



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ANALYSIS OF THE JIGSAW METHOD FOR IMPROVING
READING SKILLS IN EFL LEARNERS”
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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Advisor's Approval

In my role as Advisor of the research paper under the title **“ANALYSIS OF THE JIGSAW METHOD FOR IMPROVING READING SKILLS IN EFL LEARNERS”** prepared by **MUÑOZ GUALE JESUS IGNACIO** and **PRIETO ANDRIUOLI ESTHER ANDREA**, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Statement of Authorship

We, Muñoz Guale Jesus Ignacio, with ID number 0925912529 & Prieto Andriuoli Esther Andrea, with ID number 2450383738 undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "ANALYSIS OF THE JIGSAW METHOD FOR IMPROVING READING SKILLS IN EFL LEARNERS" certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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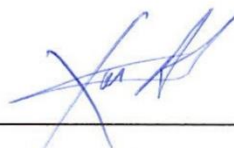
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Acknowledgment I

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- Muñoz Guale Jesus Ignacio

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- Prieto Andriuoli Esther Andrea

Dedication I

I dedicate this project to my parents María Guale and Felipe Muñoz, the driving forces of my life, with my paternal grandmother Amada Guale, their memory living in my mind and heart has been the force that has motivated me throughout my university career, together they inspire me to achieve everything I have set out to do, this was proof of that, this is thanks to all of you.

-With love, Muñoz Guale Jesus Ignacio.

Dedication II

I dedicate this entire project to my parents, for them goes this achievement, this sacrifice, they motivated me throughout my college career.

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Abstract

The Jigsaw method is revolutionizing classrooms into dynamic spaces of cooperation and learning. By fostering peer learning and individual responsibility, this pedagogical strategy cultivates a robust environment in which students thrive. This study examined both the challenges and benefits, using a phenomenological framework. Data was collected through interviews with six English teachers from various institutions in the Santa Elena province, using open-ended questions to capture their perceptions and experiences of using Jigsaw in classrooms.

The results revealed incredibly positive experiences by teachers. Jigsaw method it worked as an excellent collaborative learning tool, significantly improving reading skills. The study revealed that, despite some implementation challenges, this method has considerable potential to foster a cooperative and inclusive learning environment. These insights can inform educational practices, encouraging more widespread adoption to boost learners' engagement and learning outcomes. This will help educators adapt this innovative teaching strategy in modern education, suggesting that such approaches can significantly enrich the learning experience and prepare students for diverse real-world environments.

KEY WORDS: *Jigsaw method, Cooperative learning, Reading skills, Teachers, Phenomenological framework.*

Resumen

El método Jigsaw está revolucionando las aulas para convertirlas en espacios dinámicos de cooperación y aprendizaje. Al fomentar el aprendizaje entre iguales y la responsabilidad individual, esta estrategia pedagógica cultiva un entorno sólido en el que los alumnos prosperan. Este estudio examinó tanto los retos como los beneficios, utilizando un marco fenomenológico. Los datos se recogieron a través de entrevistas con seis profesores de inglés de varias instituciones de la provincia de Santa Elena, utilizando preguntas abiertas para captar sus percepciones y experiencias sobre el uso de Jigsaw en las aulas.

Los resultados revelaron experiencias muy positivas por parte de los profesores. El método Jigsaw funcionó como una excelente herramienta de aprendizaje colaborativo, mejorando significativamente las habilidades de lectura. El estudio reveló que, a pesar de algunos problemas de aplicación, este método tiene un potencial considerable para fomentar un entorno de aprendizaje cooperativo e integrador. Estos conocimientos pueden servir de base a las prácticas educativas, fomentando una adopción más generalizada para impulsar el compromiso de los alumnos y los resultados del aprendizaje. Esto ayudará a los educadores a adaptar esta innovadora estrategia de enseñanza a la educación moderna, sugiriendo que tales enfoques pueden enriquecer significativamente la experiencia de aprendizaje y preparar a los estudiantes para diversos entornos del mundo real.

PALABRAS CLAVE: *Método Jigsaw, Aprendizaje cooperativo, Competencia lectora, Profesores, Marco fenomenológico.*

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Introduction

Studying English as a second language allows a person to develop better skills and become bilingual, opening opportunities for personal and educational growth since it is a universal language. It is important to focus on effective language teaching-learning strategies for students. Using process-based methodologies promoted language learning through collaborative approaches. Analyzing how the Jigsaw method influenced EFL learners to improve their Reading skills is the focus of this qualitative research project. This research aimed to investigate how teachers use the Jigsaw method, a collective learning strategy, to enhance students' reading skills.

