboz tekniğinin uygulanmasından sonra verilmiştir. Katılımcıların ankete cevapları betimsel istatistikler kullanarak analiz edilmiştir. Amaç, öğrencilerin İngilizce okumaya karşı sınıf içinde ve dışında tutum ve motivasyonlarını ve işbirlikli bir şekilde veya bireysel olarak mı okumayı tercih

edip etmediklerini incelemektir. Ek olarak, nicel veri analizi, mülakata katılmak için uygun ve istekli olan 5 öğrenciye uygulanan yarı yapılandırılmış görüşmelerle toplanan verilerin kullanımlarıyla yapılmıştır. Ayrıca, yapboz tekniğiyle yapılan ve yapılmayan dersler esnasında, araştırmacı öğretmenin yansıtıcı notları tutulmuştur. Amaç, öğrencilerin sınıf içinde ve dışında İngilizce okumaya karşı düşüncelerini ve algılarını ve okuma derslerinde yapboz tekniğinin etkisini derinlemesine araştırmaktır. Bu sınıf içi etkinlik araştırmasının bulguları yapboz işbirlikli öğrenme tekniğinin katılımcıların okuma motivasyonunu olumlu bir şekilde etkilediğinin fark edildiğini görülmüştür. Son olarak, Bulguların çıkarımları tartışılmış ve ileride yapılabilecek araştırmalar için tavsiyeler verilmiştir.

Anahtar Kelimeler: Yapboz İşbirlikçi Öğrenme Tekniği, Okuma Motivasyonu, Yabancı Dil Olarak İngilizce Eğitimi

To my family and my fiancé

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

ESL   English as a Second Language

ELT   English Language Teaching

L2   Second Language

CL   Collaborative Learning

Chapter 1

Introduction

1.1 Overview

Reading is seen as the core of success in one's life as it can broaden people's horizon, provide them to think in wider perspectives and vision, help them get new ideas and gain more knowledge, drag to new worlds and improve social abilities. In academic studies and in foreign language teaching, reading has been one of the most essential skills among the others; listening, writing, speaking in foreign language teaching and perhaps it is the most crucial skill that is needed and to be improved. In order to be good at a foreign language, learners need to master every aspect of that language; and reading has a great importance for the language development. While learning a foreign language, especially in Turkey, reading plays a vital role in providing input in foreign language. However, both reading and English level of many students studying at universities tend to be low when looked at their exam results. Besides, it can be challenging to persuade these adult learners, in an EFL or ESL environment, who has tight work and busy school schedule, to create the time for reading if they do not already have the reading habit.

Nuttall (1996) highlighted that teachers must create the right conditions for students to read to make reading a valuable part of students' life. They need something that will encourage and motivate students to read or something that will not make students unwilling when they see the reading passages. When they learn a new language, in reading lessons, students may have difficulty to read long reading passages which include a lot of unfamiliar words. Therefore, one of our primary goals, as teachers, is to make students notice the fact that learning a new language is also a process which contains fun and entertaining activities and we are expected to give them self-confidence, create a relaxing learning atmosphere throughout the lessons and get them adopt a habit of reading in English even outside the class.

In some countries like Turkey, because of education systems, teachers must cover their lessons in accordance with the curriculum and expected to do their lessons by following the pacing in their schools; so many students may be deprived

of their English skills for several reasons. First of all, in Turkey, during lessons, speaking and listening skills may be ignored a lot and they may not be given enough importance; therefore, it becomes impossible for students to display what they know by using their communication skills orally and cannot understand what they hear even at the end of one year learning process. Secondly, students' productivity and creativity can also be disregarded. Finally, when it comes to the fourth skill of learning English, which is reading, one of the most problematic issues of learning process is making intensive reading and getting students adopt the habit of extensive reading out of the classroom.

There are some reasons why reading is 'problematic' and 'undesirable' and why students get bored and unmotivated when they are exposed to the reading passages. The first reason is that it may be too complicated and difficult for students to comprehend the sentence structures in a reading text, so when they do not understand, they may not be willing to continue to read that text. Secondly, when the reading texts are not level-appropriate, or when they include the topics that do not draw students' attention, they can be reluctant and unmotivated to read the texts. Thirdly, when there are too many unfamiliar words in a reading text, this may increase students' anxiety. Even if teachers explain and give the meanings of these unknown words directly in their native language or even when students look up their monolingual dictionaries, they may forget the meanings of these words quickly. Fourthly, as many students focus on finding the answers of the questions asked at the end of the reading texts, they don't give importance to getting the meaning of the texts. Finally, students can easily get bored when there is no action, and when students are asked to read the texts individually and silently, they cannot produce or create anything, they just read in a monotonous way.

In the light of the reasons given above, teachers should look for the teaching techniques that can make reading lessons more attractive and students more active. These techniques which are mostly advisable to be used in the classroom should be enjoyable, motivating, interesting rather than the ordinary ones. As it makes long reading passages easy to read and understand due to working in small groups, discussing between group members, learning the meanings of unknown words from one another and sharing new ideas, jigsaw cooperative learning technique can play a

significant role in reading lessons especially in terms of increasing their motivation towards reading.

1.2 Theoretical Framework

Jigsaw cooperative learning technique was basically improved by Elliot Aronson in 1971 in Austin, Texas and it was thought to be efficient in providing positive educational results. This technique has been studied in other countries and worked in many ways by different researchers and teachers who teach in different levels and different subjects (see Aronson, Blaney, Stephin, Sikes & Snapp, 1978; Bafile, 2008; Hedeen, 2003; Holliday, 2002; Joe, 2008; Johnson & Johnson, 1995; Johnson, Johnson & Smith, 1991; Slavin, 1983).

Jigsaw cooperative learning technique is one of the most significant learning and teaching strategies that can be used to create a learning atmosphere suitable for EFL students, which provides them a positive social interaction among them. As students are involved in a cooperative group, they may feel a sense of belonging. Moreover, they learn to how to ask for something and get help when needed. They also learn that their suggestions are valued when they are asked for their input within their group. Group participation and other social abilities are learned together as they are essential factor to work together (Madrid, 1993).

In traditional methods of teaching, most classrooms are teacher-centred and students are passive during the lessons. Moreover, assignments given by teachers are done individually and there isn't any cooperation among students. In order to have students more participated in the classroom, jigsaw cooperative learning can be suggested. In jigsaw cooperative learning, a student-centred classroom environment is created, which lets students be more active than teachers although the instructions are given by teachers. To reach the aims of this cooperative learning method, teachers should produce suitable tasks, set the targets of activities clearly, create groups, and give responsibilities to students with various roles by selecting appropriate materials (Johnson & Johnson, 1994).

1.3 Statement of the Problem

The use of jigsaw cooperative learning in language training hasn't taken sufficient attention, especially when the issues of student interest and motivation have been a challenge to language instructors who use traditional methods especially in reading lessons. Reading texts have been a serious problem especially for those who do not have enough language competence. Many students need fun and motivation to have learning desire. Without motivation and enjoyment, they even do not want to attend the classes. To make the language classrooms more active and have involving and motivating atmosphere, teachers should find new and effective ways to take their students' attention. Jigsaw can be one of the best techniques to achieve this goal (Aronson, 2006). By applying this technique, monotonous atmosphere in the reading lessons may alter. Besides, it can enable students to involve in group works, discussion, sharing their thoughts and getting new ideas. Therefore, a research study was needed to investigate how jigsaw cooperative learning is perceived by students in a reading class.

1.4 Purpose of the Study

This study aimed to investigate the use of jigsaw cooperative learning technique in a B2 level Turkish EFL reading class in terms of learners' reading motivation and attitudes towards reading in English in and outside the class and also investigate whether jigsaw cooperative learning technique had any perceived effect on their attitudes and motivation. As I observed in my classes, students often did not pay attention to reading in English as they had low motivation or some even did not enjoy reading as they think that they must focus on every single detail. After these observations, I as both the reading teacher and researcher decided to carry out action research in my class to investigate if the students' attitudes towards reading and motivation in a reading lesson would be affected with the implementation of jigsaw cooperative learning.

1.5 Research Questions

The following research question was addressed in this study:

1. How does jigsaw cooperative learning technique mediate B2 level Turkish EFL learners' attitudes and motivation towards reading in English?

1.6 Significance of the Study

This study can be assumed to be important in several aspects. In the first place, according to the new curriculum reformed by the Ministry of Turkish Education in 2006 and based on the Common European Framework, more student-centred methods are taken into consideration in English language classes; therefore, jigsaw cooperative learning method can be used in EFL classrooms in order to reach the goals of this new curriculum.

Secondly, although there is some research available on the use of jigsaw cooperative learning on reading motivation, studies on those taking part in English preparatory programs in Turkey are not sufficient or limited in Turkish EFL context. Therefore, it can be thought that the findings may contribute to the existing studies on jigsaw cooperative learning by supplying in-depth information about the effectiveness of jigsaw cooperative learning for students' motivation and attitudes in reading lesson.

Last but not least, to make reading skills more meaningful and liveable, jigsaw cooperative learning can be a key factor which can help students to be involved in reading activities.

Below is the list of the reasons why jigsaw technique is helpful for students and how efficient jigsaw technique can be:

- As students are directly occupied with the material themselves rather than having the material given to them, it can foster deeper understanding.
- Students can get a chance to practice in self-teaching.
- Students can also have a chance to study with their pairs, which helps them comprehend the material in-depth.
- This technique can promote discussion, problem-solving and learning.
- In jigsaw technique, students can cooperate, have something important to contribute to their groups and learn actively (Aronson, 2006).

Taking all these reasons into consideration, it is significant to use and investigate jigsaw technique in reading classes.

1.7 Definitions

Cooperative Learning: It is one of the teaching strategies that offer face-to-face communication among students and provide them with specific learning and interpersonal aims in created groups (Johnson & Johnson, 1994).

Jigsaw: Jigsaw is a learning method which highlights collaborative learning by giving learners a chance to actively work with each other to create understanding (Aronson, 2000-2013).

English as a Foreign Language EFL: EFL means language learning, generally in a classroom setting, within a context where the target language is not generally spoken or utilized among people (Lightbown & Spada, 2006).

English as a Second Language ESL: It means teaching English to students living in a country where it is spoken but whose first language is not English (Online Cambridge Dictionary, 2015).

English Language Teaching ELT: It means teaching English to students whose main language is not English (Online Cambridge Dictionary, 2015).

Chapter 2

Literature Review

2.1 Cooperative Learning vs. Traditional Learning

One of the primary goals of education in preparatory schools in Turkey is to supply students with an effective language learning environment where they learn efficiently. In traditional teaching methods, students are passive recipients of knowledge and the lessons are taught with lecture-based methods. However, nowadays, there has been a great change towards more student-centred activities (Davis & Wilcock, 2005). Cooperative learning is one of the modern methods that can be utilized in language classes efficiently. According to Johnson et al. (2000), it is one of the most notable and productive areas of theory, research, and practice in education. In cooperative learning, students work together to reach the targets and the instructional procedures which require the students' cooperative efforts. Collaborative learning is based upon student-centred learning and has been used widely and successfully in language learning (Deen, 1991; McGuire, 1992). In traditional language classrooms, students who don't have enough English proficiency don't get help from their teachers and friends a lot, and they get less peer interaction at a lower linguistic and cognitive level (Long, 1980; Schineke-Llano, 1983). In cooperative learning environment, students not only experience flexible and effective educational process but also learn new educational approaches and applications that can be used in a classroom setting. According to research findings, cooperative learning brings many advantages for English language learners (Long & Porter, 1985; McManus & Gettinger, 1996). These studies clearly show that cooperative learning is much more promotive and efficient than competitive or individualistic learning experiences.

Cooperative learning includes strategies for the cooperation of students and their attention to how the teacher should design activities to provide efficient collaboration (Sapon, Shevin & Schniedewind, 1991), and many cooperative learning activities put the components together in which the teacher shows and

students study on their own (Slavin, 1995). Students can use the advantage of cooperative learning more if they comprehend that interacting and brainstorming with their peers is a language learning strategy that they can perform outside a class setting (Oxford, 1990) and students must be involved in active roles in the classroom to foster their learning (Littlewood, 1992). Cooperative learning occurs when students come together to achieve the target of learning (Johnson & Johnson, 1999) and the teachers use cooperative learning to give an opportunity to their students who are below their potential. With the help of cooperative learning method, all the class actively takes part in classroom activities at the same time and students have a chance to check what they find together (Yang & Cheung, 2003). The reason why cooperative groups are successful is related to positive independence and supportive communication.

As it is clearly seen, it is significant to organize learning environment in a student-centred style rather than a traditional style to make sure that all students have a chance to contribute to the activities in a group work.

2.2 Definitions of Cooperative Learning

Several researchers put forward their own definitions about cooperative learning but each definition is similar to one another. Olsen and Kagan (1992, p.8) defined cooperative learning as "group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others."

Vermette (1998) also stated that cooperative learning as a cooperative classroom team which is a partially permanent, heterogeneously mixed, consisting students who come together in small groups to fulfil an activity, create some projects or products and who are expected to master a body of knowledge individually. The team spirit must be one of positive interdependence, a feeling that success for any one is connected directly to others' success. To be more specific, in cooperative learning approach, students work in groups of four or six students to perform a learning task together. The learning task depends on communication and reciprocal interdependence among the group members and it needs mutual help. In this approach, students and teachers are dynamically cooperated and they create a sincere

learning atmosphere in the classroom. The only source of information is not the textbooks or the teacher anymore as some people replaced them with group members or peers.

Cooperative learning is not only another name for group work because it consists of students who work together in groups. Cooperative learning is a practical teaching strategy that provides students learning experiences actively, equal access to learning and promotive social environment (Johnson et al., 1999). Killen (2007) describes cooperative learning as an instructional design that encourages communication with their peers and student cooperation in the process of promoting successful learning.

According to Adams and Hamm (1996), cooperative learning is a teaching strategy which is successful in the transformation of education over the last ten years. In their study, they concentrated on the implementation of cooperative learning activities in the classroom in which students state some problems and find practicable solutions.

Sapon, Shevin and Schniedewind (1992) stated that cooperative learning is essential in teaching-learning situations because this strategy "can foster educational excellence for all children regardless of race, class, or gender, and can provide students and teachers with the experience and expectations of active participation in controlling and changing the spheres of their lives" (p.32).

In cooperative learning, students are expected to work together to learn and to gain responsibility not only for their friends' learning but also their own (Jacobs, Lee & Ball, 1996). Likewise, cooperative learning is a learning approach that concentrates on students studying together in small groups so that learning condition is increased to a high level to achieve the aim of learning (Nurhadi, 2004). Meanwhile, looking from a different perspective of teaching, Felder (2005) put forward a very identical definition of cooperative learning as a successful teaching strategy in which small teams, composed of students from different levels of ability; use various learning activities to develop their understanding of a subject. Each team member is responsible both for learning what is taught and for helping teammates learn, so that they can create a successful environment. Every student works over the task till each member in different groups successfully understands and completes it.

According to Bayraktar (2011), cooperative language teaching is a technique that aids students in and out of the class. For him, this technique promotes academic success and gives self-esteem to students by building small groups where students work together to help each other and improve their communication skills, problem solving and critical thinking skills. Moreover, students increase their academic success and practice their skills by helping each other. In cooperative group work, the instructor specifies the objectives of the lesson, prepares suitable materials, clarifies the structure of cooperative goals, creates student groups, consolidates students in necessary situations, and finally rewards group members at the end of the activity. With this definition, we can see the main features of the cooperative language learning approach.

In another definition, Larsen-Freeman (2000) asserted that in cooperative learning, students learn from each other within the groups. In this statement, she underlines the issue that the way that students and teachers work in the group makes an activity cooperative. She also maintains her statement as "in cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively" (p. 164).

2.3 Cooperative Learning in Foreign Language Teaching Classes

Recently, cooperative learning has been implemented a lot in EFL classes. With the application of cooperative learning in foreign language teaching, students take an active role in the class and learn in a real-life language environment. Moreover, they are supplied with more opportunities to participate in classroom activities and they get more knowledge that is shared among students, interact with each other and cooperate in foreign language learning. In cooperative groups, students come and work together by face to face communication and helping each other in learning (Borich, 2007). When language teachers need to provide active learning environment for students to make them learn by themselves, cooperative learning can be an efficient and suitable way of reaching that target.

There are several studies over the impact and efficiency of cooperative learning in language teaching classes. According to Kagan (2001), cooperative learning and English as a second or foreign language (ESL or EFL) in classroom are well integrated.

According to Crandall (1999), cooperative language learning has great impacts on language learning in terms of enhancing the motivation, decreasing anxiety, providing self-esteem and promoting various learning strategies. In order to create a successful classroom management, it is crucial to develop and use cooperative learning techniques in ESL classrooms (Bassano & Christison, 1988).

Yamarik (2007) explored three probable reasons why cooperative language learning is beneficial for students. Firstly, cooperative learning fostered the communication between student and instructor. As a result, students were more relaxed when they asked questions in their groups rather than individual work. Next, cooperative learning enhanced group studying for the exams. Finally, the practice of working in small groups increased a huge interest in the materials.

Suwantarathip and Wichadee (2010) searched the influence of cooperative learning approach on decreasing the anxiety in second language and its influence on 40 students' language proficiency. The students' pre and post test scores from Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz & Cope, 1986), the questionnaire and the proficiency tests were analysed through descriptive statistics and they were compared by using a paired sample t-test measure; as a result, their language proficiency scores were quite high from the post-test than the pre-test. They explored that the students' anxiety on foreign language learning reduced considerably after they learnt via cooperative learning approach. As well as this, they stated that student had a positive attitude towards cooperative learning.

