

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI
VOLUME-3, ISSUE-01

**THE EFFECTIVENESS OF JIGSAW READING AS A COOPERATIVE
LEARNING STRATEGY IN EFL CLASSROOMS**

Jizzakh branch of National University of Uzbekistan

named after Mirzo Ulugbek

the department of Foreign languages

Philology and teaching languages English

Student of group 102-23

Abdullayeva Dilnoza Nuriddinovna

Scientific advisor: **Abduraxmanova Zilola**

abduraxmanova@jbnuu.uz

Abstract: Jigsaw reading is a cooperative learning strategy that promotes active learner engagement, responsibility, and collaboration in reading lessons. This article examines the theoretical foundations, instructional procedures, and pedagogical benefits of jigsaw reading in English as a Foreign Language (EFL) classrooms. Drawing on previous research and classroom-based evidence, the study highlights how jigsaw reading enhances reading comprehension, learner autonomy, and communicative competence. The findings suggest that jigsaw reading is an effective student-centered approach that supports both cognitive and social development in language learning contexts.

KEY WORDS: Reading Comprehension, Jigsaw Technique, Narrative Text, cooperative learning, EFL, reading comprehension, student-centered learning

INTRODUCTION

Reading comprehension is a fundamental skill in foreign language learning, yet many EFL learners struggle to understand texts due to limited vocabulary, lack of motivation, and passive learning environments. Traditional teacher-centered reading instruction often fails to engage learners actively in the learning process. As a result, modern language pedagogy increasingly emphasizes cooperative and interactive reading strategies.

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI
VOLUME-3, ISSUE-01**

One such strategy is jigsaw reading, which requires learners to work collaboratively by sharing different parts of a text in order to construct overall meaning. Originally developed by Aronson (1978) within the framework of cooperative learning, the jigsaw technique has since been widely adopted in language classrooms. This article explores the role of jigsaw reading in improving reading comprehension and learner interaction in EFL settings. . Background Reading is a strategy for getting information from books, magazines, and newspapers, and for studying science and technology. By reading, students can improve their vocabulary, grammar, comprehension, and some aspects that support them. Then, it helps students to improve their ability in listening, reading comprehension, and writing.¹ Reading is also something crucial and indispensable for students because the success of their studies depends on the greater part of their ability to read. If their reading skills are poor, they are likely to fail in their study or at least have difficulties in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their studying. The reader, not only must see and identify the words in front of him, but also comprehend the ideas, gain new words, study how the words are used, implement the grammatical rules, and gain knowledge or information. In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize because the primary purpose of reading is comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

Concept and Definition of Jigsaw Reading

Jigsaw reading is a structured cooperative learning technique in which a text is divided into several sections, and each learner is responsible for understanding and explaining one section to their peers. The technique derives its name from a jigsaw puzzle, as each learner's contribution represents a "piece" of the overall text.

The method was originally developed by Aronson (1978) to promote cooperation and reduce competition in classrooms. In language teaching, jigsaw reading has been adapted to encourage interaction, negotiation of meaning, and deeper processing of texts. The success of the activity depends on positive interdependence, meaning that learners can only complete the task if all group members contribute their assigned information.

Theoretical Framework Cooperative Learning Theory

Jigsaw reading is firmly rooted in cooperative learning theory, which emphasizes group work, shared responsibility, and mutual support. According to Slavin (2015), cooperative learning enhances academic performance by creating an environment in which learners are accountable not only for their own learning but also for the learning of others. This sense of responsibility increases engagement and motivation.

Constructivism and Social Interaction

From a constructivist perspective, learning is an active process in which knowledge is constructed through interaction and experience. Vygotsky's concept of the **Zone of Proximal Development (ZPD)** suggests that learners can achieve higher levels of understanding with the support of more capable peers. Jigsaw reading facilitates this process by allowing learners to scaffold each other's comprehension through discussion and explanation.

Communicative Language Teaching

Jigsaw reading also aligns with the principles of Communicative Language Teaching (CLT). During the activity, learners use the target language for real communicative purposes, such as asking for clarification, summarizing information, and expressing opinions. As a result, reading becomes integrated with speaking and listening skills.

Instructional Procedure of Jigsaw Reading

The successful implementation of jigsaw reading requires careful planning and clear instructions. The procedure generally includes the following stages:

- 1. Text Selection and Division**

The teacher selects an appropriate text and divides it into logical sections based on length and content difficulty.