Mulyani (2020) mentioned that cooperative learning resolves conflicts. This method was key to fostering debate and skills that contribute to student growth. Forming groups of pupils to develop cooperation skills and positive attitudes is a crucial aspect of their basic education. In the research, the Jigsaw method is recognized for its role in conflict resolution, allowing for language development through collaborative exploration (Calkins, 2022). The study used a phenomenological methodology, supported by qualitative interviews with eight open-ended questions exploring participants' experiences. Qualitative research is essential when direct observation is not possible, as it focused on feelings, expectations, opinions, and motives, emphasizing the importance of context and imagery (Valladolid & Chávez, 2020). This research included input from educators experienced in using this method with their students across various institutions in the Santa Elena province.

Based on bibliographic research and teachers' perceptions, it is evident that generating meaningful learning is crucial. The application of the Jigsaw method, which incorporated resources, and pre-reading activities, enhanced reading comprehension and critical thinking abilities. These strategies helped EFL learners connect words with images, activate prior knowledge, along with build concepts, thereby promoting more significant

learning. By providing complementary adapting pedagogical approaches, equitable participation in teaching is ensured, fulfilling the inclusion principles in education.

Chapter I

The Problem

1.1. Research Topic

Strategies and Reading skills

1.2. Title of project

Analysis of the Jigsaw method for improving Reading skills in EFL (English Foreign Language) learners

1.3. Problem Statement

English language proficiency is crucial for various aspects, such as social, intellectual, and professional life. Consequently, educational institutions worldwide allocate significant resources to teaching and learning it (Ibrahim et al., 2023). English learning opens doors to academic or job opportunities, promoting collaborative education and cross-cultural exchange.

Speaking, writing, listening, and reading are four central skills in the English Language (Sadiku, 2015). Reading is a critical ability, allowing readers to engage with the content. According to Peter et al. (2023) readers can develop strategies to realize a text when they have sufficient comprehension of the second language.

Effective communication, educational resources learning, and access to culture depend on strong reading skills in English. According to Anderson (2003), as cited in Par (2020) reading is a dynamic activity in which the reader creates meaning together with the material. It includes understanding and extracting meaning from written texts such as books, newspapers, academic articles, advice, emails, and online news.

Students learning English as a foreign language face several challenges when knowledge to read. According to Anjani et al. (2019) apprentices' interest in reading is

influenced by both internal and external factors. Internal factors include feelings, motivation, and attention, while external factors involve the role of the teacher, learning environment, family, and facilities.

Nuttall (1982), as cited in Asani (2022) identified five significant components of reading comprehension that beginners must master to fully comprehend a text: identifying the main idea, locating references, interpreting terminology, making inferences, and summarizing the material. Similarly, beginners may have difficulty recognizing common cultural references in English literature that are unfamiliar to them because they are not native speakers.

Moreover, pupils often struggle to comprehend complex text, including extract relevant information due to various factors. These include limited exposure to age-appropriate reading materials, lack of specialized support during reading activities, vocabulary, comprehension problems, and insufficient opportunities for cooperative education in the classroom (Isa, 2023).

The primary objective of reading is to enhance comprehension. Educators consistently encourage pupils to realize the text they read. To achieve this, scholars must be skilled readers who can quickly and effectively grasp the material (Nurwanti, 2022). However, some beginners in the classroom fail to meet this objective due to the reasons mentioned earlier. The consequences of inadequate reading development are well-known to both mentor and mentee.

Young learners may experience frustration, disengagement, likewise slower academic progress due to difficulties in comprehending material. Without targeted interventions, they may not develop the necessary foundational reading skills for future academic success. Research has shown that implementing innovative pedagogical strategies, such as the Jigsaw method, can improve students' reading comprehension. Abuhanda et al. (2020) found that

the Jigsaw method successfully increased comprehension accompanied by critical thinking abilities.

Sabbah (2016) explained that the Jigsaw method provides learners with opportunities to interact with each other and deepen their understanding of specific subjects. It profits apprentices construct knowledge, exchange beneficial information, and collaborate. Therefore, while cooperative learning strategies such as the Jigsaw method aim to develop systematic competencies through cooperation, it is important to adequately harness apprentices' particular talents in common with learning styles to ensure effective information acquisition, and skill development.

Although learners may have different learning styles, cooperative techniques are generally more effective in developing systemic competencies (Mulyana et al., 2023). This means that while the method can help achieve the common goal, it can be challenging as they must work together to acquire knowledge.

Proficient reading is essential for both lifelong language acquisition, with academic success in various courses. Furthermore, educators can enhance language acquisition, comprehension, and critical thinking by focusing on improving the reading abilities of younger novices (Untailawan, 2020). These skills are vital for the overall development of the brain.

Additionally, the challenges that teachers face in teaching reading may be related to the development of other skills, such as cooperative work or the pupils' overall level of English. These issues can become apparent when learners struggle to communicate with their peers, as a lack of development of these skills can hinder the knowledge of a new language and the effectiveness of classroom activities.

1.4. Problem formulation

1.4.1. Problem question

- How does the implementation of the Jigsaw method affect the development of reading skills in EFL learners?

1.4.2. Specific questions

- How does the Jigsaw method impact the improvement of Reading skills?
- What challenges are associated with the use of the Jigsaw method in improving Reading skills?
- How teachers address these obstacles to optimize reading skill development of EFL learners?