An experimental research was carried out by Ning (2011) who focused on the implementation of cooperative learning (CL) methods into tertiary ELT in China. In this research, he attempted to provide students more possibilities for language production by supplying fluent and effective communication. The findings indicated the students' English language skills and vocabulary development in cooperative learning classes were higher than whole-class instruction, especially in speaking, listening, and reading.

Wichadee and Orawiwatnakul (2012) conducted a study in which various learning activities were provided, suggesting different opinions to implement in EFL classes. In cooperative language learning environment, students could perform their tasks better under the student-centred approach to achieve their target. They asserted

that in previous studies, cooperative language learning both enhanced students' language skills, and provided a promotive learning atmosphere. In their research, they claimed that despite affirmative results of cooperative learning approach, some awareness about learning process management could be increased to prevent the situations that might take place during practice.

2.4 Cooperative Learning Methods and Techniques

Various methods of cooperative learning have been identified by researchers so far. For example, Johnson et al. (2000) provided 10 modern collaborative learning methods that have taken a lot of interest (see Table 1): Complex Instruction(CI), Constructive Controversy(CC), Cooperative Integrated Reading and Composition(CIRC), Cooperative Structures(CS), Group Investigation(GI), Jigsaw, Learning Together(LT), Student Teams Achievement Divisions(STAD), Teams Games Tournaments(TGT), and Team Assisted Individualization(TAI) and these methods were improved by researchers that "have developed cooperative learning procedures, conducted programs of research and evaluation of their methods, and then involved themselves in teacher-training programs" (p. 2).

Table 1

Modern Methods of Cooperative Learning

Johnson & Johnson	Mid 1960s	Learning Together and Alone
DeVries & Edwards	Early 1970s	Teams-Games-Tournaments
Sharan & Sharan	Mid 1970s	Group Investigation
Johnson & Johnson	Mid 1970s	Constructive Controversy
Aronson & Associates	Late 1970s	Jigsaw Procedure
Slavin& Associates	Late 1970s	Student Teams Achievement Divisions
Cohen	Early 1980s	Complex Instruction
Slavin& Associates	Early 1980s	Teams Accelerated Instruction
Kagan	Mid 1980s	Cooperative Learning Structures
Stevens, Slavin, & Associates	Late 1980s	Cooperative Integrated Reading & Composition

Similarly, Kluge, McGuire, Johnson and Johnson (1999) classified five CL methods as The Structural Approach, Group Investigation, Student Team Investigation, Curriculum Packages and Learning Together.

According to Slavin (1982), collaborative learning is one of the instructional methods in which students who are in all levels come together and work in small groups towards a common objective that includes educational techniques described below.

2.4.1 Student team-achievement divisions. In this cooperative technique, students work in groups of four and five members representing the students with the skills and different genders.

2.4.2 Team-game-tournaments. In this technique, students learn the given material in class via different activities such as working in small groups, individual work, or traditional ways. The heterogeneous Study Groups go over the material, and then students compete with each other in academically homogeneous Tournament Groups. Students get 2-6 scores back from their tournament for their Study Groups. These scores are calculated and averaged.

2.4.3 Team-assisted individualization. In this cooperative learning technique, individualized materials are used for students to complete at their own rates and highlight direct instruction (in homogeneous teaching groups), student management, cooperative learning teams, and cooperative incentives. Students are divided into heterogeneous four or five-member learning teams in which they help each other with problems and take the responsibility to check, route, and do other management tasks inherent to the individualized program. At the end of each week, students in each team that meet certain pre-set criteria receive rewards, which can increase student motivation.

2.4.4 Cooperative integrated reading and composition. This technique is a reading and writing cooperative technique for students who study in 2nd and 6th grades. Story-related activities, direct instruction in reading comprehension, and integrated language arts/writing are the basic factors of CIRC. Daily lessons give students a chance to study comprehension and reading skills with their pairs and small groups. Students working in pairs read the texts to each other, anticipate how

stories will last, give the summary of the stories, give answers to questions given by the teacher, and practice spelling, decoding, and vocabulary while students in groups of four come together by going over the activities related to the story to get the main purpose of the story.

2.4.5 Jigsaw. Jigsaw is a cooperative technique that organizes classroom activities in which students depend on each other to perform their task. Students work within groups and each of them has a piece of assignment which the group gets together to complete the jigsaw puzzle. Students are again separated into different groups with a member given a topic. By studying alone, every student has information about his or her topic and tells their part to their group. Then, students go back to their topic group and present again. In same-topic groups, students associate their viewpoints and combine the common information. They write a final report together. Finally, the original groups come together again and listen to the other parts from their group members. All these presentations help the group members comprehend their own material and the results that have come out from topic-specific group discussion.

2.4.6 Learning together. Johnson and Johnson created this technique in 1989 (Johnson, Johnson & Holubec, 1998). The most significant features of this technique are having group objectives and sharing the ideas and the materials, labour distribution and group reward. Students who work in groups of two to six members come and study together on their subjects or work sheets. Group members decide together how to study and what to do according to the topics and duties. Finally, they create a joint study. Students are awarded a prized according to success within their group and their work alone (Johnson, Johnson &Holubec, 1994; Sharan, 1999; Açıkgöz, 2003). The aim is to look for the impacts of Group Investigation, Learning Together and traditional teaching methods on students' understanding of force and motion in an undergraduate physics course.

2.4.7 Group investigation. This technique was constructed by Sharan and Sharan in 1989. In Group investigation, the class is split into a few groups that study in a different phase of a general issue which is then separated into working sections among group members. Students share the information, do arrangements, analyse, plan and aggregate the data with the students in other groups. During this process,

the teacher becomes the leader of the class and make sure that students understand the explanations (Knight & Bohlmeyer, 1990). This technique is appropriate in science lessons as it motivates students to learn and appeals them for scientific research (Sherman, 1994).

Likewise, Johnson et al. (1998) maintained that CL consists of the principles of cognitive-developmental theory, the theories of behavioural and social interdependence. Johnson and Johnson (1994) asserted cooperative learning includes many different strategies that support students' collaboration to increase interaction and communication among students according to the principles of positive interdependence, individual accountability, group processing, and equal opportunity for class participation.

Johnson and Johnson (2012) stated that there are five important factors which are the most successful cooperative learning strategies: positive interdependence, face-to-face interaction, individual accountability (personal responsibility), social skills and group processing. Positive interdependence is described as the binary duty that the students when working cooperatively acquire some information about the given material and guarantee that each group member learns it (Sharan, 1990). Individual accountability gives importance to the individual group member's performance. In other words, each student has responsibilities for their own learning as well as the other group member's learning and each student attempts to achieve their group's aim (Johnson & Johnson, 2012; Stenlev, 2003). Social skills are another significant factor in cooperative learning because in order to achieve group objectives, group members need to improve target language and social skills. Small group discussions supply high levels of communication among peers, and more student involvement (Bliss & Lawrence, 2009). The main goal of group processing is to increase the efficiency and importance of the group work by evaluating the collaborative information of group members' performances to get the result (Johnson & Johnson, 2012).

In spite of the differences among these models in some vital aspects such as permission degree for individualistic learning and intergroup cooperation and competition, the models have common factors such as positive interdependence,

individual accountability, and face-to-face interaction among students in a promotive and less stressful environment.

2.5 Jigsaw Cooperative Learning

Jigsaw cooperative learning is one of the learning strategies that increase students' learning motivation, provide positive attitude, help interpersonal skills improve, and enhance students' achievement (Aronson, 1978). This learning strategy was developed by Elliot Aronson (1971) and his students from Texas University and California University. Jigsaw is a strategy that gives students a chance to have an active participation with each other to create comprehension and provides students with an opportunity to get the information about a material from their friends. In this strategy, a material is split into parts and each student in one team studies one part. After studying, the students who study for the same part come together and create a new group in which the students take over the part of the material and become an 'expert' so that they can tell their sections to the other members in their original learning group (Aronson et al., 1978). Davis (1993) remarked that in cooperative learning by studying in small groups, when students actively participate in this process, they learn best. Researchers state that when students work in small groups, they tend to learn what is taught more and maintain it longer than when the same content is demonstrated in other instructional formats (Hedeen, 2003).

2.5.1 The jigsaw technique. The jigsaw technique which was introduced by Aronson (1978) aims to incorporate cooperative learning into the classroom. In his jigsaw model, the class is separated into small jigsaw team groups called. Likewise, the material is split into small sections according to the number of team members. Each team takes care of one complete set of the material and individual team members take over their selection to study. Then, students break up into 'expert' or 'counterpart' groups which involve all students in the classroom who have the same information section. In these groups, students learn the material in detail by discussing and helping each other in order to prepare a lesson for their jigsaw (original) teams. This technique is like a jigsaw puzzle in terms of dividing the teams into small groups and putting the sections together; that is why, it is called "jigsaw approach". Towards the end of the lesson, students take a quiz and are given an individual score (Aronson, 1978).

This technique can be used at any grade level of students who have the academic skills of reading and comprehension and the skills of working cooperatively within groups. However, as a major goal, the lesson materials should have concept development rather than skill development (Aronson, 1978).

The Jigsaw technique was later changed by Slavin (1980) called as Jigsaw II. In this new form, students read the same material but each member in a team is given a topic to become an expert on it. The procedures are the same as in Jigsaw I; however, the goal is somewhat different. For example, in Jigsaw I; students cannot do well unless their group members teach and share information with each other though it has no formal group goal. However, Jigsaw II has a formal group goal and it requires a team score rather than individual score. After instruction, in Jigsaw II, teachers test students individually and give team scores according to each student's test performance by using a technique called "Equal Opportunity Scoring" to give scores based on each student's performance relative to their previous performances. In this process, teachers do not necessarily determine grades, but they provide group recognition (e.g., certificates of achievement) according to each group's total academic success. Slavin's variation of Jigsaw reaches his group goal and individual accountability criteria in this way.

2.5.2 Strategy to conduct jigsaw technique in the classroom. There are some steps to be followed while implementing jigsaw technique in the classroom. First of all, students are divided into groups of 4 or 5 each, based on the class size and expected to create a group name which shows their identity. These groups are called as their home teams or 'home groups' (Aronson, 2006). The groups should be varied in gender, ethnicity, race and ability. All home group members are given roles such as 'leader', 'illustrator', 'speaker' and 'encourager'. The leader is usually the most mature of the group. The speaker is the student who is both the representative and speaker of the group who explains to the class; the illustrator is someone who makes the illustration to help them explain the text; and the encourager is the one who motivates all group members to give their ideas or to speak.

Students temporarily create their expert teams or 'expert groups' (Aronson, 2006). One student from each 'home group' comes together with other students who are given the same section to study. In the 'expert group', each member has a

different role that can be performed in their home groups. Students in the expert groups have some time to obtain knowledge through reading and research, discuss the main points of their section and to rehearse the presentations they will make to their 'home groups'.

After students finish the discussion, they go back to their 'home groups'. Each student presents their section to the group one by one. The other group members who do not talk about their section may ask questions to understand the presented section clearly. While they discuss their sections, the teacher observes each group's process and he or she may make a suitable intervention in case a group experiences some problems during discussion. At the end of the discussion, the teacher distributes a quiz over the material to make students quickly notice that the sessions are not just for having fun.

2.5.3 Benefits of jigsaw cooperative learning. Using jigsaw cooperative learning in language classes brings many benefits when we examine the studies of the researchers. Aronson and Goody (1980) stated that jigsaw is a well-established method in order to stimulate group sharing and learning of specific subject material. This technique can be used as an instructional activity across several days and when there are a great number of subjects to cover, it can be conducted in language learning easily.

Using jigsaw cooperative learning strategy in learning activities is beneficial according to Tamah (2007) who declared "Students are encouraged to learn from their fellow students in their expert team and when they go back to their home team they are encouraged to teach one another the material they have worked on in the expert team" (p. 13). From this statement, he clarified exactly how the jigsaw approach should work in a classroom. It may sound ideal for many teachers to use this strategy in their class because it helps them participate their students in the lesson and actively take part in group activities where they teach one another. The jigsaw learning strategy also makes the teacher a facilitator, not a director in the classroom, which is a current trend in schools today.

Efe and Efe (2010) investigated how students are separated as group leaders in the jigsaw to encourage the group members. The findings of this study showed that when students were given the title of "group leader", they tried to encourage

other students to finish their task. This means that the jigsaw strategy lets students experience learning and take a role in learning process.

Additionally, Mengduo and Xiaoling in Crist (2012) stated that the jigsaw classroom decreases students' unwillingness and anxiety to take part in the classroom activities whereas increasing self-esteem and self-confidence. Aronson and Patnoe (2011) also claimed that jigsaw is quite efficient at enhancing the self-esteem of students, increasing their performance, their liking for school and their enthusiasm about learning.

Jigsaw technique not only helps students develop their social skills but also help them learn a new material. Anderson and Palmer (2001) proved with their study that the jigsaw approach encourages students to study together, share their opinions, follow common objectives, and increase self-esteem. The jigsaw cooperative learning also provides students with a chance to participate in classroom activities and lessons actively. When students feel anxious or when they are afraid of contributing to learning process, they can miss information needed to fully comprehend the material. Therefore, the jigsaw provides a way to help students work with each other and give a feeling of being needed. By participating in the activities, the students concentrate more on all kinds of learning skills such as listening, speaking, reading and even writing as well as increasing their co-operation, reflection, and problem-solving skills.

Finally, jigsaw is regarded as a strategy which can improve students' learning as; (a) it is less threatening for most of the students, (b) it increases the number of students who participate in the classroom, (c) it reduces competition among students and d) it reduces the teacher's authority in the classroom (Longman Dictionary, 1998), so it can be clearly seen that jigsaw strategy can successfully decrease students' unwillingness to take part in the classroom activities and help teachers provide an active learner-centred atmosphere during learning process.

2.5.4 Jigsaw technique and reading skills. Some researchers have conducted studies about the effects of jigsaw technique in reading classes and come up with a common idea that it is quite effective to incorporate jigsaw into reading skills because of some aspects such as motivation, self-concept and lower anxiety.

Sami Ali (2001) investigated the impact of implementing the jigsaw reading technique on the EFL pre-service teachers' reading anxiety and comprehension. The experimental group was distributed reading texts to read by implementing the Jigsaw Reading technique; however, the control group read the same passages on their own without involving in activities. A TOELF test was used to assess the participants' comprehension and a questionnaire designed by the researcher looked at their anxiety level. The findings of the study showed that students in the experimental group who had lower anxiety did better in the comprehension of the reading passages than those in control group who performed worse in reading texts because of their anxiety level.

Badawi (2008) examined the changes and developments in students' reading achievement and motivation because of the implementing jigsaw technique as opposed to the holistic approach. There were 44 students in the study and conducting the study within 8 weeks. The findings of this study revealed that no differences were found between the experimental and control groups in terms of the vocabulary acquisition and reading achievement; however, it created a considerable impact on the students' affective aspects which are self-concept, their value, and motivation.

Waskito Imam Nugroho (2005) revealed in this study that the students developed their reading comprehension efficiently and effectively by using jigsaw method. He also explained that the students comprehended the reading texts better and could discuss and teach the texts to their friends. However, for him the upmost advantage of using this method is that the students respect each other.

In another research, Ambarwati (2008) explained that jigsaw technique was an efficient technique to teach reading since there was a huge difference of students reading achievement between those who had a lesson with the implementation of jigsaw technique and those who were exposed to a traditional technique.

In addition to these studies, Eka Meilia (2009) tried to find out how far the application of jigsaw technique could have an impact on the process of teaching and learning reading through the improvement of learners' participation in the reading class activities.

In the light of the studies mentioned above, it can be inferred that jigsaw technique has a great effect on reading skills in terms of comprehending the texts,

enhancing motivation and self-confidence, decreasing anxiety and increasing respect among students.

2.6 Cooperative Learning and Reading Skills

Reading can be accepted as an active process in which the readers use their cognitive and mental abilities to understand the internal meaning of the text. There is an interaction among the readers and the writers who try to give a message to its readers. Thus, in this process, the readers should be supplied with instructional techniques that let them infer the meaning which is intended by the writer.

Cooperative learning technique is one of the most effective techniques in improving students' ability in reading (Slavin, 1990). Johnson et al. (1991) claim that it is an efficient technique since learners obtain more duties to achieve a high achievement.

In cooperative learning groups, students can brainstorm, study, and decide together instead of reading a whole text on their own (Milios, 2000). Students who work in collaborative learning need to share what they know, generalize and make elaborations that they can convey to their partners, which is an efficient way to develop their "depth of processing" (Stevens, Slavin & Farnish, 1991). When students study together, they can state their ideas about a reading text. It can sometimes help them understand better when they hear what their peers think about the subject and how they assess it than hearing instructions from an adult or a teacher. It was demonstrated that the use of questioning, discussion, and cooperative learning is quite useful in teaching reading comprehension strategies (Gauthier, 2001). According to Caposey and Heider (2003), when students work together, discuss, question, and summarize more, they can comprehend the reading materials better, so cooperative learning fosters a wider and deeper understanding of concepts and provides a better appreciation of others (O'Donnell & O'Kelly, 1994).

Stevens, Slavin and Farnish (1989) searched the effect of direct instruction on reading comprehension strategies and how cooperative learning increases students' learning strategies. Subjects were assigned to instructional treatments on strategies to identify the main idea of reading texts. In the treatments, cooperative learning was incorporated with direct instruction and a traditionally instructed control group. The

groups that got direct instruction on the main idea strategies performed significantly better than the students in control group did in identifying the main ideas of the texts. Students using cooperative learning processes to summarize and clarify the strategies to each other also outperformed the students who had only direct instruction on the strategies.