- 2. Formation of Home Groups**

Students are divided into small home groups, with each member assigned a different section of the text.

- 3. Expert Group Discussion**

Learners with the same section meet in expert groups to analyze vocabulary, main ideas, and key details. The teacher may provide guiding questions or worksheets to support comprehension.

4. Information Sharing

Students return to their home groups and explain their section to other members. Active listening and note-taking are encouraged.

5. Assessment and Follow-up Activities

The teacher assesses comprehension through summaries, quizzes, discussions, or written tasks to ensure individual accountability.

This structured approach ensures that all learners participate actively and contribute to group success.

Pedagogical Benefits of Jigsaw Reading

Jigsaw reading promotes deeper comprehension by requiring learners to analyze and explain texts rather than simply answer questions. Explaining content to peers reinforces understanding and helps learners retain information more effectively.

The cooperative nature of jigsaw reading increases motivation by making learners responsible for a specific task. Students often feel more confident when working in groups, which reduces anxiety and encourages participation.

Through peer interaction, learners practice essential communication skills such as summarizing, paraphrasing, and negotiating meaning. These skills are crucial for overall language proficiency.

Enhancement of Social and Cognitive Skills

In addition to language development, jigsaw reading fosters teamwork, critical thinking, and problem-solving abilities. Learners develop respect for others' contributions and learn to work collaboratively.

Challenges and Solutions

Despite its advantages, jigsaw reading may present challenges. Unequal participation, time constraints, and varying proficiency levels can affect the effectiveness of the activity. Teachers can address these issues by:

- Assigning clear roles to group members
- Providing language support and scaffolding
- Monitoring group interactions closely

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI
VOLUME-3, ISSUE-01**

- Using mixed-ability grouping strategies

Proper classroom management and preparation are essential for successful implementation.

Jigsaw reading is a highly effective cooperative learning strategy that transforms traditional reading lessons into interactive, learner-centered experiences. By integrating reading with communication and collaboration, the technique supports the development of reading comprehension, motivation, and overall language proficiency in EFL classrooms. When applied thoughtfully, jigsaw reading not only enhances academic achievement but also promotes social interaction and learner autonomy, making it a valuable tool in modern language education.

REFERENCES

1. Harmer ,Jeremy “How teach to English” (1998)
2. ”Teaching ESL/EFL Reading and Writing” I.S.P.Nation (2008)
3. ”Teaching English as a second or foreign language” Marianne Celce-Murcia, Donna M.Briton . Marguerite Ann Snow (1991)
4. ”English language teaching methodology” J.Jalilov, G.T.Mahkamova,Sh.A.Ashurov (2015)
5. “ Techniques and principles in language teaching” Diane Larsen-Freeman and Marti Anderson (2011)
6. Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan"
7. Resolution of the President of the Republic of Uzbekistan dated May 19,2021 PQ-5117 "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level."
8. Vitlin J.L. Modern problems of teaching grammar in foreign languages //Foreign languages at school. - 2000.- No. 5. - S. 22-26.
9. Galskova N.D., Gez N.I. Theory of teaching foreign languages:Linguodidactics and methodology: A textbook for students of linguistic universities and faculties of foreign languages of higher pedagogical educational institutions. - M .: Publishing Center "Academy", 2004. - 336 p.
- 10.Ogandzhanyan N.L. Elements of communicative methods of teaching English in secondary school // September 1st. - 2005. - No.

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI
VOLUME-3, ISSUE-01**

- 11.- S. 13-15. 6. NM Ahmedova Improving the professional training of future teachers on the basis of an integrative approach diss. PhD 56-b
12. Zilola, A., Bahodir, N., & Munisa, Y. (2023). APPROACHES AND ACTIVITIES THAT HELP DEVELOP INTERCULTURAL COMPETENCE. *Journal of Academic Research and Trends in Educational Sciences*, 2(2), 204-208.
13. Abduraxmanova, Z., Ergasheva, M., & Xurramova, S. (2023). APPROACHES AND ACTIVITIES THAT HELP TO DEVELOP INTERCULTURAL COMMUNICATION COMPETENCE. *Theoretical aspects in the formation of pedagogical sciences*, 2(11), 90-93