1.5. Objectives

1.5.1. General Objective

- To analyze the advantages and disadvantages of using the Jigsaw method for improving Reading skills.

1.5.2. Specific objectives

- To explore the use of the Jigsaw method in improving Reading skills.
- To identify the opportunities of using the Jigsaw method in improving Reading skills.
- To analyze the limitations for teachers in using the Jigsaw method for the development of reading skills in EFL learners.

1.6. Justification

The Jigsaw method is a cooperative learning tool that is especially beneficial for developing reading skills among English as a Foreign Language (EFL) learners. There are several reasons why it is important to learn more about it. According to Namaziandost et al.

(2020) Jigsaw enhanced key aspects of cooperative methods, such as constructive interdependence, and individual accountability.

This method promotes student collaboration by dividing the reading material into sections through assigning tasks to diverse groups (Dhull & Verma, 2019). This encourages interaction among apprentices, allowing them to better understand the subject by sharing their knowledge. Additionally, it supports educators by enabling them to conduct dynamic classes that foster better education outcomes.

There are several techniques through which teachers can design tasks to be performed using cooperative methods, as summarized by Walters (2000), as cited in Vargas-Vargas et al. (2011). Walters identified four main models of cooperative strategies that use the Jigsaw method: Jigsaw (Puzzle), Student Team Learning, Learning Together, and Group Investigation. These methods are flexible and can be applied to different subjects, ages, and learning situations. The differences among them lie in the degree of task structuring, the use of rewards, competition, and individual evaluation methods (Trujillo, 2002).

Diningrat et al. (2023) observed that working in small groups can increase students' capacities with comprehension. Research has shown that working memory capacity, measured through verbally mediated tasks, can account for individual differences in children's reading comprehension. This influence exceeds that of other well-known predictors of comprehension, such as decoding, word recognition capacity, and vocabulary knowledge (Liu et al., 2024). Allowing each learner to analyze the reading resources and engage in dialogue helps them achieve excellent reading comprehension by exposing them to different perspectives, and interpretations. Each student is responsible for mastering their assigned task and presenting their findings to the rest of the class, which encourages individual responsibility and motivation to fully comprehend the topic.

Cain et al. (2004), as cited in Masri (2023) mentioned that working memory capacity assessed through verbally mediated tasks explains individual differences in children's reading comprehension beyond other well-established predictors like decoding, word recognition skill, and vocabulary. Furthermore, Cutting (2006) suggested that including reading speed accounted for additional variance in comprehension scores, but adding measures of rapid serial naming, verbal memory, verbal intelligence quotient (IQ), or attention minimally improved the predictions. The findings indicate that commonly used reading comprehension tests may not capture the full range of cognitive processes (Kim et al., 2021).

The Jigsaw method allows scholars to not only passively read but also actively participate in the teaching and learning process with their peers in a dynamic way. This interaction enables them to engage more effectively with the information besides practicing their EFL skills. Moreover, it expands EFL apprentice' reading proficiency by promoting collaboration, developing comprehension skills, encouraging individual responsibility, providing opportunities for active language exercise.

Chapter II

Theoretical Framework

2.1. Previous resources

To provide a comprehensive understanding of the Jigsaw method and its impact on reading proficiency, the authors conducted a thorough analysis of research over the years. The studies demonstrate that the Jigsaw cooperative method can enhance reading comprehension (Supeno & Suseno, 2020). In language knowledge, various teaching methods and techniques allow educators to engage beginners in a way that develops their abilities. Basar (2021), as cited in Suryanti et al. (2024) stated that the primary goal in language teaching is to cultivate awareness, proficiency, and effective comprehension.

A study of Muhammadiyah Mataram University by Suryanti et al. (2024) showed significant advances in reading comprehension skill. Intensive improvement in reading ability was achieved, leading to better English comprehension at Gorontalo State University. The practical implications of these results on cooperative approaches like the Jigsaw method can be effective alternatives to overcome the reading comprehension at college level. This study highlighted developments in reading and led to changes in the hierarchy of language learning.

Achieving upgrading in reading comprehension skills required focusing on an important aspect. Pronunciation with text perception is an effective way to overcome education in text comprehension, as revealed by Cholifah (2022), as cited in Suryanti et al. (2024).

In Ecuador, reading comprehension is critical for academic achievement, and various activities have been employed to develop these skills in apprentices. According to the Ministerio de Educación in 2019, only 49.1% of primary school learners were proficient in reading comprehension, indicating a need for improvement in proficiency (Quisaguano Pumacuro, 2021).

Quisaguano Pumacuro (2021) highlighted that the Ministerio de Educación has prioritized improving reading comprehension and promoted innovative pedagogical strategies to progress learner understanding. Avellaneda Buñay (2024), a student at the Universidad Nacional de Chimborazo, in her study conducted with ninth grade students at Unidad Educativa Yaruquies, argued that cooperative strategies boost academic performance. Each member of a group contributes and supports one another, resulting in significant academic growth and deep knowledge (Aghajani, 2018).