Similarly, Ghaith (2003) asserted that students who used the Learning Together model of CL performed better on EFL reading achievement than students who used a traditional approach for reading comprehension. Moreover, the researcher stated that the Learning Together CL model was more efficient than traditional whole class instruction in promoting the reading comprehension of Arab learners of English who studied EFL.

Cooperative learning has an impact on freshmen's English reading comprehension, learning motivation, learning satisfaction (Hui-Yi, 2003). To prove this, he studied how the challenging articles may influence the freshmen's English reading comprehension. He claimed that when the traditional lecture method is compared, the cooperative learning method has a considerably impact on improving freshmen's English reading comprehension, learning motivation and learning satisfaction.

Another study on the impact of cooperative learning on English reading achievement and the behaviour of the students towards this learning method was examined by Seetape (2003). The results of the research demonstrated that the post-test scores were higher than the pre-test scores after they learned English reading by using cooperative learning. Most of the participants were quite good at cooperating in their tasks; therefore, their cooperative behaviour increasingly improved.

Wichadee (2005) explored the influence of cooperative learning on English reading skill development of 40 first–year students. Moreover, she investigated their thoughts towards cooperative learning technique in ESL classrooms, and analysed their cooperative learning behaviours. The results of the study displayed that the students got higher reading comprehension scores and performed better in the post-test compared to the pre-test scores. As regards to their thoughts on cooperative learning, the findings revealed that the majority of the students evaluated cooperative learning positively.

Cooperative learning was also examined by Alhaidari (2006) who asserted its effect on the reading performance of students studying in 4th and 5th grades. He carried out pre-and-post tests for students' reading performance and their attitudes towards cooperative learning together with their motivation towards reading. The findings of the study revealed that there were major differences between experimental and control groups on post-test of reading and students' attitudes towards cooperative learning.

Shaaban (2006) studied the efficacy of cooperative learning and whole class instruction in enhancing students' reading comprehension, vocabulary development, and motivation to read. The findings of this study showed that there were no crucial differences between the control and experimental group on the dependent variables of reading comprehension and vocabulary development, but the findings demonstrated some major differences for the benefit of the experimental group on the dependent variable of motivation to read and its dimensions, the value of reading, and reading self-concept.

An action research project was carried out by Hollingsworth, Sherman and Zaugra (2007) in order to improve reading comprehension through cooperative learning which became a precious learning means to provide students with comprehension strategies by promoting positive peer interactions. The students reached an academic achievement by enhancing their reading levels and knowledge of comprehension skills, and there was also a rise in enthusiasm and motivation towards reading.

Another study was conducted by Khorshidi (1999) who investigated the relationship between the cooperative method or the teacher-fronted method and the reading comprehension achievement of students. In this research, he also attempted to compare the efficiency of homogeneous and heterogeneous groups in terms of their reading comprehension performance. Heterogeneity and homogeneity were determined according to the criteria of field of study. The study included four different fields of study as heterogeneous students. The results of this study revealed that there was a statistically essential difference between the experimental group and the control group. Furthermore, the heterogeneous group showed a better performance than the homogeneous group and both did better than the control group.

Harjono and Wachyunni (2008) also did a study in which two experimental groups and a control group were compared to study the effectiveness of each in terms of students' reading achievement. One experimental group used cooperative methods with workshops while the other group got individualistic instruction with the workshops. The control group had individualistic instruction only. No differences were found between the experimental and control groups.

Cooperative teaching method is a remedial method for removing the problems that elementary and middle school learners had with vocabulary and reading skill (Caposey, 2003). Students could not transfer the reading skill into content areas which were due to their lack of vocabulary knowledge. After ten-week intervention, the method was found to be efficient in creating a cooperative classroom and in developing students' reading skill.

The impact of cooperative integrated reading and composition (CIRC) technique and the traditional reading and writing teaching methods was also searched by Durukan (2011). He used the methods on reading-writing skills of 45 7th grade primary school students. With this method, he focused on the essentials of cooperative teaching and used small groups to associate the reading with writing skills, but in the traditional approach, the conventional techniques which were based on the individualistic ways of teaching reading and writing skills were used. He used pre-test and post-test control group model in his study and he created experimental and control groups randomly. He developed written expression and reading comprehension achievement test to analyse the study groups' writing skills and reading comprehension skills to collect the data. The findings of the study were collected through 2-way ANOVA test in the SPSS program. WEAT and RCAT were applied as pre-, post- and retention-test to the control and experimental groups. At the end of the statistical analysis, he found out a high difference between the experimental and control groups' reading and writing skills in terms of academic achievement and their reading and writing skills improved with the help of the CIRC technique.

Finally, Nassar (2012) analysed one of the cooperative methods -'Student Team Achievement Division method'- as opposed to the traditional method in order to see the relation between the reading comprehension performance and students'

motivation. The experimental group was subjected to STAD in which they were placed as heterogeneous groups of four or five of different levels, averages, and of diverse background. First, they were given new materials every week. Then, the members in each team studied worksheets which were prepared to help students to scan, skim and extend the material given in the reading text. Later, the answers were presented to the students in order to make it clear that their duty was to understand the concepts not simply do the worksheets. Students were informed that their tasks would be complete after all team members understand the reading text. In addition to this, students were given individual quizzes on the assigned material, but they were not permitted to get help from each other on these quizzes. The teacher checked the quizzes, found the mistakes and calculated their individual scores. The contribution amount of every student to their team score was relevant to the comparison between the student's previous average and their present score. Everyone was appreciated for their improvement and each group was awarded for their total scores. Contrary to STAD method employed by Nassar, in the traditional method, a teacher-fronted grammar translation method in which there was almost no interaction and group work opportunities was used. The findings revealed apparent advantages of STAD method compared to the traditional method.

2.7 Motivation and Its Importance in Language Learning

Motivation is regarded as one of the most significant factors that affect students' language learning success and performance. Gardner (1985) emphasized that motivation is one of the main factors that have a big impact on students' English learning. He also claimed that motivation for language learning can both involve goal orientation and the combination of effort, desire to achieve the aim of learning the language and positive attitudes toward language learning. He adds that there is a close relationship between students' success or failure and language learning, so teachers must pay more attention to this aspect. As Haider and Rehman (2013) stated that "As a gardener must know or should have sought to know which soil is more suitable to the plant and when and how much water should be required by plant?" (p.139). Likewise, a teacher must also know how a student learns and how the factors like motivation influence their language learning. Additionally, Haider et al. (2013) asserted that when teachers motivate their students, the students will be more successful in their daily and academic life.

Ormrod (2014) clarified that due to motivation, students will be more energetic and controlled as well as being consistent when they achieve their aim. He also expresses that motivation is like a driving force while learning and teaching a language.

Ryan and Deci (2000) highlighted that "Being motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas; someone who is energized or activated toward an end is considered motivated" (p. 54). With this statement, it can be deduced that if students are motivated, they can be successful in language learning process.

Finally, McDonough (2007) stated that "When the teachers realize the importance of motivation and its effects on language acquisition, they can manage to teach it in an effective way" (p. 369). Therefore, it can be said that motivation has a big role in learning process, and in order to increase students' motivation, teachers should follow some strategies that can be applied in their classes.

Overall, there are many similarities among researchers on the issue of motivation on language learning as they claim that without motivation, it seems impossible for students to act without motivation in the classroom, so they should have enough motivation to achieve the targets of language learning.

2.7.1 Importance of motivation on reading skills. There are three main reasons why reading is crucial in students' life and why students should be motivated to read during both their education and social life. "First, all aspects of our lives involve reading. Secondly, it is the principal way to get information and the last one is enjoyment" (Schave, 2012, para. 17). Also, there are many studies that concentrate on the importance of motivation on reading. The study in the United States and Europe showed that students' motivation can influence students' performance in various achievement areas such as reading (Applegate & Applegate, 2010; Baker & Wigfield, 1999; Coddington & Guthrie, 2009; Oldfather & Wigfield, 1996; O'Sullivan, 1996; Rowe, 1991; Wigfield, 1994; Wigfield & Guthrie, 1995, 1997)

Spangler (2000) emphasized that students should have the skill and the will to read if they want to become a good and effective reader. According to Wigfield and

Guthrie (1997), reading motivation is needed to explain the reasons why some students read more than others and declared how the students use the strategic skills that help them involve in the reading. Besides, students "who do not attach importance to learning to read will not be motivated to learn" (Roe, Smith, & Burns, 2005, p.3). Hence, it can be deduced from this statement that the students who do not like reading cannot be successful when they are compared to the students who like reading. The studies also indicate that students are more motivated to read when they have an exam, but this kind of reading motivation does not last long and they give up reading after the exam. In other words, motivation to read changes from time to time. Thus, teachers should awake their interest and motivate students to read not only for examination but also for fun, interest and knowledge (Chik et al., 2011). However, awakening that interest and motivating students to read is not an easy task. Therefore, the things that motivate students to read the texts should be considered to increase their interests in reading skills. First of all, if a teacher chooses level-appropriate tasks that are not challenging for the students, the opportunity to motivate them increases dramatically. Chapman (1993) stated that tasks can be strong motivators of student effort when they are beyond students' current ability to perform. Clearly, the key here is to know the students' level well enough to identify the suitable difficulty level. Secondly, teachers who expect to improve their students' motivation must first arouse their interest. Therefore, teachers must be able to draw their students' attention in order to improve their motivation. However, asking pre-reading questions may not inspire their interest as Mathews and Pa He (1993) pointed out it is not essential for children to ask a purpose-setting question in order to make them read the text. As it is obvious that teachers cannot exactly encourage students, they can make things appealing and motivating, give chance and encouragement provide opportunities to develop their proficiency and associate students' needs with learning activities (Wlodkowski, 1986), so using some interactive activities by following certain strategies can help them arouse their interest and motivation. Thirdly, if the teacher ignores students' interest and needs, then the effect of "motivational" strategies may not help achieve the goal. Incentive programs attempt to give courage and promote reading and ignore the differences among students in performance, ability and interest (Johns & VanLicrsburg, 1994). The thing that is needed here is to concentrate more on the student as the reader. Johns and VanLeirsburg added that any framework must include at least four prior

conditions to motivate readers and these are suitable classroom environment, appropriate level of difficulty of the text, meaningful learning goals and moderation and variety of extrinsic motivation techniques. As well as these, if reading materials are too easy or not challenging enough, then students may not be involved in similar tasks in the future. The study by Gaskins and Gaskins (1997) suggested that motivation and confidence are promoted by an environment that provides learning goal orientation rather than performance goal orientation. In order to obtain such learning goal orientation, a student needs to engage in tasks that are meaningful, challenging and attractive (Gaskins & Gaskins, 1997). Besides this, if the students feel that they have something to say during the learning process, the motivation will be much more meaningful for them. Last but not least important thing is that teachers should have a clear understanding of their students and know their needs. Any activity led by the teacher should have a purpose. As Ormrod (1995) stated that intrinsically motivated students are involved in tasks reluctantly and are willing to learn classroom material. Providing that sort of motivation can be acquired only if the teacher has a clear understanding of his/her students and their needs. It is inevitable that the whole class will not always be motivated by the same things as every individual has different learning experiences, prior knowledge, expectations and personalities. If a teacher can help the students see the importance of the subject and relate it to the students' interests, when they model their own interest in the subject and encourage the students to learn from mistakes, the opportunity to increase reading motivation is much better.

2.7.2 Studies on EFL learners' attitudes and motivation towards reading in English. Many EFL learners think that they cannot efficiently understand what they read and they are not motivated enough to read in English. Motivation supplies the major impulse to EFL learning and then it would help long and often boring learning process continue. "Achieving long-term goals requires both abilities and a sufficient amount of motivation" (Dörnyei, 2005, p.65), but "sometimes high motivation and positive attitude can make up for inadequate language aptitude as well as insufficient learning conditions" (Dörnyei, 2005, p. 65). Researchers confirm the impact of motivation and attitude on language learning (Dörnyei, 2005; Masgoret & Gardner, 2003). Hence, it is crucial for the teachers to know every aspect of

attitude and motivation, the way that they can be dealt with and where and when they could develop those aspects (McDonough, 1989; Colak, 2008).

Positive and negative attitude would influence the students' success and growth in EFL. Language teachers often claim that their students are not successful enough as they are not motivated enough and it can be the consequence of owing negative attitude against the target language and that would end in demoralizing the students (Colak, 2008).

Research shows that there is a relationship between learners' motivation level, attitude and their use of reading strategies, which would affect each other (e.g., Oxford, 1990; Oxford & Nyikos, 1989; Sato, Nakagawa & Yamana, 2008). The hope is that if more successful readers' strategies can be described and determined, it can be probable to train less successful learners to develop reading strategies (Tercanlioglu, 2004). Studies in reading strategies show that the characteristics of individuals may affect their reading performance; some students may read and understand the same text in different ways which depend on their aims, motivation, attitudes, interests and background knowledge.

A study conducted in Shahid Chamran University of Ahvaz, Ahvaz, Iranian students aimed to examine the impact of motivation and attitude on the use of cognitive and meta-cognitive reading strategies among EFL undergraduate students who were successful in reading comprehension modules. For the aim of the study, a case study was conducted in University of Ahvaz of Iran. There were 72 students in the study. Among the students, according to their performance in the proficiency test, 51 homogenous students were chosen to participate in the study to do two questionnaires and they took a reading for the study. After looking over the reliability and validity of the data instruments, a normality parametric test was utilized to get normality distribution of data using SPSS 20 software. In order to analyse the data, the researchers applied t-test and Pearson correlation test. The findings of the research showed the effect of EFL learners' level of motivation and attitude, on their reading comprehension ability revealing a high direct correlation (0.67). The results also indicated that students who were highly motivated favoured of using cognitive and meta-cognitive strategies more than less motivated ones. As a result, the finding suggested that individual differences of students in terms of their

motivation and attitude levels should be considered in their improvement of reading comprehension skills and reading strategy use.

The study carried out in Umm Al-Qura University aimed to investigate the attitudes of students who study in Umm Al-Qura University towards learning English as a Foreign Language. Also, it aimed at examining the factors which influence their attitudes towards learning EFL. Moreover, the researchers attempted to look into the relationship between the students' attitudes and their grade point average (GPA). To achieve their aim, they created a questionnaire to assess these students' attitudes towards learning EFL. They also made interviews with a great number of English major students to investigate the factors influencing their attitudes towards learning EFL. 112 English major students took part in this study and they were randomly chosen from different levels (second, third and fourth year students), and the findings revealed that the students had positive attitudes towards learning English. Moreover, the findings of the study indicated that students with high GPAs have the highest positive attitudes towards learning English, and then it was followed by the medium GPA students and the low GPA students.

Another study focused on engineering students' attitudes towards EFL learning in Japan. Two different sources, a questionnaire with open-ended items, and reading journals were collected as data tools. In the questionnaire part, high level students were asked about their preferences and attitudes in English learning and in the reading journals, intermediate learners' weekly reactions to out-of-class extensive reading assignments were examined. According to the findings of these tools, it could be said that: 1) the number of students who enjoy English and their reasons change according to their proficiency levels, 2) students with advanced level of English and those who study in beginner and intermediate classes and like English want to improve their oral communication skills (i.e., speaking and listening); however, the ones that don't like English in the lower classes want to develop their receptive skills (i.e., reading and listening) and vocabulary, and 3) although most of the students claimed they didn't like English at the beginning of the semester, a great number of these students gave positive answers towards extensive reading after twelve weeks of out-of-class extensive reading assignments.

Many EFL learners, teachers, administrators, and parents complain that a great number of Turkish people cannot reach the high proficiency level of English. Within this scope, it is supposed that the effective link between language attitudes and language learning is an essential but missing point needed to be considered while teaching English in Turkey.

One of studies in Ankara, Turkey investigated the relationship between language attitudes towards the English language and its use. There were 190 8th grade students who study at a private primary school where they are exposed to extensive English. Data were gathered through a questionnaire which included two parts: In the first part, the students were required to fill in the personal information part which consists of gender, their age and place that they began to learn English. In the second part, they were expected to reflect their attitudes towards English and its use in Turkish context. The researcher used Mann Whitney U test and Spearman's rho correlation coefficient tests to analyse the results. According to the results, even although these students studied English more extensively than other students who study at public schools, they had only moderate positive attitudes; especially female students had higher rates. They noticed that the significance of the English language did not show high level orientation towards learning the language. Although they had mildly positive attitudes towards the English based culture, they were not tolerant to Turkish people speaking English among themselves.

Finally, another study was conducted in Zonguldak Bülent Ecevit University the School of Foreign Languages. There were 61 intermediate, pre-intermediate and beginner level EFL learners who participated in the study. The aim of the study was to examine EFL (English as a Foreign Language) Turkish students' attitudes and motivation towards reading in English by considering their proficiency level and gender. Data were collected by using a "Foreign Language Reading Attitudes and Motivation Questionnaire" in order to investigate the students' attitudes towards reading. According to data analysis from the questionnaire, it was seen that there was no significant difference among students who are in intermediate, pre-intermediate and beginner level classrooms and their attitudes towards reading in English were neutral. Moreover, the results showed that there is statistically no important difference between males and females in relation to the participants' attitudes towards reading. The comparison of the different levels of students indicated that

learners with high proficiency level of English had positive attitudes towards reading.