Social or interpersonal relationships demonstrate improvement through group contribution. Cooperative learning is a real educational tool for adolescents and children, providing relevant information. This method allowed apprentices to learn collaboratively with communication, playing a crucial role in achieving better performance. According to this study, the Jigsaw method stood out as an excellent tool for education, focusing on academic achievement, critical thinking, interpersonal skills, along with teamwork.

Knowing that the Jigsaw method fostered cooperation in reading comprehension, it is clear it significantly benefits beginners' learning with academic development. It is expected that this method will yield beneficial results for educators, thereby achieving quality teaching.

2.2. Pedagogical basis

2.2.1. Constructivism

Constructivism is a learning theory that places emphasized on how people actively create their own knowledge through reflection on past experiences with the outside world. Amna et al. (2021) argued that the constructivist approach allows students to engage in practical activities, reflect on their work, and participate in classroom discussions. This philosophy discourages rote memorization and encourages learners to discover their own concepts, or definitions. In an educational context, this approach places the learners at the center of their education, highlighting the importance of exploration, experimentation, and

problem solving. Constructivists believe that knowledge is not passively transmitted from teacher to learner but is actively personified.

2.2.2. Social Constructivism

By emphasizing the fact that education is also a social activity, according to Lev Vygotsky's 1968 learning theory, known as social constructivism. For people to experience, communicate, and recognize reality, language and culture provide frameworks. Vygotsky believed that language and culture significantly influenced intellectual development with environmental perception. Language transmission leads to the acquisition of concepts, which are then interpreted or assimilated through cultural context (Mohammed & Kinyo, 2020, as cited in Amna et al., 2021). The variation of constructivism places a strong importance on interpersonal contact with the social environment in knowledge creation.

Social constructivism suggested that knowledge occurs through collaborative activities, group debates, and shared negotiations of meaning. Knowledge is co-constructed socially, requiring a community of individuals who share a common culture language. This perspective views knowledge acquisition as a cooperative process among peers. Advocates of social constructivism believed that the exchange of ideas with others is essential for cognitive development and profound comprehension (Mohammed & Kinyo, 2020, as cited in Amna et al., 2021).

The social constructivist approach to cooperative education is a valuable tool for developing reading skills in English learners. It nurtures an active participatory scholarship environment, allowing apprentices to express their opinions, explore interpretations of English texts, and collectively generate meaning, as by Amna et al. (2021) highlighted. Likewise, attitudes, emotions, values, accompanied by actions, playing roles in the socio-constructivist perspective.

2.3. Theoretical basis

2.3.1. Cooperative learning

Gömleksiz (2007), as cited in Vives et al. (2024) highlighted Jigsaw cooperative learning facilitates better information recall compared to teacher-centered training. This research indicates that collective approaches like this method not only ease concept comprehension but also aid in long-term knowledge retention. The cooperative approach can develop information retention and application beyond the classroom setting by fostering active student participation along with joint learning creation.

Johnson & Johnson (1999), as cited in Silva et al. (2023) identified five qualities that distinguish Jigsaw cooperative learning groups from other working groups: positive interdependence, individual and group accountability, face-to-face interaction, social skills, and group processing. Each group member is assigned a specific task and is accountable for their own knowledge and contribution to the team. Promotional interaction, which encourages effective communication together with mutual support among group members. Additionally, group processing, reflection, and joint understanding of the content. The development of interpersonal skills in small groups also promotes social competence.

2.3.2. Jigsaw method

In education, the jigsaw method, developed by social psychologist Elliot Aronson in 1971, is noted for its effectiveness. A study conducted by Adams (2013), as cited in Elpisah et al. (2023) stated that the Jigsaw method is beneficial for teaching because it revolves around peer interaction, with pupils actively participating in the educational process, helping to develop interpersonal and interactive skills.

The method is frequently used in educational settings to foster group work, interdependence, and co-learning. Bijani & Hashempour (2021) indicated that teamwork is more effective than traditional teaching methods for improving reading comprehension.

Educators can enhance learners' comprehension and cooperation skills by facilitating cooperative activities like the Jigsaw method. They play a significant role in addressing individual academic needs. The assessment phase involved analyzing both individual and group performance, focusing on course content (Durukan, 2011, as cited in Patty, 2023).

However, a common disadvantage noted is the perception that the Jigsaw method required a considerable amount of time, limiting in-depth topic exploration together with English language competence in learners (Nusrath et al., 2019). Consequently, this challenge highlights the need for efficient time management to balance comprehensive topic coverage with effective classroom time use. Despite its advantages, cooperative learning requires strategies to maximize class time and collaborative processes without compromising knowledge quality.