2.7.3 Effects of jigsaw cooperative learning on motivation. The Jigsaw approach is one of the most important cooperative learning activities with the potential to enhance students' motivation, and a large amount of studies have found it an efficient approach in order to improve learning in the classroom (Slavin, 1995). It is obvious that when students engage in this kind of activities instead of traditional teaching methods, they become more motivated to read and learn. Traditional teaching methods prefer to use competition to motivate students and tend to disregard strategies in which cooperation is used to motivate.

Slavin (1984) claimed that one of the elements that affect the success of jigsaw cooperative learning is the positive motivational effect of group support to learn. By working in small groups, students come to know that their awards are based on group achievement and are more probably to give support for each other's learning.

Another impact of jigsaw cooperative learning is that it raises student's self-esteem, which; consequently, motivates students to join (Panitz, 1999). Cooperative efforts among students in their groups result in a higher degree of accomplishment for all group members (Slavin, 1984). By helping each other, students construct a supportive community that increases each member's performance level.

Jigsaw cooperative learning also enhances students' reading motivation by providing them more control over their learning experiences. The aim of cooperative learning is to make students engage actively in the learning process (Slavin, 1980). Meier and Panitz (1996) claimed that in jigsaw cooperative learning, students can actively take part in developing curricula and class procedures. Jigsaw cooperative learning provides each group the ownership of their learning instead of passively embracing knowledge from outside. The empowerment formed by the jigsaw cooperative learning method causes motivation to increase and provides a positive attitude in reading.

Finally, students are motivated to be involved in reading activities if they believe teachers care about them. Wentzel (1997) emphasized that students described teachers who care as the ones who show democratic interaction styles and those that model caring behaviour to their students. Jigsaw cooperative learning enhances these characteristics in teachers and gives them a way to deal with the students in an interactive way because a warm, autonomy supportive style teacher has better consequences (Goldberg et al., 2001).

Studies have showed that jigsaw cooperative learning helps students perform a task, helps the teacher with classroom management and gives a good classroom moral, enhances positive attitudes and self-esteem, develops relations among different students, provides responsibility and participation in learning, and enhances motivation. Furthermore, students can interact better with each other and with their teacher because of positive effects of jigsaw cooperative learning (Caposey, & Heider, 2003; Stevens, Slavin & Farnish, 1991).

Chapter 3

Methodology

3.1 Overview

In this chapter, the basic components of methodology such as research questions, research design, target population and participants, procedures, limitations and delimitations were described.

Specifically, the following research question was addressed in this study:

1. How does jigsaw cooperative learning technique mediate B2 level Turkish EFL learners' attitudes and motivation towards reading in English?

3.2 Philosophical Paradigm

Thomas Kuhn (1962) popularized the idea of a paradigm. He regarded this term as a common concept and he stated that it includes a group of researchers that have a common education and an agreement on exemplars of high quality research or thinking (Kuhn, 1977). Guba and Lincoln (1994) defined the term 'paradigm' as "the basic belief system or worldview that guides the investigator not only in choices of method but also in ontologically and epistemologically fundamental ways" (p.105). Then, Johnson, Onwuegbuzie and Turner (2007) described the term 'research paradigm' as "a set of beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of research" (p.24). Among the research paradigms, the most common ones are quantitative and qualitative research paradigms. However, these research paradigms differ from each other in terms of data collection techniques and purposes. While quantitative research, which aims to generalize depending on numerical data such as a questionnaire, is usually gathered from a large group of participants, qualitative research tries to investigate events in their natural environment and explain data with more open-ended enquiry tools such as interviews, observations and photographs (Denzin & Lincoln, 2005). Although both paradigms are used in various

fields of research, they require a different design based on different factors. Within this context, this study adopted a qualitative research design to investigate the B2 level students' attitudes and motivation toward reading in English and towards reading with Jigsaw cooperative learning technique with qualitative data collection techniques of interview and teacher/researcher's reflective journal. However, to triangulate data, a questionnaire was used before and after the jigsaw reading, which provided some numeric data on students' attitudes and motivation.

3.3 Research Design

This study primarily aims to investigate the use of jigsaw cooperative learning technique in a B2 level Turkish EFL reading class in terms of learners' reading motivation and attitudes towards reading in English in and outside the class and also investigate whether jigsaw cooperative learning technique had any perceived effect on their attitudes and motivation. In this study, as well as the quantitative research for data triangulation, qualitative method was also used to gather and analyse data as qualitative research provides detailed information reported in participants' voices and contextualized in the settings in which they supply experiences and the meanings of their experiences (Creswell, 2008). Similarly, Ary, Jacobs and Sorensen (2010) stated that the main aim of qualitative research design is to comprehend and make interpretation about a particular phenomenon or the perspective of a certain group of participants in detail on the ground that human behaviour is relied on the specific context where it happens. In this sense, the data related to the research were gathered through semi-structured interview and teacher/researcher reflective journal and analysed qualitatively. This study is a type of action research. It is an approach that enables practitioners to improve themselves personally and professionally by investigating and evaluating their work (McNiff & Whitehead, 2005). The major difference between action research and other types of research is that conductors of the research are practitioners instead of academic researchers (Johnson & Christensen, 2004). According to Burns (2010), "in action research, the teacher becomes an 'investigator' or 'explorer' of his/her personal teaching context and takes a self-reflective, critical and systematic approach to exploring this teaching context by questioning and problematizing his/her teaching" (p.2). Burns (2010) suggested that "in AR, there are four steps which are planning, action, observation and reflection" (p.7). As it is suggested in planning phase, I

identified a problem for this study and tried to develop an action plan to bring about improvements. Then, I put my plan into action by applying jigsaw technique into reading lessons and collected data by conducting questionnaires, interviews to observe its effects on students' attitudes towards reading. Finally, I reflected on, assessed and explained the perceived impacts of jigsaw technique in order to interpret what happened and to clarify the issue I created more explicitly. Moreover, I may decide to conduct further cycles of AR to develop the research more and share it with others for my professional development.

Figure 1. The steps of action research

Therefore, as the teacher and the researcher at the same time I conducted action research by using jigsaw technique in the classroom to see whether it has any perceived effect on their motivation in reading lessons.

3.4 Target Population and Participants

The present study was carried out at the English Preparatory Program at one of the foundation (non-profit, private) universities in Istanbul, Turkey. At the beginning of this program, students need to pass the proficiency exam (with an average of 60), or they can take the exams such as the TOEFL exam (with an average of 74), IELTS (with an average of 6) or YDS (with an average of 60) in order to start

their education in chosen disciplines at different departments. However, if the students cannot pass the proficiency exam, they are required to take the placement exam which determines their level of English proficiency to be studied in the preparatory school. The program consists of 5 modules and 5 levels which are A1 (Elementary or Beginner), A2 (Pre-Intermediate), B1 (Intermediate), B2 (Upper-Intermediate), C1 (Advanced). According to the results of the placement test conducted at the beginning of the academic year, students who are enrolled in the program are placed according to their levels and are then required to successfully complete each module with an overall grade of at least 65% before they can proceed to the next level. In each level, students get 24 hours of English instruction per week. The program includes two basic courses, main course (17 hours) and academic skills (7 hours). In the main course, instructors teach grammar, vocabulary, reading, speaking and listening, while in academic skills course, they mainly concentrate on writing. Furthermore, all language-learning skill sets (reading, writing, listening, and grammar) are integrated in these courses to meet the students' needs and prepare them for the proficiency exam.

A sample is the group of subjects who are involved in a study while sampling is the process whereby a researcher chooses samples such as people, organizations from a population to gather some information (Doherty, 1994). According to Doherty (1994), there are two different types of sampling: probability and non-probability sampling.

In probability sampling, the researcher selects samples randomly. To clarify, every sample from the population of interest has an equal likelihood of selection under a given sampling scheme. There are five types of probability sampling: simple random sampling, systematic sampling, stratified sampling, stage sampling and cluster sampling.

In non-probability sampling, samples are not selected randomly. That's to say, each sample in the population of interest are not given equal chances of being selected. Convenience sampling, Quota Sampling, dimensional sampling, purposive sampling and snowball sampling are categorized under this type of sampling.

As this study is action research, I conducted a study in a class where I'm both the teacher and the researcher. Therefore, purposive sampling was used as the

samples were chosen from my class in B2 level who best met the purposes of this study. Also, it was easier and more convenient for me to access them while conducting the study as I teach 16-hour main course to these students and in order to evaluate their reading motivation and interest, I chose this group to see the results.

For the purposes of this study, the data were gathered from 14 Turkish EFL students who are enrolled in the English Preparatory Program at a foundation university in Istanbul, Turkey during the second term of the 2016-2017 academic years. The participants are 7 female and 7 male students with the age ranging from 18 to 20 years old. They are B2 level students who are all Turkish. All the students were voluntary and they were asked to participate in the questionnaire and five students participated in the interview to collect the data and see the results of the study.

3.5 Procedures

In this part, data collection procedure, data analysis procedure, and trustworthiness of the study were presented in detail.

3.5.1 Data Collection Procedure. For the purposes of this study, three types of instruments were used to gather and triangulate data: Reading Motivation Questionnaire (Reading outside the Class, Reading in the Class and Reading collaboratively or individually), Semi-Structured Interviews and Teacher/Researcher' Reflective Journal.
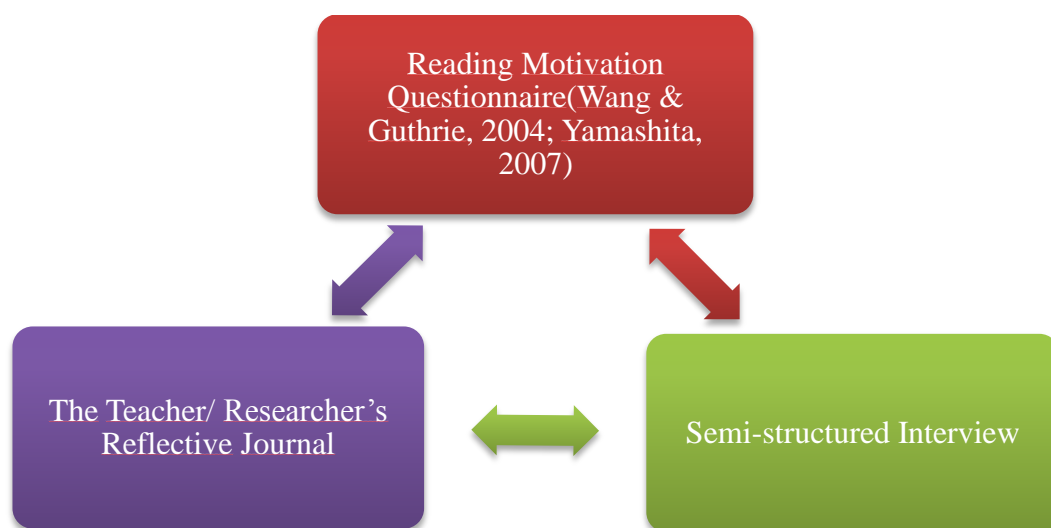
Figure 2. Triangulation of the data

3.5.1.1 Reading motivation questionnaire. The questionnaire was adapted from Wang and Guthrie's 'Motivations for Reading Questionnaire' (2004) and Yamashita's (2007) Reading Attitude Questionnaire. In the questionnaire, the participants were asked to respond to the statements given in each section according to six-point Likert-scale from 1 (I strongly agree) to 6 (I strongly disagree). Due to its variability and reliability (Dörnyei, 2002), a six-point Likert scale was adopted in the questionnaires. The students pointed out their feelings about the statements by circling the best option for them: "strongly disagree", "disagree", "slightly disagree", "slightly agree", "agree", and "strongly agree" (see Appendix A). The questionnaire consisted of three sections.

In the first section of the questionnaire, *reading outside the Class* was implemented to explore the participants' reading habits outside the class and to see if the participants are interested in reading in English outside the class. In order to analyse their reading habits, they were asked twenty-eight statements. The questionnaire consisted of seven items classified as students' negative and positive feelings towards reading in English outside the class, their future career and language development, different cultures, reading without assignments and how much they read outside the class.

In the second section of the questionnaire, *reading in the Class,* there were twenty-eight statements to evaluate students' motivation towards reading in the class. The items in this section were related to students' feelings towards reading in the class, learning new vocabulary, improving their reading skills, having different reading activities in the class, teachers in the class, students' willingness and reluctance towards reading in the class.

In the last part of the questionnaire, eighteen statements were given and divided into two sections as reading collaboratively and reading individually. The aim of this part was to see whether they like reading lessons by working in groups or with their friends collaboratively or prefer reading on their own.

Before data collection, the questionnaires were given to another B2 class to check if they understood the sentences. They were also orally translated into Turkish for the participants in order to avoid the misunderstandings and provide reliability.

After this process, necessary adjustments on the statements in accordance with their levels to remove the misunderstandings and rewriting some sentences according to the objective of the study which is about reading materials in English in and outside the class were made to achieve this objective.

The questionnaire was applied in two weeks, which means after two reading lessons conducted without Jigsaw technique in a week; the first two sections of the questionnaire (reading outside the class and reading in the class) were given to students to see their feelings and attitudes towards reading in English in and outside the class. Then, two other reading lessons were done in the following week by using jigsaw technique which was a new technique for these students. Similarly, the same questionnaire with the third section (reading collaboratively or individually) was given at the end of the week to see whether their feelings and attitudes towards reading would change and if their motivation level would be different with jigsaw technique.

3.5.1.2 Semi-structured interviews. Semi-structured interviews were applied to the students because semi-structured interviews give participants the freedom to express their perspectives in their own terms, and they can supply reliable, comparable qualitative data (Cohen & Crabtree, 2006). Also, as the researcher of the study, I used a semi-structured interview in this study because I could pre-determine the questions and make alterations to these questions depending on the interviewees' responds. Moreover, semi-structured interviews supplied further information for evaluating the questionnaire scores. In other words, during the interview, the participants were asked to give detailed responses to some questions that are included in the questionnaire as well. The semi-structured interview was conducted with five randomly chosen students to get more information about the use of jigsaw technique in reading lessons, ask students for details towards the lessons which were presented with and without applying jigsaw technique. The interview was analysed through constant comparison method as each student took the interview one by one and was compared with all others that may be similar or different to develop conceptualisations of the possible relations between various pieces of data. Similarly, their questionnaire scores and data from teacher/reflective journal were also compared.

These students were asked sixteen general questions to get their perceptions towards reading in the class, outside the class and reading collaboratively or individually at the end of two weeks (see Appendix B). The questions were prepared according to the research purposes and results of the questionnaire. The questions were also translated into Turkish (see Appendix C) and the interviews were held with the students in Turkish. Written notes were taken by the researcher. While the students were giving their opinions orally, they were permitted to speak in their mother tongue to express their opinions exactly and clearly. The interviews, each of which lasted between 8 and 15 minutes, were audio-recorded and later transcribed.

3.5.1.3 Teacher/Researcher's reflective journal. Freese (1999) defined 'reflection' as "the process of making sense of one's experiences by deliberately and actively examining one's thoughts and actions to arrive at new ways of understanding" (p. 898). Poulou (2007) also described the term as "continuous observation and monitoring of their own development and learning" (p. 103). Finally, reflection means "examination of personal and professional beliefs systems as well as the deliberate consideration of the ethical implications and the impact of practices" (Larrivee, 2000, p. 294). Larrivee (2000) stated that "using a reflective journal is a way of developing one's existing beliefs, assumptions and practices through critical thinking" (p.294). Besides this, using a reflective journal provides qualitative study with more solid data as the researcher can record his/her reactions, biases, expectations and assumptions about the research process (Morrow & Smith, 2000). Therefore, in this study, the reflective research journal was kept after the lessons covered with and without jigsaw technique and interview session through data collection phase. As the teacher/researcher, I could observe the participants and took some notes of how the lessons were conducted with and without jigsaw technique and how the participants reacted. The notes included any significant or unexpected issues and occurrences during the lessons. The obstacles that the students had to overcome during the classes were also noted during the study. By the help of reflective journal, I had a chance to observe and document incidents related to the research question, which supports data triangulation.

For the purposes of the study, four lessons were done to evaluate students' reading motivation. Two reading lessons were applied without using Jigsaw technique throughout a week by introducing the reading texts of that week and giving

them time to read and answer the questions on their own (the details are given below). At the end of the week, the first two sections of the questionnaire, which are reading outside the class and reading in the class, were distributed to the students. The following week, two different reading lessons were conducted by using Jigsaw technique in reading lessons explained in detail below. The reading texts which were similar to the previous ones in terms of structure and content were given to the students. At the end of the week, the same questionnaire with the third section (reading collaboratively or individually) as well was given to the students to evaluate the results. Before applying jigsaw technique in their reading courses, they studied on two reading texts on two different days in a week and they were given the questionnaire (reading outside the class and reading in the class). The following week, jigsaw cooperative learning technique was applied to these students. They were given the same questionnaire (with reading collaboratively and individually part as well) and made interviews after completing this technique. The passages were chosen regarding their language competence. The following sections describe the procedure of each lesson conducted with and without jigsaw technique.