2.3.3. Reading skills

According to Santos et al. (2023) reading should be seen as a tool for academic education rather than just an activity. Reading helps people to expand their intellectual skills, familiarize information, actively participate, give clear answers, support expression, using new terminology, form strong ideas, imagination, and creativity (Otárola Heredia et al., 2019).

Bojović (2021) defined reading proficiency as the ability to use cognition to interact with written texts. The research suggests that reading skills have become a cognitive capacity for engaging with writing. Reading skills, among the four language skills, have received the most attention. It well requires (a) decoding is the capacity to transfer letters into recognizable sounds or words; (b) fluency refers to the capability to read text quickly with proper intonation; (c) comprehension is the capacity to interpret or extract meaning from the text, involving processes like inference, synthesis, and critical assessment (Huschka et al.,

2021). These components work together to help readers not only read material but also comprehend the information contained.

Reading involved interpreting written symbols to understand and learn from them. People decode letters to recognize their meaning and sound, going beyond just identifying them. It is essential for the educational process, or communication, allowing access to a wide range of scenarios. It is closely linked to academic and intellectual performance. Practice is crucial for systematically developing vocabulary and comprehension skills, which improve with age (Feldman, 2019).

2.4. Legal basis

2.4.1. Ley Orgánica de Educación Intercultural

The foundations of education, as well as the rights and obligations corresponding to each field, are established in Article 2 of the Ley Orgánica de Educación Intercultural [LOEI], which was enacted in 2021. In their various roles, Ecuadorian citizens contribute to the development of their country. Language is essential for native and foreign cultures to communicate well. In general, the law aims to improve the lifestyle of Ecuadorian citizens.

The LOEI, in its article 2.3 on the Principios del Sistema de Educación Nacional, highlighted important aspects for research and the guidelines to followed to guarantee the well-being and development of education are described (Ley Orgánica de Educación Intercultural [LOEI], 2021).

Item B: In this section the LOEI explained that education is the main tool for the transformation of society. In addition, education contributes to improving the economic situation of the country, life projects and citizens' freedom.

Item G: Here it is mentioned that academic preparation must be progressive to guarantee the development of knowledge and people's capacities through experimentation, thus contributing to educational innovation and scientific training.

2.4.2. Ministerio de Educación y Estrategias de aprendizaje

Awareness of using a plan helps to achieve a goal. For example, students can consciously decide how they want to understand the content of a text or how they want to relate the meaning of a word to an image. Teachers should motivate their students to try new techniques so that they learn what works best for them (Ministerio de Educación del Ecuador [MINEDUC], 2019). The Ministry of Education emphasized that language learning, especially text comprehension requires planned and strategic approaches. Teachers play a crucial role in guiding students through this process, encouraging them to try a variety of approaches and choose the one that suits their circumstances.

2.4.3. Constitución de la República del Ecuador

In 2008, Ecuador established principles, rights, and guarantees for citizenship, defining important guidelines for development. The Constitución de la República del Ecuador, in Article 26, established education as an inescapable duty of the State and a right of individuals. It also establishes that, to guarantee equality and social inclusion, public policy and investment must focus on education. Therefore, all citizens of Ecuador have the right to quality education throughout their lives, for their personal and professional development.

Likewise, Article 27 stated that education is fundamental for the integral development of the human being, respect for human rights, sustainable environment, and democracy. It is participatory, compulsory, intercultural, and inclusive, promoting equity, justice, solidarity, and peace. It is important to promote individual and community initiative (Constitución de la República del Ecuador [CRE], 2008). For the proper development of the country, it is necessary that its residents exercise their rights, such as education, being an indispensable basis for the human being.

Article 343 established that the national education system aimed to develop individual and collective capacities, facilitating learning and the generation of knowledge, skills, arts,

and culture, with a flexible, dynamic, inclusive, effective, and efficient operation (Constitución de la República del Ecuador [CRE], 2008). Guaranteeing respect for the rights of diverse communities, peoples and nationalities, taking as a central point the national education system adopting an intercultural perspective that reflects the geographic, cultural and linguistic diversity of the country.

Chapter III

Methodological Framework

3.1. Methods

This research project used a qualitative method focused on English teachers from in Santa Elena province to understand the advantages and disadvantages of using the Jigsaw method to improve reading skills in EFL learners. Qualitative research is essential when the research problem cannot be observed directly, as it relies on feelings, expectations, opinions, and motives, emphasizing the context and imagery (Valladolid & Chávez, 2020).

The qualitative project examined data collected through interviews, discussions, or observation, focusing on gathering information rather than numerical data. It analyzes educators' opinions, comments, tastes, and experiences to provide clear results about the Jigsaw method.

3.2. Type of Research

3.2.1. Phenomenological Studies

The research project used a phenomenological design. Husserl (2001), the founder of phenomenology defined it as a methodology aiming to reach the truth of knowledge through analysis, observation, comprehending of phenomena. This approach is optimal for qualitative research because it enables a comprehension of individuals' subjective experiences and interpretations.

Williams (2021) explained that phenomenology is recognizing “what experiences are like”. Once these concepts are demonstrated, the methodological approach provides detailed descriptions of personal experiences. The goal is to obtain a comprehensive and subjective account of the experiences under study and gain a profound appreciation of participants' experiences and the meanings they ascribe to them.

Research questions in phenomenology study often start with “What is it like...” (Vagle, 2018). This approach allows researchers to gather in-depth, subjective accounts, contributing to knowledge within psychology and human sciences (Gupta & Zieske, 2024).

Through this method, this study focused on the teacher’s understanding and analysis to support the research. One primary purpose is to gather data on how the Jigsaw method expands students’ reading comprehension.

3.3. Data Collection Techniques

The methodology involved one-on-one interviews with educators who have implemented this method with their learners. George & Merkus (2022) described interviews as a qualitative research method using questions to gather data. This technique involves two or more people, with one person acting as the interviewer. Through these interviews, qualitative results were obtained based on the teachers’ experiences, providing clear and concrete answers.

The research also considered the temporal and material resources required for completion, defining a clearly and feasibly activity within the available time. Interviewers will facilitate the delivering precise instructions to apprentices while nurturing a cooperative approach for optimal outcomes.

Data collection involved six English educators experienced in using the Jigsaw method. Their responses were analyzed and written into paragraphs for the research. A questionnaire with eight open-ended questions focused on the research problem. The correct tools were used to make participants feel comfortable during the interviews.

The results allowed for analyzing and examining the favorable aspects based on teachers’ experiences, showing how the method influences students and benefits them. Thus, the interviews were valuable in identifying the study’s development.

3.4. Instruments

A questionnaire is an invaluable research tool, allowing for systematic and structured data collection. Bhandari (2023) stated that a questionnaire collects information on participants' opinions, experiences, or beliefs. It typically consists of questions or items to obtain both quantitative and qualitative data, providing a more accurate and detailed view.

The research used a questionnaire with eight open-ended questions, administered to English educators, via the Zoom platform, which facilitates communication between peers, enables the overcoming of distance barriers and the attainment of results in an effective manner. Researchers attended meetings at convenient times for participants.

During the interviews, participants could freely express their opinions and emotions, contributing to the research.

The questions were displayed on a screen to facilitate flexible interviews, focusing on the analysis of the Jigsaw method for reading skills development, emphasizing factors that facilitate or hinder its use from the teachers' perspectives. The objective was to improve learners' reading skills in English teaching.

3.5. Data Collection Processing and Resources

Educators experienced in using the Jigsaw method were selected as participants for this research. Interviews were conducted from May 27 to 31, 2024, using a questionnaire with eight questions.

Before the interviews, a dialogue was held to coordinate their availability and ensure the questions were posed at suitable times. Educators were enthusiastic, respectful, and truthful in their responses. The collected data were based on their experiences implementing the method while teaching English.

3.6. Population and sample

This research involved English teachers from various fiscal and private institutions in Santa Elena province, instructing students from the first year of elementary school to the third year of high school, in face-to-face settings. The population included ten of them to ensure diverse perspectives, with a sample of six participants for balanced representation.

Selective sampling was used to gain a nuanced understanding of the advantages and disadvantages of the Jigsaw method for improving reading skills in EFL learners. This methodology allows for a more in-depth exploration of diverse experiences and perspectives.

Chapter IV

Analysis of findings

4.1. Brief explanation of the findings

Based on the data obtained from interviews with teachers from various institutions in the Province of Santa Elena. This research explored the educators' experiences who work with pupils from first grade to third year of high school. Six educators who have applied the Jigsaw method participated in the study, responding to eight questions during interviews conducted via the Zoom platforms in Spanish, their native language. This method was effective for our research and is a widely used tool in educational settings.

4.2. Interpretation of data from the interviews.

Question 1. Based on your experience, what aspects of the Jigsaw method do you consider most effective in improving reading comprehension in EFL students? Explain why.

The interviewees stressed the importance of active participation, which ensures all students are engaged and working together to understand the text. Similarly, cooperative learning promotes collaboration, allowing learners to work together to analyze texts. This includes elements such as word construction, images, vocabulary, and sounds. The Jigsaw method is beneficial because it involves peer interaction, engaging them in the learning process, and helping to develop interpersonal and interactive skills (Adams 2013, cited in Elpisah et al., 2023).

This approach fostered meaningful word recognition and daily activities, enhancing learners' language skills by encouraging active participation and creating a collaborative environment. It is particularly effective in an EFL environment as it allowed them to support each other, discuss ideas, and solve language problems together, thus motivating them to learn.

Question 2. What role does student interaction play in the Jigsaw method for improving EFL reading comprehension? How do you encourage collaboration and teamwork in your classroom?

The teachers interviewed emphasized the importance of student interaction for improving reading comprehension. Researchers proposed that this interaction should include communication, sociability, and collaboration, aligning with Johnson and Johnson (1999), as cited in Silva et al., (2023).