3.5.1.3.1 Week 1/ Lesson 1- reading without jigsaw technique. The first reading lesson which took 45 minutes was about a reading passage titled 'Alessi's Inventions'. Before reading the passage, the students were asked to look at the photos which were about Alessi designer products and asked if they would like to own any of these products. While talking over the products, I tried to elicit their English names. Since they were something new to them, they couldn't say anything. Therefore, I decided to show them a video about these products in which they could also learn the vocabulary. The video was about Alessi's products and it gave some information about the function of the products and how useful they are. After watching the video, students were expected to read the text and answer the questions related to the text in 20 minutes. When they finished answering the questions, some words with their definitions were studied as a whole class by writing them on the board. At the end of the lesson, the students worked in pairs and discussed if they had the skills, what they would like to design/re-design. They were given 10 minutes to talk about their designs that they wanted to create and shared their answer with the whole class at the end.

3.5.1.3.2 Week 1/ Lesson 2- reading without jigsaw technique. The second lesson was about crime and the title of the reading passage was 'Why do we commit crimes?' Before reading the text, the students were asked to work with a partner and make a list of the main reasons why people commit crime in 5 minutes. Then, they listened to three extracts from interviews with criminals and they were asked to take notes about each speaker and write the reasons why these three people became criminals by working in pairs. Next, in small groups, they discussed if people become criminals in their country for the same reasons. After getting their ideas about the topic, students were expected to read the text on their own silently and match the three causes of crime mentioned in the text with each speaker from the extracts in 20 minutes. Then, they were asked to match the main ideas given on the book with the causes in the text. Finally, they answered the question 'Which reason in the text do you think is the most common cause of crime?' as a whole class. This lesson also took 45 minutes.

At the end of the week, the questionnaires were given to students to be filled realistically to identify their reactions and attitudes about reading and the reading lessons. Then, the statements of each questionnaire were analysed by using a six-point Likert scale: "strongly disagree", "disagree", "slightly disagree", "slightly agree", "agree", and "strongly agree". Finally, the sums and means were calculated.

3.5.1.3.3 Week 2/ Lesson 1- reading with jigsaw technique. In the first lesson, the students were given three separate reading texts which were about design during three different decades of the 20th century: the 1930s, the 1960s and the 1990s. Before distributing the texts, they were introduced new vocabulary related to the topic and asked to categorize the words as material, shape and texture. Then, they were asked to look at the three chairs in the photos on their books and describe each of them by using the new vocabulary. Before they read the texts, they studied in small groups and discussed which of the three periods each chair came from. After the discussion, the students worked in groups of three and each of them were given a section from the three texts and encouraged to study for their sections. Then, I created another group in which the students who had the same sections came together. In this group work, each member from different groups studied their sections together by discussing the key facts and details and completed the chart for

their text so that when they went back, they could teach their home group their parts. While they were discussing their sections, the other members in their home groups completed the chart for the other sections. At the end of the lesson, the students were asked to work in the same groups, design a product and sketch their design by thinking about the shape, colour, materials, size, appearance, rules and regulations and by considering the group of consumers they were aiming at. It took two lesson hours (90 minutes) to do this reading lesson.

3.5.1.3.4 Week 2/ Lesson 2- reading with jigsaw technique. The second reading lesson was about 'The Great Wall of China'. Before I distributed the text, a student was chosen for the Hot-seat and sat on a chair with her back to the board and I wrote the title of the reading text on the board, making sure that she can't see it. The other students tried to elicit the words in the title without saying them or giving any clues. After she could say the words, I asked the students what they knew about The Great Wall of China to get their background knowledge about the topic. Then, I showed a video related to this topic and asked them to answer the question 'How and why was the Great Wall of China built?' They watched the video so that they could learn more about the text. When it was time to read, I created their groups and handed out a reading text titled 'The Great Wall of China' which was divided into three paragraphs. There were five groups in total and each consisted of three students. Each student from the home group chose a paragraph and read their section silently. Then, they were regrouped and the students who had the same paragraphs came together to study their sections in detail and filled in the gaps in their charts. After they studied their sections, they went back their home groups to tell their sections to their friends so that they could have some knowledge and fill in the other sections in their charts. After completing the charts, the students were asked to answer the comprehension questions distributed to them. It took about two lesson hours to do this jigsaw activity.

At the end of the week, after two separate reading lessons in which jigsaw technique was applied, the questionnaires were distributed to students to get their ideas and feelings about the process of the lessons. Then, the means were calculated as it was done in the previous week.

Finally, after completing the lessons conducted by using jigsaw technique, five students who were available and volunteer were interviewed in order to see their perceptions about jigsaw technique and investigate their ideas and feelings and clarify their statements on the questionnaires. Sixteen questions were asked to clarify the results of the questionnaires. After calculating the questionnaires, interviews were given to the students to get deeper information about their feelings towards jigsaw activity in reading lessons. Moreover, observation notes were kept during each lesson to see the students' attitudes and perceptions during reading lessons.

3.5.2 Data analysis procedure. The data for this study were analysed both from quantitative and qualitative aspects. The quantitative data were gathered from questionnaires and analysed through descriptive statistics, mainly the sum and mean scores of the questionnaire were evaluated and analysed. As for the qualitative aspect, the data were collected from semi-structured interviews and teacher/researcher's reflective journal. While the interviews were analysed through constant comparison method, the reflective journal was analysed through content analysis. Table 2 shows an outline of research questions and corresponding procedures.

Table 2

An Outline of Research Question and Corresponding Procedures

Research question	Data collection instruments	Data analysis
1) How does jigsaw cooperative learning technique mediate B2 level Turkish EFL learners' attitudes and motivation towards reading in English?	- Pre- and post-questionnaire - Semi-structured interviews - Teacher/Researcher's reflective journal	- Descriptive Statistics (Sum and Mean Scores) - Constant Comparison Method - Content analysis

3.5.3 Trustworthiness. Guba and Lincoln (1994) point out that the trustworthiness of a research study is crucial for evaluating its worth. They suggest four criteria that should be noted by researchers in analysing the reliability of the data:

- Credibility: trust in the 'truth' of the results.
- Transferability: indicating that the results have feasibility in other contexts.
- Dependability: indicating that the same results are consisted and could be reworded if the work were repeated in the same context with the same methods and participants.
- Confirmability: a degree of objectivity or the extent to which the results of a study are formed by the subjects not researcher bias, motivation, or interest (Guba & Lincoln, 1994).

In an attempt to establish credibility, because of the module which lasted 8 weeks, the researcher tried to pay enough time in the field to learn and comprehend the context, interpretations and conclusions. Therefore, the target context was analysed in depth by observing and being reflective during the research process and this helped the researcher get the reliable data by following the right way. In order to establish transferability, a detailed description and representation of the institution and extensive information about the participants were provided for further studies. As for dependability, the researcher as a thesis advisor took part as an external investigator during the whole data collection and analysis by guiding and checking the procedures and data analysis. Finally, for confirmability, the data triangulation method in this study was used to decrease the researcher bias by using both qualitative methods of observation and interview in addition to the quantitative questionnaire.

3.6 Limitations

There are certain points to be considered while studying the reading attitudes and how jigsaw cooperative learning mediates students' reading motivation and attitudes. First of all, although the sample size of the group is appropriate to conduct the action research and case study, a larger size could be effective to generalize the results for further research to build upon. Secondly, the results of the study could be

more accurate if there was enough time to implement more reading lessons with and without jigsaw technique. Because of the curriculum and tight exam schedule which lasted eight weeks, it was hard to conduct more reading lessons with jigsaw technique, so the researcher had to cover 4 lessons within two weeks, which would bring limitation to this study. Finally, while implementing the questionnaire, the researcher orally translated some statements in the questionnaire which students didn't understand. Moreover, reliability and validity of the questionnaire are not explained in the original source but still they were used to gain quantitative data of students' attitudes and motivation.

3.7 Delimitations

As I am the teacher of one reading class, this study is delimited with only one reading class and it was impossible for me to apply the study on other classes as all B2 levels had lessons at the same time. Finally, due to the time constraints of the study and as it was hard to reach all students (because some of them didn't attend the lessons regularly) and as there were few students who were willing to take part in interviews, interviews were held with a small number of students, which makes it difficult to make generalizable interpretations of the results.

Chapter 4

Results

4.1 Overview

This chapter represents the results of the present study which investigated the use of jigsaw cooperative learning technique in a B2 level Turkish EFL reading class in terms of learners' reading motivation and attitudes towards reading in English in and outside the class and also investigated whether jigsaw cooperative learning technique had any perceived effect on their attitudes and motivation. Data gathered through pre and post reading motivation questionnaires, semi-structured interviews with five students respectively and teachers' reflective journal were analysed and reported below in relation to the research question.

4.2 The Findings for the Research Question

The data for the research question attempted to investigate the use of jigsaw cooperative learning technique in a B2 level Turkish EFL reading class in terms of learners' reading motivation and attitudes towards reading in English in and outside the class and also investigate whether jigsaw cooperative learning technique had any perceived effect on their attitudes and motivation. In order to triangulate the data, reading motivation questionnaire that was administered to 14 students after the reading lessons done with and without jigsaw technique, semi-structured interviews that were administered to 5 students after the implementation of jigsaw technique and teacher/researcher's reflective journal applied to the whole class were used. Descriptive statistics (sum and mean scores) were used for the analysis of the questionnaire data while semi-structured interviews were analysed through constant comparison method and content analysis was used for the reflective journal. The findings of each data instrument can be seen below:

4.2.1 The Findings of Reading Motivation Questionnaire. As stated in the previous section, the quantitative data were obtained through 6 point Likert-Scale Reading Motivation questionnaire which consisted of 3 sections (reading outside the class, reading in the class, reading collaboratively or individually) and 74 statements

in total. The questionnaire was distributed to the students after two reading lessons without using jigsaw technique and the same questionnaire with the third section, which is reading collaboratively and individually, was given to the students after two different lessons conducted by using jigsaw technique. The pre and post questionnaire results were analysed through descriptive statistics and the students' total percentages for each section and each factor included in the sections were compared.

To begin with, students' responses to the reading motivation questionnaire were evaluated. Evaluations were made by proportioning the scores and proportions were made according to the 6 point Likert-Scale. Additionally, the percentages of each factor included in each section were written on the tables. Firstly, pre and post questionnaire scores of reading outside the class were assessed. Then, pre and post questionnaire scores of reading in the class were evaluated. Thirdly, the scores for reading collaboratively and individually were assessed.

4.2.1.1 The findings of pre and post questionnaire scores of reading outside the class. 14 B2 level students took the pre and post questionnaire. There were 28 items in 'reading outside the class' section (see Appendix A). The students' responses to pre and post questionnaire were analysed according to seven factors: negative feelings (items 4-11-14-15), positive feelings (items 7-16-17-21), future career (items 5-8-19-27), language development (items 9-10-13-23), different cultures (items 24-25-26-28), reading without assignments (items 1-18-20-22) and how much they read outside the class (items 2-3-6-12). The results of each factor are shown (see table 3) and interpreted according to each factor and item below.

According to the results, students' negative feelings towards reading outside the class decreased. This means that their total scores related to finding reading materials in English troublesome and dull (items 4&11), feeling tired when they read materials in English (item 14) and feeling anxious when they are not sure whether they understand the content of the English materials they read (item 15) decreased from 60.41 to 50. On the other hand, their positive feelings towards reading outside the class increased from 55.05 to 62.79. In other words, they stated that they felt more relaxed and more refreshed and rested when they read materials in English (items 7&17) compared to pre-questionnaire scores. Also, they like reading in

English more as they feel happier (item 16) and they don't mind even if they cannot understand the content (item 21). As for the future career, there is not a significant increase between pre (87.20) and post (90.17) questionnaire scores. It can be inferred from the results that students think reading English materials is useful and beneficial for a good future career and to get a good job (items 5, 8&19). Moreover, they think they can benefit from reading English materials in their professional life (item 27). Similarly, there is not a big difference between pre (89.88) and post (93.15) questionnaire scores of students' feeling related to language development. According to the results, students highly believe that when they read English materials, they can develop their English their vocabulary, reading ability and improve their sensitivity towards English (items 9, 10, 13 &27). Students' scores related to different cultures increased from 72.91 to 78.86 which means that they like to read about new things, different countries and learning about them from English materials (items 24&26) and they get to know about different values and get more information about different countries when they read English materials (items 25&28). As for the next factor, which is reading without assignments, students' results showed that they read more English materials outside the class even when they are not assigned (item 1) compared to their pre-questionnaire scores. Moreover, when they discuss something interesting, they read more about it outside the class (item 18) and they like to read about their favourite subjects and hobbies more (items 20&22). Finally, students' feelings about how much they read outside the class are quite similar when their pre (83.03) and post (83.92) questionnaire scores are compared. This means they highly believe that they can become more sophisticated (item 2), get various types of information (item 3), acquire broad knowledge (item 6) and get to know about new ways of thinking (item 12) if they read English materials. Overall, the results indicated that after the implementation of jigsaw technique, students' negative feelings decreased significantly while their positive feelings increased. There are no big differences between the other factors; however, each factor related to reading outside the class also increased to some extent.

Table 3

The Findings of Pre and Post Questionnaire Scores of Reading outside the Class

Factors	Mean Scores of Pre-Questionnaire (scores out of 100)	Mean Scores of Post-Questionnaire (scores out of 100)
Negative Feelings	60.41	50
Positive Feelings	55.05	62.79
Future Career	87.20	90.17
Language Development	89.88	93.15
Different Cultures	72.91	78.86
Reading without assignments	72.02	79.76
How much they read outside the class	83.03	83.92

4.2.1.2 The findings of pre and post questionnaire scores of reading in the class. 14 B2 level students took the pre and post questionnaire. There were 28 items in 'reading in the class' section (see Appendix A). The students' responses to pre and post questionnaire were analysed according to seven factors: negative feelings (items 4-15-16-19), students' reluctance (items 1-3-8-20), students' willingness (items 5-6-12-14), learning new vocabulary (items 2-7-11-18), improving reading skills (items 9-10-13-17), teachers (items 21-22-23-24) and different activities (items 25-26-27-28). The results of each factor are shown in table 4 and interpreted according to each factor and item below.

According to the results, students' negative feelings towards reading in the class decreased from 70.83 to 38. In other words, their negative feelings, which are feeling bored (item 4), feeling anxious about answering a question (item 15), being afraid of making mistakes (item 16) and finding reading lessons not interesting, diminished significantly compared to pre-questionnaire results. Similarly, students' reluctance towards reading in the class decreased from 65.17 to 46.13 which means that their feelings related to finding reading in English and reading courses difficult and dull (items 1, 8&20) and seeing it as a waste of time (item 3) showed a significant decrease. In contrast to their negative feelings and reluctance to read in the class, the students' results showed that they had positive feelings towards reading

in the class after they had jigsaw reading lessons. To be more specific, students' willingness to read in the class increased from 50.89 to 64.28. This means that they enjoyed the reading materials more (item 5), looked forward to coming to reading lessons (item 6), liked reading in jigsaw activities (item 12) and found them more enjoyable (item 14). Students also expressed their positive feelings as they believe they learn new vocabulary in reading lessons. Specifically, they stated that reading in the class helps them in learning new English vocabulary (item 2), they have the opportunity in learning new vocabulary (item 7), they like learning new vocabulary (item 11) and they can develop their vocabulary (item 18) more. However, their pre (80.35) and post (89.88) questionnaire scores don't show a significant difference. Likewise, they expressed that they can improve their reading skills more (85.11) compared to their pre scores (81.25) although there is not a huge difference, which means they still believe that they learn more English in the class (item 9), improve their reading in English (item 10), improve their English (item 13) and the activities in the reading class give them these opportunities (item 17). There is almost no difference between pre (91.66) and post (92.55) questionnaire results of their feelings towards their teachers in reading classes. Therefore, students highly agree with the idea that they like reading in the class because the teacher can help and guide them when they need (item 21) and also, they can get their teacher's feedback (item 22). What's more, they believe that it is useful to read in the class as the teacher is approachable (item 23) and it is important for teachers to be well-prepared in reading classes (item 24). Finally, students prefer having fun and different activities in reading classes. According to the results, their feelings towards having different activities showed an increase from 82.73 to 88.39, so it can be true to say that they enjoy reading classes when there is fun activity (item 25), like participating in different activities (item 26), find it useful to do various reading activities (item 27) and learn easily when the teacher prepares activities for reading classes (item 28). All in all, it can be said that students had more positive feelings towards reading in the class with jigsaw activities; but they showed more negative feelings towards reading classes conducted without jigsaw technique.

Table 4

The Findings of Pre and Post Questionnaire Scores of Reading in the Class

Factors	Mean Scores of Pre-Questionnaire (scores out of 100)	Mean Scores of Post-Questionnaire (scores out of 100)
Negative Feelings	70.83	38
Students' Reluctance	65.17	46.13
Students' Willingness	50.89	64.28
Learning New Vocabulary	80.35	89.88
Improving Reading Skills	81.25	85.11
Teachers	91.66	92.55
Different Activities	82.73	88.39

4.2.1.3 The findings of the questionnaire scores of reading collaboratively or individually. 14 B2 level students took the third section of the questionnaire after the implementation of jigsaw technique in their reading lessons. There were 18 items in this section (see Appendix A). The students' responses were analysed according to two basic factors: reading collaboratively (items 3-4-7-8-9-10-13-14-15) and reading individually (items 1-2-5-6-11-12-16-17-18). The results of the factors are shown in table 5 and as there is no pre and post scores of this section, each student's results (whether they agree or disagree to the items) were interpreted according to each factor and item below.