This cooperative learning approach permitted pupils to feel valued within and outside the activity, nurturing a sense of autonomy and enabling them to address uncertainties. Group formations, whether in pairs or larger, have been demonstrated to increase knowledge through play, improving comprehension and critical thinking skills.

Question 3. How do you compare the Jigsaw method to other approaches you have used to improve reading in EFL students?

Participants described reading as a fundamental starting point. They often use flashcards to build words, connect with the text, and work as a team, which are crucial strategies to acquire a new vocabulary cooperatively. Bijani & Hashempour (2021) suggested that teamwork is more effective than traditional teaching methods to improve reading comprehension.

Each approach has its advantages and challenges, but educators find the Jigsaw method particularly effective for language and collaborative exercise.

Question 4. What opportunities does the Jigsaw method offer for developing specific reading skills in EFL students, such as identifying main ideas, inferring meaning, or understanding vocabulary? How have you taken advantage of these opportunities in your teaching practice?

The participants noted that the Jigsaw method promotes opportunities and vocabulary acquisition through images in a didactic way. Educators aimed to understand their students' needs, taking advantage of the developmental stage where they learn more effectively at a young age. This approach, related to decoding, fluency, and comprehension, expands reading skills by helping learners recognize and build words from images the capability of them to identify words, read them accurately, realize, and build words from images (Huschka et al., 2021). With effective organization, both mentors and mentees can benefit from this engaging method.

Question 5. What resources or materials have you found most helpful in implementing the Jigsaw method effectively in developing EFL reading skills? What adaptations or modifications have you made to these resources to better suit the needs of your students?

To effectively implement the Jigsaw method for developing reading skills, interviewees stressed using audio-visual and audio resources to stimulate students' knowledge. In addition, symbolic presentations to organize ideas, along with pre-reading activities to activate prior knowledge, were also highlighted as valuable tools. Adaptations, such as games and strategies like word searches or crossword puzzles, helped them with letter or word recognition difficulties. These strategies stimulate critical thinking and potentiate skills such as using new terminology, forming strong ideas, and engaging in creative thinking (Otárola Heredia et al., 2019). School materials and objects are employed to classify and link images with words, demonstrating improving reading skills in ESL learners.

Question 6. What challenges or limitations have you faced in implementing the Jigsaw method in your EFL classroom? How have you addressed these challenges and what solutions have you found?

Interviewees faced challenges, such as language capacity among apprentices, which can hinder equal participation. Other challenges included accommodating them with special educational needs, encouraging reading preparation, and addressing a culture that does not prioritize reading, all which impact student comprehension.

To address these issues, interviewees suggested providing additional support for focusing on comprehension and equitable participation. As stated in Article 434 of the Constitución de la República del Ecuador [CRE] in 2008, the national education system aims to cultivate capabilities, facilitate knowledge, and generate knowledge, skills, arts, and culture with flexibility, dynamism, inclusivity, effectiveness, and efficiency.

Question 7. How do you assess your EFL students' progress in developing reading skills through the Jigsaw method? What assessment strategies have you found most effective and why?

In evaluating the efficacy of the Jigsaw method for developing reading skills in EFL learners, interview participants identified effective strategies, such as quizzes, games, dictation, and story writing. Oral and written questions were used to assess progress. Durukan (2011), cited in Patty (2023) posited that educators assess performance through a combination of formative and group strategies, focusing on content and student progress throughout the course.

Some participants stressed assessing reading skills through oral expression, focusing on pronunciation, grammar, and meaningful education, demonstrating effectiveness in measuring progress through the Jigsaw method.

Question 8. What advice or recommendations would you give to other English teachers who are considering implementing the Jigsaw method to develop reading skills in EFL students? What aspects do you think are critical to the success of this method?

Interviewees recommend that educators experiment and innovate in their teaching practices, embrace change, and utilize theoretical frameworks to enhance their pedagogical approaches. Sufficient time be allocated for planning each phase to achieve objectives.

According to the Ley Orgánica de Educación Intercultural [LOEI] in (2021), Item G of Article 2.3, academic preparation should be progressive, ensuring knowledge development, capacity development through experimentation, contributing to educational innovation and scientific training. Understanding learners, and adapting are key to success.

Consistency, perseverance, flexibility, and adaptation are recommended for proving effective and may be useful for other English educators implementing the method.

Below, there is a summary of the most relevant findings related to this chapter:

Table 1

Analysis of Jigsaw method for improving Reading Skills in EFL learners.