According to the results, students prefer reading collaboratively (72.35) than reading individually (55.68). This means that except 3 students, all students feel more relaxed in reading classes when they work on an answer with other friends (item 3). Similarly, except 2 students, the rest stated that studying with their friends on a problem gives them confidence when they answer a question in reading classes (item 4). The whole class agrees that sharing information about different readings help them to learn in reading classes (item 7) although one student slightly disagrees with this item. Except 3 students, all the students think working on questions with other students help them learn in reading classes (item 8). Likewise, except 4 students, the others think studying with other students in reading classes is better

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than studying alone (item 9). The whole class agrees that studying with other students in reading classes can improve their English more than studying alone while 2 students disagree with this item (item 10). Except 2 students, all the students agree that working with other students in reading classes gives them more opportunities to practise newly learned vocabulary (item 13). While 4 students disagree, the rest agrees that reading the texts in a reading class is easier when they study within a group (item 14) and finally, except 2 students, all the students agree that teaching another student in reading classes can help improve their English. In short, most of the students in the class stated that they liked reading collaboratively.

When looked over the scores of reading individually, the results showed that only 4 students prefer reading alone in reading classes (item 1). 3 students believe that other students cannot contribute to their reading in English (item 2). 8 students prefer the teacher rather than another student to teach in the reading class (item 5). 4 students think that it is difficult for them to concentrate if they study in a group in reading classes (item 6). Only 3 students think that learning from other students in reading classes is a waste of time (item 11). 4 students feel more relaxed when they work alone in reading classes (item 12). Only 1 student is afraid of making mistakes when s/he works with other students in reading classes (item 16). The majority of the class (9students) tend to get deeply engaged when they read alone in reading classes (item 17) and except 2 students, all the students agree that working alone gives them more confidence in reading classes (item 18). Shortly, it can be concluded that although most of the students have negative feelings towards reading individually, they believe that they can concentrate better and gain more confidence when they read alone.

Table 5

The Findings of the Questionnaire Scores of Reading Collaboratively or Individually

	Mean Scores (scores out of 100)
Factors	
Reading Collaboratively	70.83
Reading Individually	55.68

4.2.2 The findings of five students' semi-structured interviews. A semi-structured interview was carried out with 5 Turkish EFL learners in order to probe into their ideas and perspectives on reading in English in and outside the class and the effect of jigsaw technique in reading lessons. The interviews lasted between 8 and 15 minutes and they were audio-recorded. The teacher/researcher also took notes as a supplement to audio-recordings. In order to analyse the obtained data, I as the teacher/researcher used constant comparison method through which I took each student's interview and then after going over their responses, I had a chance to compare their answers to the questions in the interview. Each student's response to the questions in the interview is given respectively. Their questionnaire scores were also evaluated and compared with their responses to the interview. To protect their confidentiality and privacy, pseudonyms were utilized in the study.

4.2.2.1 Ayşe. Ayşe does not find her level of English enough, so she does not dare to read books. As her questionnaire score, which is about negative feelings towards reading outside the class, is 58.33 out of 100, it verifies that she does not read a lot outside the class; however, she hopes to reach a level high enough to read books after prep school. As her pre-test score about negative feelings towards reading in the class (72.91 out of 100) shows, Ayşe does not like reading lessons in English and she cannot easily understand the reading texts given in the lesson. For this reason, she asks for help from her teacher or friends. She does not like some reading texts, but when texts are supported by fun activities, she finds them much enjoyable, so this makes her motivated. In short, she likes the activities which include fun, instead of the text only. Here are her own words:

> I think materials that contain more activities are better than plain text. Also, articles or reading texts that have interesting topics always motivate me (Ayşe, Interview).

Articles or reading parts that include interesting topics such as travelling, shopping always motivate her. Moreover, she prefers group work in reading lessons because she likes to get help from her friends while solving difficult texts. When she is alone, she gets bored soon. During the interview, she said:

Not all reading texts, but I am pleased and more motivated with various fun activities. For a long text, I think it is both fun and more instructive to work with a group of friends instead of working alone. I feel I'm more motivated in this way (Ayşe, Interview).

In the group work, she especially loves the English speaking part, but she complains that some people have tendency to speak Turkish. Additionally, in group work, she complains that some of their friends tend to speak Turkish or never speak. This is her comment about it:

I like to speak in English while working in a group because I feel more comfortable while working with my friends, I can express myself as I want. For example, when I make a mistake and they correct me, it is more memorable, so I do not repeat that mistake again. What I do not like is that some of my friends tend to speak Turkish (Ayşe, Interview).

Moreover, she finds it tedious and boring to read long reading texts alone. By dividing the text as a group, it is much better to read. For this reason, she loved jigsaw. If she is going to learn a topic for the first time, Ayşe prefers to be trained by a teacher rather than working with friends, but she says that it varies from teacher to teacher, student to student. She said:

This depends on what we do. If we see a topic for the first time, of course, I would prefer to learn from teacher, but after we learn activities or exercises related to the topic, I also trust my friends. I prefer to trust my friend's knowledge because I feel more comfortable when I ask a question. If my teacher feels comfortable in the same way, I will also consult him/her as the best-informed. So, I think that I will act according to the situation, it depends on the teacher and friends (Ayşe, Interview).

4.2.2.2 Deniz. Deniz also has some ideas and complaints. She follows sites that share English writings on Instagram. By doing so, she is able to improve her English by reading small English texts. Deniz is the student who has the highest

score (91.66 out of 100) about reading in English outside the class, which makes it certain that she really likes reading English materials as she said:

> I like to read something in English because when I read something in English and understand it, it makes me feel good, so I love it. For example, I follow some pages on Instagram which share English words. Sometimes, there are long quotations on these pages, so I write them on my own notebook. I read them a lot (Deniz, Interview).

As her pre-result score (81.25) of her negative feelings towards reading in the class reveals, Deniz does not like reading in lessons because she finds it boring. Sometimes it is also difficult to find the meaning of the sentences. However, if it becomes a fun subject, it attracts her attention. Although she generally understands the reading parts they work in the classroom, there are some sentences and words that she does not understand. In such situations, she tries to find the meanings in sentences and text integrity. In addition, she likes to read novel books because she knows their Turkish versions. She thinks that even if she does not know the Turkish version, she can easily understand a novel if the topic is interesting. Here are her words:

> I like to read novels because I know the Turkish versions of them. I think that even if I do not know Turkish version, I can easily understand a topic that is interesting (Deniz, Interview).

However, there are some points she does not like about group work. If one of her friends does not act together in the group, if he/she goes ahead and tries to finish the reading part and answer the questions on his/her own, Deniz does not like it, because they should do it together. There is another thing that Deniz does not like about group work. If someone says something that she knows it is wrong, and after she says it is false, if s/he still corrects herself/himself, then this also gets on her nerves. S/He should be aware of his/her mistake. Deniz says that group work makes sense at school, but she says she must work alone at home to learn a topic. She thinks that their group work has increased the participation in the class much more. She also thinks that group work is very effective in speaking English. She spoke more

comfortably in the group, but she says she is not so comfortable with the teachers in the speaking exams. She said:

> I speak well in group work. For example, there are speaking exams here. I cannot speak, but I can speak easily within a group because I am much more comfortable. For example, when I say something which is grammatically wrong, they say and correct it. That is really good and great in terms of speaking (Deniz, Interview).

Deniz thinks Jigsaw is a successful technique and she believes there is a much more comfortable conversation within the group and students do not feel lonely. When looked over her questionnaire scores, reading collaboratively section (79.62) outscores reading individually section (53.70), so this makes it clear that she liked working collaboratively in the reading lessons conducted with jigsaw technique:

> For example, the technique you used in the classroom. I have never experienced such an activity in my previous classes. And that activity really worked. It motivated us; we did the reading text together within a group work. We discussed it together to understand the paragraph much better. When we went back to our first group, we could easily explain our own parts to other members in the group (Deniz, Interview).

Finally, Deniz is always the first to contact with teachers for asking questions and learning. If the teacher does not explain the way she understands, she is asking for help this time to the students.

4.2.2.3 Selin. Selin also has some complaints. First of all, she likes to read English books, but sometimes she cannot understand the books of some writers. She does not think it's so important to read English books, articles, reading texts etc. If the same information can be reached in Turkish, she thinks it is not a problem. This is her comment about it:

It is not so important to read something in English because I understand better if it is translated into Turkish. I do not like to read things when I cannot make sense of their meaning (Selin, Interview).

As it is also obvious from her questionnaire score (70.83 out of 100) which shows that she has negative feelings towards reading outside the class, she seldom reads English materials outside the school because she thinks that she has not reached a sufficient level. Moreover, she does not like reading lessons because she finds the parts given are rather complicated and difficult. Her questionnaire score (77.08 out of 100) also verifies this. She just enjoys the readings of the subjects that attract her attention. However, she finds group work useful and motivating. She said:

I find group works very useful and motivating. For example, a friend can tell me the meaning of a word I do not know, and I can tell him/her the meaning of a word s/he does not know (Selin, Interview).

Selin thinks that the reading texts which have pictures are much better, and she finds the reading texts which don't include visuals boring. She thinks that group work is very successful and fun, but she says reluctant friends reduce her motivation. She thinks working within a group is much more effective than working in class alone because in group work, people correct each other's mistakes. She said she was facing some problems within group works. During the group work, some students stop working and they are reluctant and stand aside. This causes the group motivation to fall, and after one place the whole work remains to a single person. She does not think it is much of a benefit to speak English in group work. It is much better to speak English with teachers. However, she stated that she found the jigsaw technique in reading lesson useful as she said:

The group work is better. It is better to do things with others, instead of doing something alone and getting bored (Selin, Interview).

Reading collaboratively (83.33) or individually (38.88) section in the questionnaire also reflects her feelings about reading within a group.

Finally, Selin thinks it is much better to learn something from her friends.

It is better to learn from my friends because teachers constantly teach something and teach lots of things at the same time, but you can get half of it. When a friend teaches you something, it becomes permanent because it comes from a different perspective (Selin, Interview).

4.2.2.4 Tülay. Tülay is another student who loves reading English. Her questionnaire score, which is 79.16 out of 100, reveals that she is fond of reading English materials. She tries to improve her language by using English in daily life as she said:

For example, I translate short texts that I see on Instagram, translate small parts of the magazines. By this way, I feel that my language skills are developing and I feel much more confident (Tülay, Interview).

She thinks English is very important, not only for speaking, but also for the daily life. Yet, she does not read books and magazines outside the school and as her questionnaire score (60.41) about negative feelings towards reading in the class section shows, she does not like reading lessons a lot. She does not think it's useful because working with long texts is not very effective in the classroom as she has concentration problem. For her, it is boring to read in the classroom, it is better to do it alone.

When you read a text alone, you can find unknown words and learn them, so it is better to study alone (Tülay, Interview).

She thinks that the texts are not too difficult, but because her level is inadequate, it can sometimes be difficult to understand these texts. Tülay likes texts and activities very much. When she completes these activities, things come much easier and her self-confidence increases but she finds it much more effective to do them alone at home rather than in the class. She states that it depends on people. Her motivation is very much related to the subject. If the subject is interesting, the

motivation increases. Tülay is generally satisfied with the reading texts. She finds group work very useful in reading lessons.

For example, everyone reads their own parts from a reading text, and because we are friends, everybody can tell their parts to each other more easily. In other words, it is better to explain these parts face to face as everyone gives a summary of their part directly, so it's not a waste of time; it's nice (Tülay, Interview).

But Tülay also has a critique of group work:

If one of the members of the group is bad at English, s/he can misunderstand her/his part and misrepresent us when s/he tells the summary (Tülay, Interview).

She is not normally a fan of group work. She likes to work alone more but when it comes to jigsaw, she also supports group work. Her support for group work with jigsaw technique can also be proved from her questionnaire score in reading collaboratively section, which is 88.88 out of 100. She thinks that the most common problem in group work is distraction. Lessons are much more fun in group work; otherwise it becomes much more boring. It also allows anyone to participate in the class, willingly or unwillingly because even if the person does not want to work normally, s/he has to work to keep up with his/her group friends to avoid a difficult situation. She thinks the speaking skills are troublesome. For this reason, when the teacher is not available, she speaks more easily with her friends. Tülay says that within group work, learning is much more fun and easier, and it enhances motivation. According to her:

While teachers are much more effective during normal lessons, friends are much more effective in group work (Tülay, Interview).

4.2.2.5 Tolga. Tolga does not like English in general because he often does not understand. His questionnaire score (75 out of 100) about his negative feeling towards reading outside the class section also proves that he doesn't like reading

English materials outside the class. However, he only reads when there is something interesting. He thinks English is very important both in terms of qualification and in business life in the future. He said:

> I am also trying to read the readings on the online platforms (Itslearning) except for the materials given in the school. Apart from that, I do not read English books like novels or stories because I do not feel capable enough to read those (Tolga, Interview).

He does not like reading lessons in English classes in general because he gets bored. This negative feeling towards reading in the class can also be seen from his questionnaire score which is 77.08 out of 100. He tries to read long reading parts first, but then he gives up. He understands some of the given reading texts, but does not understand some of them. It depends on his interests. For example, sports related topics attract his attention, but more scientific reading texts make it a little bit harder. Most words are not familiar and difficult to understand. He thinks that most of the readings that are covered in class are good subjects chosen for them but he does not want to read them when he does not know words. The activities they do are useful in this sense. He said:

> For example, before moving on to the reading part, I get prepared to read the text, learn what I do not know, get ready to read the text, discuss the questions in the group. It makes me feel more prepared. I understand what I am saying and understand words (Tolga, Interview).

He finds the reading texts in the main course books more fun because there are activities that make him ready before reading but because of reading pieces in the weekly packs are studies for the exams, it is motivating to try and read them. Furthermore, he likes to work in groups in reading lessons. He finds it more fun to read long reading texts with group work. Tolga loves group work for the following reasons: he is able to learn new things; new words, a grammar topic that he does not know... What he does not like in group work is that:

Some of my friends are reluctant in group work. They do not want to join. In this case, I only have to work with one person (Tolga, Interview).

He thinks he learned much more easily with group work. Sometimes he can easily solve a problem in a group that he cannot solve by himself and what someone else says is easier to learn because it is memorable. They have friends who do not want to participate in group work, but they ask them questions and try to motivate them to participate. They help out in parts that they do not understand. Tolga feels more comfortable when he is with his friends. Here is what he said:

I can express myself better. I do not hesitate to make a mistake. While you are trying to express yourself, you use the gestures and expressions, I think it is funny (Tolga, Interview).

As it is also certain when looked over his questionnaire score (87.03 out of 100) in reading collaboratively part, he finds the jigsaw activities they did last week really useful. What he observed is that everyone participated in the activities. Moreover, it became a habit for them to work in groups and they felt more comfortable, especially the second one they did. He wanted to read a book in the first place only when he was interested in it, but when he worked in the group, there was a matter of participating in whatever the subject, and he did not only read those parts, but also had knowledge about different subjects so he learned something about things he did not read because he was not interested, so his motivation to read increased. Finally, he finds it more logical to learn from friends rather than teachers.

There are things that you know, and things that your friend knows too. The powers are equal. Yet, the teacher knows everything and s/he is more knowledgeable than students, so it is better to learn from my friends. However, there is also a risk: Sometimes your friends know something wrong or they can teach you wrong information. In this case, it is not exactly a teacher, nor a student (Tolga, Interview).

4.2.2.6 Comparison of the semi-structured interview results. When the opinions and complaints of these five students are examined, it seems that there are

many similarities among them. While students have a lot of consensus on the subject, the points they bring out are often based on personal preferences and habits. These interviews with each of the students were done on their own and the ideas of the students were recorded unchanged.

Let's take a closer look at the similarities between students' ideas. For example, all students except Selin are very interested in reading something in English. All these students like to read things in English. All these students study English at school, but when they come to study English outside of school, these readings are usually limited to topics of interest. None of these students like English reading lessons. The reason of this situation changes from student to student. For example, Deniz and Tolga do not like reading lessons, because the lessons are boring.

It's a bit boring, but it's not about you, it's just sometimes hard to read. I have a hard time figuring out their meaning. Some sentences are really hard. I am a little tired of it, but if it is a fun paragraph, if it is interesting for example, I love it (Deniz, Interview).

In general, I do not like it because I get bored. When I see long reading pieces, I try to read it first, but after a while I give up and leave (Tolga, Interview).

On the other hand, Selin and Tülay do not like reading lessons because they are difficult.

Working on long texts in the classroom is not very effective because there is a focus problem, so it is boring to read in the classroom and it is better when you are alone because you can learn the text better than you do in class, so it is better to study alone instead of studying in class (Tülay, Interview).

I do not like it because the reading texts are very complicated. So, I do not like some of them because they are difficult, but if there are interesting topics, I love reading them (Selin, Interview).

All students except Deniz have difficulty in reading English texts. All students are in favour of reading lessons in the form of group work. In this way, students can solve difficult texts more easily and get help from their friends about words they do not know. In general, all students are satisfied with their reading lessons, but they are worried about some troubles. For example, Tolga, Ayşe and Selin say that the reluctance of some students in the group has reduced the motivation of the whole group.

What I do not like is that one of my group friends is reluctant and does not attend (Selin, Interview).

What I do not like is that some of my friends tend to speak Turkish, but if a person at that point is conscious of what is being done, s/he can immediately encourage that person to speak in English (Ayşe, Interview).

Some of my friends are reluctant in group work. They do not want to join. In this case, I only have to work with one person (Tolga, Interview).

On the other hand, Tülay is afraid that students who are inadequate at their English level will misguide the whole group.

For example, after being a group, if a friend's reading skill is low, it can be a nuisance. He can misrepresent it to us (Tülay, Interview).

Ayşe, Tolga and Selin think that their group work is much more efficient and successful than working alone. Deniz and Tülay think that they understand much more comfortably and much better while working alone but Tülay thinks jigsaw is quite useful for her. All students except Selin think that it is much easier and more useful to speak in English in group work because they are much more comfortable within group work and they don't speak with the teacher, but with their friends. However, Selin thinks differently:

None of the students in the group work understand what they mean because they do not speak in English well enough, which reduces productivity (Selin, Interview).

All the students find the jigsaw work very successful and useful. Students indicate that group work with jigsaw has been learned and attendance has increased. All the students except Deniz think that the learning activity within the group increases their reading motivation. Deniz said:

My reading skill was already good before the Jigsaw, so Jigsaw does not have much effect on me (Deniz, Interview).

Ayşe and Tülay think that when you learn a new subject, the teachers are better but when you do an activity, doing it with students is much more productive.

While teachers are much more effective during normal lessons, friends are much more effective in group work (Tülay, Interview).

This depends on what we do. If we study on a topic for the first time, of course, I would prefer to learn from teacher, but after we learn activities or exercises related to the topic, I also trust my friends. I prefer to trust my friend's knowledge because I feel more comfortable when I ask a question. If my teacher makes me feel comfortable in the same way, I will also consult him/her as the best-informed person so I think that I will act according to the situation; it depends on the teacher and friends (Ayşe, Interview).

Selin and Tolga think that the students are much better than the teachers because it is much more memorable when the information comes from a friend.

Because teachers constantly teach something and teach lots of things at the same time, but you can get half of it. When a friend teaches you something, it becomes permanent because it comes from a different perspective (Selin, Interview).

There are things that you know, and things that your friend knows too. The powers are equal. Yet, the teacher knows everything and s/he is more knowledgeable than students, so it is better to learn from my friends. However, there is also a risk: Sometimes your friends know something wrong

or they can teach you wrong information. In this case, it is not exactly a teacher, nor a student (Tolga, Interview).

Deniz thinks that the teacher is much more useful than the students.

A teacher is better. But if a teacher cannot come down to the level of the student, then I can learn from the student. For example, this was always the case in my high school life. If the teacher can already come down to the level of the student and tell him in a way that s/he understands, I prefer him/her because s/he knows the best, after all. I do not ask the student if I understand from my teacher (Deniz, Interview).

4.2.3 The findings of the teacher/researcher's reflective journal. As the teacher/researcher of this study, I took notes on how the students reacted to the four lessons that were covered with and without jigsaw technique. The notes included significant or unexpected issues and occurrences during the lessons. The obstacles that the students had to overcome during the classes were also noted. According to the results of the journal, I observed that students enjoyed the jigsaw reading lessons more than the ones conducted without jigsaw technique. The notes taken by the teacher/researcher for each lesson are below:

4.2.3.1 Teacher/Researcher's reflective journal of week 1/lesson 1- reading without jigsaw technique. The pre-reading part of the lesson was enjoyable as students were asked to guess some of the products that they saw on the pictures and tried to say their English names. Moreover, they watched a video which presented the products related to the topic, so before reading the text, they learned some vocabulary and had some idea about the topic. However, when it was time to read the text on their own, some of the students started to read but didn't continue reading till the end of the text. While some students were chatting with each other, a few preferred to sleep. When I asked them why they didn't read, they said they felt bored as they didn't understand some sentences in the text, so they didn't want to continue. After answering the questions with some students, they discussed over a question related to topic by working in pairs. While they were working in pairs, even the ones

who were not interested in reading the text attended to discussion. However, there were a few of them who kept their silence during the discussion part.

4.2.3.2 Teacher/Researcher's reflective journal of week 1/lesson 2-reading without jigsaw technique. In this lesson, a reading text which was about crime was chosen for the students. At first, the topic attracted their attention as they saw criminal issues on movies, TV news, and even games, so they had lots of things to say about it. Before reading the text, they were asked to answer the question why people commit crimes. They listed some reasons by working in pairs. During this session, almost everyone participated in the activity. When it came to listening to the extracts of some criminals' interviews, some students took notes, but some were using their mobile phones doing off-task things. After listening, they were asked to discuss the criminal issues in their country. While some students were participating, some of them spoke in Turkish or didn't speak and kept their silence. When it was time to read the text, the same thing happened as in the previous lesson. Some students preferred to sleep and didn't read the text for the same reasons.

4.2.3.3 Teacher/Researcher's reflective journal of week 2/lesson 1- reading with jigsaw technique. In this lesson, the students studied on a topic related to design. Before reading the text, they were introduced new vocabulary. Then, they were asked to use these words by describing the design of the chairs in different ages on their book. Till the reading part, some students attended to the lesson, but there were some who were using their mobile phones or daydreaming. When the speaking part was over, the students were asked to work in groups of three. The text was divided into three parts, one of which was given to each student in the group, so everyone in the group had the parts of the whole reading text. The aim was to make them study their parts and to group them with different students who had the same parts so that when they came together, they could study their parts together in detail. At first, they had difficulty to understand the purpose of the activity and it didn't make sense to work in a group and then change their group, but when they were regrouped and studied their parts together, they tried to speak, shared their ideas, explained the parts their friends didn't understand, answered the questions related to their parts etc. Even the ones who were sleeping in the previous lessons were involved in the group activity, and their friends motivated them as each of them was

responsible for their own parts and had to explain their parts when they would go back to their original groups. After studying their parts together as a group, everyone was almost ready to explain their parts to their original group. When they went back to their first group, what I observed was that everyone tried to explain their parts to their friends in English and their group members tried to complete the gaps of the other parts and had some ideas about them. However, there were a few students who couldn't explain their parts clearly so that their group members had difficulty to understand the other parts, but they tried to motivate their friends by helping out, saying the meaning of unknown words and correcting their mistakes. At the end of the lesson, the students were asked to work in the same groups, design a product and sketch their design by thinking about the shape, colour, materials, size, appearance, rules and regulations and by considering the group of consumers they were aiming at. In this part, they drew their products on a piece of paper and introduced it as a group to other students. While introducing their product, they tried to use the vocabulary that they learned at the beginning of the lesson.

4.2.3.4 Teacher/Researcher's reflective journal of week 2/lesson 2- reading with jigsaw technique. The second jigsaw reading lesson was about 'The Great Wall of China'. Before I distributed the text, a student was chosen for the Hot-seat and sat on a chair with her back to the board and I wrote the title of the reading text on the board, making sure that she could not see it. The other students tried to elicit the words in the title without saying them or giving any clues. It was a good start to introduce the topic in this way as they had lots of fun. After this activity, I asked the students what they knew about The Great Wall of China to get their background knowledge about the topic. Some students said they heard some stories and knew some facts about it. Next, I showed a video related to this topic and asked them to answer the question 'How and why was the Great Wall of China built?' They watched the video so that they could learn more about the text. The video was quite useful as they all watched and discussed some parts with each other after the video. When it was time to read, I created their groups and handed out the reading text titled 'The Great Wall of China' which was divided into three paragraphs. There were five groups in total and each consisted of three students. However, as there were 14 students in total, one group had to work in two. For this group, I chose the ones who were strong and quite good at reading. Each student from the home group chose a

paragraph and read their section silently. Then they were regrouped and the students who had the same paragraphs came together to study their sections in detail and filled in the gaps in their charts. While studying together, I observed that some students motivated their friends to study, explained the parts they didn't understand, taught the vocabulary or grammar structures they didn't know or understand so by working in groups, what I saw was that almost everyone participated in the activity and tried to help and motivate each other. After they studied their parts, they went back to their home groups to tell these parts to their friends so that they could have some knowledge and fill in the other parts of the reading text in their charts. While completing their charts, they again spoke in English. Although there were some who had difficulty to explain their parts, not only their group members but also the other students who had the same parts tried to help and encourage them. Overall, I can say it was a fruitful reading lesson which was done by using jigsaw technique as students really liked to work in groups rather than working alone.

Chapter 5

Discussion and Conclusions

5.1 Discussion of the Findings for the Research Question

The aim of the study was to examine the use of jigsaw cooperative learning technique in a B2 level Turkish EFL reading class in terms of learners' reading motivation and attitudes towards reading in English in and outside the class and also investigate whether jigsaw cooperative learning technique had any perceived effect on their attitudes and motivation. For the data analysis procedure, reading motivation questionnaire, semi-structured interviews and teacher/researcher's reflective journal were used, so the study integrated data triangulation for an in-depth analysis as explained in Chapter 3.

The present study attempted to find answers for the research question below;

1. How does jigsaw cooperative learning technique mediate B2 level Turkish EFL learners' attitudes and motivation towards reading in English?

This chapter addressed the discussion of findings and results of the study. Firstly, summary of the research findings was presented. Pedagogical implications, conclusion and recommendation for the further research were presented after the discussion part. The findings of the present study were discussed according to the research question under one heading below.

5.1.1 Discussion of the findings of RQ: How does jigsaw cooperative learning technique mediate B2 level Turkish EFL learners' attitudes and motivation towards reading in English? The research question of this study aimed to investigate the use of jigsaw technique in English reading courses and how it mediates the participants' attitudes and motivation towards reading in English. The data were collected through pre-and post-questionnaire reading motivation questionnaire, semi-structured interviews and teacher/researcher's reflective journals during the lessons.

To begin with, after two separate lessons which were conducted without using jigsaw technique, the students were given the pre-questionnaire including the sections, reading outside the class and reading in the class. They reflected their opinions on the questionnaire and the results showed that they were not motivated enough to read in English and their attitudes towards reading in English were slightly negative. However, after implementing jigsaw technique on two different lessons conducted the following week, their post-questionnaire results showed that most of the participating students' attitudes and motivation level towards reading in English in and outside the class increased considerably. Moreover, the questionnaire results showed that most of the students preferred to read collaboratively rather than reading individually.

The positive attitudes towards reading in English and the increase in EFL learners' motivation after the implementation of jigsaw technique were also found in various studies in the literature. In his study, Kılıç (2008) compared jigsaw and classical learning methods in collaborative learning and found that the use of jigsaw technique increased the participants' motivation significantly. Similarly, Mengduo and Xiaoling (2010) found that jigsaw technique is an effective way of language learning. As in the questionnaire scores of this study, their results indicated that jigsaw promote students' enthusiasm, motivation and participation to learning. Also, the findings of the pre-test scores of the questionnaire revealed that students were not motivated enough to read in English in and outside the class. However, after the implementation of jigsaw technique, the post-test results revealed that their attitudes and motivation towards reading in English changed significantly as they expressed that they understood the long texts better while working with their friends and they could answer the questions easily. In her study, Agustina (2006) tried to investigate whether jigsaw technique can develop students' reading comprehension skills. Similarly, in pre-test data, there was no considerable difference between the participants. However, after jigsaw technique was applied, their reading comprehension skills showed a significant improvement. A similar study showed the same results. Kazemi (2012) did a research about the impact of jigsaw technique on reading achievement of language learners. After the experiment, it was found that there is a huge difference between post-test and pre-test results. With jigsaw

technique, students' reading achievements increased. In this present study, it was also found that jigsaw technique positively influenced students' reading outcomes.

Secondly, the results of semi-structured interviews conducted with five students who were available and voluntary to attend revealed that although they had some critics and negative attitudes towards working in groups, their responses to the interviews showed that all the students liked the jigsaw activity conducted in their reading lessons. Moreover, they liked working in groups and telling their parts from the reading texts to their friends during the activity as they expressed that they understood better when they worked together. The results of the interviews and post-questionnaire are consistent with the study of Anggraiani and Linda (2006) who examined the effect of jigsaw technique in reading narrative texts. Similarly, their results showed that jigsaw technique increased the participants' reading motivation in comprehending narrative text. Moreover, during the interviews, students stated that they felt more comfortable and had more chance to ask and answer questions with their friends in groups. The findings of the study are similar to the findings of Jacob et al. (1996) who studied out that jigsaw cooperative learning activity let students ask questions to their group members and discuss their responses to these questions to comprehend the reading materials. In the interviews, the students mentioned that although they met some problems in their groups, such as speaking in Turkish or reluctance to attend the discussion within the group, they handled the problem by motivating and trying to help them. Such behaviour suggests the jigsaw activity also helps them develop their socials skills, which can be seen as an advantage of cooperative learning according to Johnson and Johnson (1992). Also, their responds to the interviews indicated that jigsaw activity seemed to reduce anxiety, develop their self-esteem and self-confidence, which supports the benefits of this cooperative learning technique in reading courses cited by Crandall (1999) and Dörnyei (1997). Additionally, they highlighted that the activities motivated them to have responsibilities in their own learning process, to talk about what they know with their friends and to feel more confident. They also stated that working with their friends within a group was more fun and beneficial than working individually. Overall, it can be concluded that the interviewees remarked that they all liked the jigsaw cooperative learning activity.

Finally, all the participants were also observed during the lessons conducted with and without jigsaw technique and I, as the teacher/researcher of the study, took notes during each lesson and reflected students' attitudes towards the reading lessons, their behaviour during the lessons and the strong and weak parts of the lessons and significant occurrences or issues during the lessons. The findings of the reflective journal showed that majority of the students were eager and more motivated to attend the reading lessons conducted by using jigsaw technique. Moreover, I observed that there was an active participation among students. In their study, Anggraiani, Tasnim and Sundari (2014) examined the active participation of students by using jigsaw technique. Their results also indicated that jigsaw technique improved the active participation of the students for reading. During the lessons conducted with jigsaw cooperative learning, what I noticed was that many of the students were trying to share information while discussing the reading text and answering the questions. As Grabe (1991) suggests the regular use of this kind of cooperative activities in order to encourage students to discuss the reading texts, to work with information given in these reading texts and look for different solutions for difficult and challenging activities.

Overall, although the results of the study showed that jigsaw technique had a perceived positive effect on the participants' reading motivation; there are some points to consider while answering the research question. First of all, in spite of the results of the questionnaire which revealed the positive attitudes and the increase in the participants' motivation towards reading in English, it is hard to have a conclusive result. However, when looked over the difference between pre- and post-test results of the questionnaire, there was some increase towards reading in English. Moreover, their negative attitudes towards reading decreased, which means that the lessons conducted with jigsaw cooperative learning technique might have influenced their motivation and attitudes. Yet, this must be proved with a larger group with a confirmative experimental study. As this study is neither a statistical nor an experimental study, it doesn't show certain results for larger groups, but almost everyone in this class felt more motivated and more involved according to their results in the questionnaire, so this may mean that the participants' motivation and attitudes towards reading in English have changed positively. Secondly, as there were only five students who attended the interview, no generalization can be made

from the results of the interviews. Finally, during the lessons, the reasons why some students kept their silence or why they did not attend the activities and preferred to use their mobile phones instead might be not about the materials or activities, but about other reasons such as family issues or personal problems. In short, it is hard to give a certain answer to the research question despite the findings of the study, which supports jigsaw technique in reading courses.

5.2 Pedagogical Implications

This study was conducted with 14 students aged between 18 and 20. Main focus of the study was to understand how jigsaw technique mediates students' motivation and reading attitudes. As the findings suggest, it can be argued that Jigsaw technique can be implemented in the foreign language education at the secondary school or high school level. Therefore, with the help of Jigsaw technique, it is also possible to motivate and involve all students in reading.

In this action research, although limited with one class and with two lessons, it was seen that Jigsaw technique tends to increase motivation of the students for reading. Accordingly, the students' interest in the subject enhances with Jigsaw technique. Teachers who want to direct the concentration and interest of the class to a particular subject can both increase the motivation of their students and advance their foreign language learning skills not only for their reading skills but also for the other skills such as speaking, listening etc. Moreover, teachers who work with young learners can also implement this technique in their English courses to bring variety to their lessons. However, they should apply to jigsaw technique when they have suitable materials and learning atmosphere; otherwise, excessive use of jigsaw may result in boring classroom environment especially for students who don't like working in groups.

5.3 Conclusions

The role of reading in terms of foreign language learning is considerably important. In order to be successful in reading and reading comprehension, there are certain requirements such as concentration, an interesting subject, and most importantly motivation.

Today, there are both traditional and modern learning techniques that can be implemented in foreign language classes. Therefore, it is possible to encounter a great number of studies in the literature regarding these techniques. In Turkey and similar countries, teachers are supposed to stick to the official curriculum, which restricts the opportunities for the implementation of innovative methods in the educational activities. These similar reasons generally cause students to become unwilling to learning a subject.

Jigsaw technique, which was attempted to be analysed in this study, is one of the innovative learning techniques. This technique, aiming to appeal the students with a participatory approach, including the students within the subject, promoting collaboration in the class, and keeping the concentration of the students was seen to positively influence EFL students' reading motivation. Moreover, the data gathered through reading motivation questionnaire, semi-structured interviews and teacher/researcher's reflective journal showed that implementing jigsaw technique in reading class increased learners' reading motivation as they were highly motivated during the lessons with jigsaw technique. The findings of the questionnaire, semi-structured interviews and reflective journal kept by the teacher during the lessons also implied that jigsaw cooperative learning technique has a positive perceived effect on students' reading motivation. Therefore, it is possible to claim that the development and popularization of Jigsaw technique may facilitate the learning processes of foreign language learners.

5.4 Recommendations for Further Research

The present study has some recommendations to be taken into consideration for further research. Firstly, as this study is an action research, it was conducted with the researcher's class consisting of 14 university students, 7 of which are male and 7 of which are female. Therefore, in order to enhance the scope of the results of the study, the size of the study can be enlarged by conducting it with more participants to reach more concrete outcomes. It might also increase the generalizability of the results.

Additionally, the study was conducted with teenagers whose ages differ between 18 and 20. Thus, if the further research is conducted with a wide age range,

which would categorize the participants and the collected data according to age group, the effects of Jigsaw technique on different age groups can be seen.

Further research should focus not only on students but also on teacher. That is, it is also possible to discuss the possible problems that the teachers might encounter during the implementation of both Jigsaw technique and other complementary techniques.

Furthermore, a new study can also be conducted to determine the qualifications of teachers in implementing the relevant techniques in their foreign language classes. In that type of study, the content of academic education of the teachers can be examined. In the studies to be conducted regarding this issue, comparative data on the differences between various countries can enhance the scope of the study.

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APPENDICES

A. L2 Reading Motivation Questionnaire

Please fill in the following information.

Name : ………………..

Surname : ………………...

Class : ………………..

Department : ………………..

Sex : Male (   ) Female (…..)

Section I

Reading outside the Class

Please circle the number which applies to you. Note that there are no right or wrong responses.

	I strongly disagree	I disagree	I slightly Disagree	I slightly agree	I agree	I strongly agree
1. I read materials in English outside the class even if they are not assigned.	1	2	3	4	5	6
2. I can become more sophisticated if I read materials (books, magazines, newspapers, textbooks, the Internet etc) in English.	1	2	3	4	5	6

3. I can get various types of information if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**
4. Reading materials in English is troublesome.	**1**	**2**	**3**	**4**	**5**	**6**
5. Reading materials in English is useful for my future career.	**1**	**2**	**3**	**4**	**5**	**6**
6. I can acquire broad knowledge if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**
7. I feel relaxed if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**
8. Reading materials in English is beneficial for a good career.	**1**	**2**	**3**	**4**	**5**	**6**
9. I can develop my reading ability if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**
10. Reading English materials is useful to develop my English	**1**	**2**	**3**	**4**	**5**	**6**
11. Reading materials in English is dull.	**1**	**2**	**3**	**4**	**5**	**6**
12. I get to know about new ways of thinking if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**
13. I can improve my sensitivity to the English language if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**
14. I feel tired if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**
15. I feel anxious when I'm not sure whether I understand the content of the English	**1**	**2**	**3**	**4**	**5**	**6**

material I read.						
16. I like to read in English because I always feel happy when I read things that are of interest to me.	**1**	**2**	**3**	**4**	**5**	**6**
17. I feel refreshed and rested if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**
18. If the teacher or a friend discusses something interesting I might read more about it from English materials.	**1**	**2**	**3**	**4**	**5**	**6**
19. Reading materials in English is useful to get a job.	**1**	**2**	**3**	**4**	**5**	**6**
20. I have favourite subjects that I like to read about in English.	**1**	**2**	**3**	**4**	**5**	**6**
21. I don't mind even if I cannot understand the content entirely when I read something in English.	**1**	**2**	**3**	**4**	**5**	**6**
22. I read about my hobbies to learn more about them from English materials.	**1**	**2**	**3**	**4**	**5**	**6**
23. I can develop new English vocabulary when I read English materials.	**1**	**2**	**3**	**4**	**5**	**6**
24. I like to read about new things (different cultures, traditions, sports etc) from English materials.	**1**	**2**	**3**	**4**	**5**	**6**
25. I get to know about different values if I read materials in English.	**1**	**2**	**3**	**4**	**5**	**6**

26. I enjoy reading about different countries and learning about them (people, culture, food, traditions etc of those countries) from English materials.	**1**	**2**	**3**	**4**	**5**	**6**
27. I can benefit from reading materials in English in my Professional life.	**1**	**2**	**3**	**4**	**5**	**6**
28. When I read English materials, I can get more information about different countries around the world.	**1**	**2**	**3**	**4**	**5**	**6**

Section II

Reading in the Class

Please circle the number which applies to you. Note that there are no right or wrong responses.

	I strongly disagree	I disagree	I slightly disagree	I slightly agree	I agree	I strongly agree
1.Reading in English is difficult for me in the reading class.	1	2	3	4	5	6
2. Reading in the class helps me in learning new English vocabulary.	1	2	3	4	5	6
3. Reading in the class is a waste of time.	1	2	3	4	5	6
4. In my reading class, I generally feel bored.	1	2	3	4	5	6
5. I enjoy the reading materials in my reading class.	1	2	3	4	5	6
6. I look forward to coming to my reading class.	1	2	3	4	5	6
7. I have the opportunity in learning new vocabulary in the reading course.	1	2	3	4	5	6
8. The reading course is difficult.	1	2	3	4	5	6

9. My reading class makes me want to learn more English.	**1**	**2**	**3**	**4**	**5**	**6**
10. The reading course helps me improve my reading in English.	**1**	**2**	**3**	**4**	**5**	**6**
11. I like learning new vocabulary in the reading course.	**1**	**2**	**3**	**4**	**5**	**6**
12. I like reading in this course.	**1**	**2**	**3**	**4**	**5**	**6**
13. Reading helps me improve my English.	**1**	**2**	**3**	**4**	**5**	**6**
14. The reading course is enjoyable.	**1**	**2**	**3**	**4**	**5**	**6**
15. I often feel anxious about answering a question in the reading course.	**1**	**2**	**3**	**4**	**5**	**6**
16. I'm afraid of making mistakes in my reading class.	**1**	**2**	**3**	**4**	**5**	**6**
17. The activities in the reading class give me opportunities to improve my reading skills.	**1**	**2**	**3**	**4**	**5**	**6**
18. I can develop vocabulary by reading in the class.	**1**	**2**	**3**	**4**	**5**	**6**
19. Reading lessons are not interesting.	**1**	**2**	**3**	**4**	**5**	**6**
20. Reading in the class is dull.	**1**	**2**	**3**	**4**	**5**	**6**
21. I like reading in the class because the teacher can help and	**1**	**2**	**3**	**4**	**5**	**6**

guide me when I need.					
22. I can get my teacher's feedback in my reading class.	**1**	**2**	**3**	**4**	**5**	**6**
23. It is useful to read in the class as the teacher is approachable.	**1**	**2**	**3**	**4**	**5**	**6**
24. It is important for teachers to be well-prepared in reading classes.	**1**	**2**	**3**	**4**	**5**	**6**
25. I enjoy reading when there is a fun activity in my reading class.	**1**	**2**	**3**	**4**	**5**	**6**
26. I like participating in different activities in my reading class.	**1**	**2**	**3**	**4**	**5**	**6**
27. It is useful to do various reading activities in my reading class.	**1**	**2**	**3**	**4**	**5**	**6**
28. I learn easily when the teacher prepares activities for reading classes.	**1**	**2**	**3**	**4**	**5**	**6**

Section III

Reading Collaboratively or Individually

	I strongly disagree	I disagree	I slightly disagree	I slightly agree	I agree	I strongly agree
1. I prefer reading alone in reading classes.	1	2	3	4	5	6
2. I think other students cannot contribute to my reading in English.	1	2	3	4	5	6
3. I think I feel more relaxed in reading classes if I work on an answer with other students.	1	2	3	4	5	6
4. Working with other students on a problem gives me confidence to answer a question in reading classes.	1	2	3	4	5	6
5. I prefer that the teacher rather than another student teaches me in the reading class.	1	2	3	4	5	6
6. I think it is difficult for me to concentrate if I study in a group in reading classes.	1	2	3	4	5	6
7. I think sharing information about different readings helps me learn in reading classes.	1	2	3	4	5	6
8. I think working on questions with other students helps me learn in reading classes.	1	2	3	4	5	6
9. I think studying with other students in reading classes is better than studying alone.	1	2	3	4	5	6

10. I think studying with other students in reading classes can improve my English more than studying alone.	**1**	**2**	**3**	**4**	**5**	**6**
11. I think learning from other students in reading classes is a waste of time.	**1**	**2**	**3**	**4**	**5**	**6**
12. I feel more relaxed when I work alone in reading classes.	**1**	**2**	**3**	**4**	**5**	**6**
13. I think working with other students in reading classes gives me more opportunities to practise newly learned vocabulary.	**1**	**2**	**3**	**4**	**5**	**6**
14. I think reading the texts in a reading class is easier if I study within a group.	**1**	**2**	**3**	**4**	**5**	**6**
15. I think teaching another student in reading classes can help improve my English.	**1**	**2**	**3**	**4**	**5**	**6**
16. I'm afraid of making mistakes when I work with other students in reading classes.	**1**	**2**	**3**	**4**	**5**	**6**
17. I tend to get deeply engaged when I read alone in my reading class.	**1**	**2**	**3**	**4**	**5**	**6**
18. Working alone gives me more confidence in reading classes.	**1**	**2**	**3**	**4**	**5**	**6**

B. Interview Questions

1. Do you like reading in English? Why/Why not?
2. How important is reading in English for you?
3. Do you read English materials such as books, magazines outside the school? Why/Why not?
4. Do you like reading lessons in English classes? Why/Why not?
5. Can you understand the texts provided in the lessons easily?
6. Are you pleased with the reading texts and activities provided in the lessons? Do you feel motivated?
7. What kind of materials motivates you?
8. Do you like working in groups in reading classes? Why/Why not?
9. What is it specifically you like/ do not like working in groups?
10. Do you feel that you lean more in groups than working by yourself?
11. What kind of problems do you experience in group work? What do you do to handle them?
12. Does working in groups increase your participation in class? Why/Why not?
13. Does working in groups make you feel more comfortable to speak English? Why/Why not?
14. Do you find you are more comfortable in working in groups after experiencing a group learning activity, which is jigsaw? Why/Why not?
15. Does this group learning activity affect your motivation towards reading?
16. What do you think about learning from students rather than from the teacher? Which one do you prefer? Why?

C. Mülakat soruları

1. İngilizce bir şeyler okumayı seviyor musun? Neden?
2. İngilizce bir şeyler okumak senin için ne kadar önemli?
3. Okul dışında kitap dergi gibi İngilizce materyaller okur musun? Neden?
4. İngilizce sınıflarında okuma derslerini sever misin?
5. Derste verilen okuma parçalarını kolay bir şekilde anlayabiliyor musun?
6. Derste verilen okuma parçaları ve aktivitelerden memnun musun? Bunların seni motive ettiğini hissediyor musun?
7. Ne çeşit materyaller seni motive eder?
8. Okuma derslerinde grup içinde çalışmayı seviyor musun?
9. Grup içerisinde çalışmakta özellikle neyi seviyorsun/sevmiyorsun?
10. Kendi başına çalışmana kıyasla grup çalışmasında daha çok öğrendiğini hissediyor musun?
11. Eğer olduysa grup içerisinde ne gibi sorunlarla karşılaştın? Bunlarla başa çıkmak için ne yaptın?
12. Grup içinde çalışmak derse katılımını artıyor mu? Neden?
13. Grup içinde çalışmak İngilizce konuşurken daha rahat hissetmeni sağlıyor mu? Neden?
14. Grup içerisinde öğrenme aktivitesinden (jigsaw) sonra kendini grup içerisinde çalışma konusunda daha rahat hissettin mi? Neden?
15. Bu grup içinde öğrenme aktivitesi okumaya karşı motivasyonunu etkiledi mi?
16. Bir öğretmendense bir öğrenciden öğrenme konusunda ne düşünüyorsun? Hangisini tercih edersin? Neden?

D. The Reading Text 1 with Jigsaw Activity

Design through the Ages

1930-1939

In the 1930s, designers increased the efficiency of boats and aircraft by giving them smooth and curved shapes. Then, in 1934, Chrysler launched its new streamlined car, the Airflow. This was the start of the use of aerodynamics in car design. Streamlining, as it was called, was about speed, efficiency and, most of all, the modern world. Designers realised that consumers were attracted to other streamlined products, and so they began to use streamlining in a wide range of domestic appliances, such as refrigerators.

The designer Henry Dreyfuss helped to develop a new theory about design called ergonomics. He believed that machines worked better if they were adapted to people's needs. His reputation was based on the Bell 3000 telephone. Because of its ergonomic design, it was easy for people to use.

At this time, a number of new materials were used in design, such as Bakelite (an early type of plastic). It was a perfect material for producing smooth, streamlined products.

1960-1969

This was a period of optimism and self-belief. At this time, humans travelled faster than sound and walked on the Moon. During this period, the power of advertising, particularly on television, created mass-consumerism, with a huge increase in the buying and selling of new types of products. Manufacturers began to recognise the buying power of teenagers and started to develop products aimed at the youth market. These new young consumers wanted change and variety. It was a time of short-lived products and the idea of a 'throwaway' society. New materials, new shapes, and new colours appeared in all areas of design.

There were many unusual furniture designs. The Danish designer Verner Panton produced his bright red plastic chair, for example, and Eero Aarnio created his extraordinary Ball Chair.

The ideas of this period, also known as the 'space age', also influenced fashion. Designers created clothes in strange and futuristic materials. Courreges' 'silver foil' suits and Pierre Cardin's silver and plastic dress designs were examples of this.

1990-1999

During the 1990s, many designers worried about the damage to the environment caused by industrialisation. They were especially worried about the rapid use of energy sources and raw materials. They wanted to find ways of slowing this down. These ideas influenced design in many areas. For example, solar-powered cars and electric cars were developed. The recycling of paper and other materials became popular, for example in designer Jane Atfield's plastic shelving unit. The material that she used came from old washing-up liquid bottles. Designers created more energy-saving products and products which consumers could repair or recycle. The focus was on product durability. Another big influence on design was advances in communication, in particular the internet and mobile phone technology.

One product that connects the two big concerns of designers in 1990s was Trevor Baylis' wind-up radio, launched in 1995. This product was particularly useful in Africa because it could work without having expensive batteries. People made the radio work by turning a handle to generate the power.

	1930s	1960s	1990s
Ideas			
Designers			
Products			
Materials			

E. The Reading Text 2 with Jigsaw Activity

THE GREAT WALL OF CHINA

(1) Walls and wall building have played a very important role in Chinese culture. These people, from the dim mists of prehistory have been wall-conscious; from the Neolithic period − when ramparts of pounded earth were used - to the Communist Revolution, walls were an essential part of any village. Not only towns and villages; the houses and the temples within them were somehow walled, and the houses also had no windows overlooking the street, thus giving the feeling of wandering around a huge maze. The name for "city" in Chinese (ch'eng) means wall, and over these walled cities, villages, houses and temples presides the god of walls and mounts, whose duties were, and still are, to protect and be responsible for the **welfare** of the inhabitants. Thus, a great and extremely laborious task such as constructing a wall, which was supposed to run throughout the country, must not have seemed such an absurdity.

(2) However, it is indeed a common mistake to **perceive** the Great Wall as a single architectural structure, and it would also be erroneous to **assume** that it was built during a single dynasty. For the building of the wall spanned the various dynasties and each of **these** somehow contributed to the refurbishing and the construction of a wall, whose foundations had been laid many centuries ago. It was during the fourth and third century B.C. that each warring state started building walls to protect their kingdoms, both against one another and against the northern nomads. Especially three of these states: the Ch'in, the Chao and the Yen, corresponding respectively to the modern provinces[2] of Shensi, Shanzi and Hopei, over and above building walls that surrounded their kingdoms, also laid the foundations on which Ch'in Shih Huang Di would build his first continuous Great Wall.

(3) The role that the Great Wall played in the growth of Chinese economy was an important one. Throughout the centuries many settlements were **established** along **it**.

The garrison troops were instructed to reclaim wasteland and to plant crops on it, roads and canals were built, to mention just a few of the works carried out. All these undertakings greatly helped to increase the country's trade and cultural exchanges with many **remote** areas and also with the southern, central and western parts of Asia – the formation of the Silk Route. Builders, garrisons, artisans, farmers and peasants left behind a trail of objects, including inscribed tablets, household articles, and written work, which have become extremely **valuable** archaeological evidence to the study of defence institutions of the Great Wall and the everyday life of these people who lived and died along the wall.

	PARAGRAPH 1	**PARAGRAPH 2**	**PARAGRAPH 3**
MAIN IDEA			
DETAILS			

F. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name	: Barış, Gülşah
Nationality	: Turkish (T.C.)
Date of Birth	: 25/07/1987
Phone	: +90 554 926 21 25
Email	: gbaris87@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahcesehir University, ELT	2017
BA	Pamukkale University, English Language Literature	2010
BA	Universita Degli Studi di Salerno, English Language Literature	2010
BA	Pamukkale University, Pedagogical Formation	2009

WORK EXPERIENCE

Year	Place	Enrollment
2012- …	Bahçeşehir University, Istanbul	English Instructor
2011-2012	Süleyman Demirel University, Isparta	English Instructor

FOREIGN LANGUAGE

Turkish (native), English (advanced), German (pre-intermediate), Italian (pre-intermediate), Russian (beginner)

CERTIFICATES

Course in Coaching (in Turkish) Bahçeşehir University   Istanbul/TURKEY

IATEFL Learner Autonomy Special Interest Group (LASIG) Local Conference - Sabancı University   Istanbul/TURKEY

In-service Certificate in English Language Teaching (ICELT) – ITI/Bahcesehir University   Istanbul/TURKEY

Oxford Teachers' Academy Training Seminar titled "Teaching English to Adults" Suleyman Demirel University   Isparta/TURKEY

4th ELT Conference Symposium titled "Keeping it Real"   Alanya/TURKEY

Certificate of English Language Teaching Pamukkale University   Denizli /TURKEY

PAUSEM (Italian Course: B1 Level)   Denizli/TURKEY

HOBBIES

Sports (Volleyball, swimming), Zumba Fitness, Foreign Languages**,** Different Cultures**,** Travelling, Movies