Questions		What opportunities does the Jigsaw method offer for developing specific reading skills in EFL students, such as identifying main ideas, inferring meaning, or understanding vocabulary? How have you taken advantage of these opportunities in your teaching practice?	What challenges or limitations have you faced in implementing the Jigsaw method in your EFL classroom? How have you addressed these challenges and what solutions have you found?	What advice or recommendations would you give to other English teachers who are considering implementing the Jigsaw method to develop reading skills in EFL students? What aspects do you think are critical to the success of this method?
Answers	<i>It is crucial to emphasize active participation, as this ensures that all students are engaged and that they work together effectively to comprehend the text.</i>	<i>This approach, related to decoding, fluency, and comprehension, improves reading skills by helping learners recognize and build words from images. The ability of students to identify words, read them accurately, understand, and build words from images.</i>	<i>Including discrepancies in language proficiency among the students, which can impede equitable participation. Other challenges include the need to accommodate students with special educational needs, reading practice, and the culture of not reading,</i>	<i>Educators engage in experimentation and innovation in their teaching practices, embrace the concept of change, and utilize theoretical frameworks to enhance their pedagogical approaches.</i>
Authors	<i>Adams (2013), as cited in Elpisah et al., (2023) states that the Jigsaw method is beneficial for teaching because it revolves around peer interaction, with students actively participating in the learning process, helping to develop interpersonal and interactive skills.</i>	<i>Decoding is the capacity to transfer letters into recognizable sounds or words. Fluency refers to the ability to read text quickly, accurately, and with proper intonation. Comprehension is the ability to interpret or extract meaning from the text, involving processes like inference, synthesis, and critical assessment (Huschka et al., 2021).</i>	<i>As stipulated in Art. 434 of the Constitución de la República del Ecuador [CRE]in (2008), the national education system is designed to cultivate individual and collective capabilities, facilitate learning, and generate knowledge, skills, arts, and culture. Its operation is characterized by flexibility, dynamism, inclusivity, effectiveness, and efficiency.</i>	<i>As stipulated in the Ley Orgánica de Educación Intercultural [LOEI] in (2021), Item G of Article 2.3, academic preparation should be progressive to ensure the development of knowledge, and the development of people's capacities through experimentation, contributing to educational innovation and scientific training.</i>

Chapter V

Conclusions and recommendations

The Jigsaw method is designed to enhance reading comprehension, progress in vocabulary, and foster social and cooperative abilities in students. This qualitative study examined the advantages and disadvantages of employing this approach with EFL learners in the classroom, offering a comprehensive assessment of its efficacy and application.

The outcomes of this qualitative study demonstrate a wide range of positive and negative consequences.

5.1. Conclusions

To summarize, based on the literature research along with the teachers' perspectives in the outcome study, it is determined that the Jigsaw method, when employed with collaborative learning, is an effective approach to potentiate apprentices' language proficiency in an English as a foreign language (EFL) context. It is important to note that active student participation is essential to adoptive reading comprehension, and information retention through teamwork interaction.

On the one hand, the application of the Jigsaw method, when supported by audiovisual resources, games, and pre-reading activities, facilitates reading comprehension and critical thinking. These strategies help EFL learners connect words with images, activate prior knowledge and build their concepts, thus promoting a meaningful education. These findings enable teachers to find appropriate resources and apply new strategies, contributing to a better development for their future learners.

On the other hand, the research highlighted that English educators face significant challenges in applying the Jigsaw method, such as discrepancies in language level among them, besides attention to diverse special educational needs. However, success depends on

the teacher's capacity to adapt to the individual needs and foster an inclusive participatory environment.

5.2. Recommendations

Based on the findings of this study, the following recommendations are suggested to enhance the implementation of the Jigsaw method in the context of teaching English as a foreign language (EFL).

First, educators should create an environment that encourages active and equal participation of all learners by promoting collaboration in activities that aid comprehension and retention of information. Cooperative techniques, such as the Jigsaw method, can enhance mutual support among learners.

Second, to expand reading comprehension and nurture students' critical thinking, it is recommended to use a variety of resources, such as audiovisual materials, educational games, and pre-reading activities. These tools not only engage EFL learners in their education but also help concept connections with new vocabulary acquisition.

Finally, EFL educators must be flexible, adaptable, and experimental in their teaching approach, adjusting their methods to accommodate learners with different levels of language ability and special educational needs. Teachers should be committed to helping each learner achieve adaptive language process through collaborative work. Providing supplementary support, ensuring equitable teaching-learning process, thus fulfilling the principles of inclusion in education.

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Annexes

Annex A: *Certified Anti-plagiarism System.*

La Libertad, 20 de junio del 2024

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “ANALYSIS OF THE JIGSAW METHOD FOR IMPROVING READING SKILLS IN EFL LEARNERS” elaborado por los estudiantes MUÑOZ GUALE JESUS IGNACIO y PRIETO ANDRIUOLI ESTHER ANDREA de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Vergara Mendoza Ketty Zoraida, MSc.

TUTOR

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Annex B: *Questionnaire*.

“ANALYSIS OF THE JIGSAW METHOD FOR IMPROVING READING SKILLS IN EFL
LEARNERS”

Population: 10 English teachers

Sample: 6 English teachers

Questions aimed at teachers

Question 1. Based on your experience, what aspects of the Jigsaw method do you consider most effective in improving reading comprehension in EFL students? Explain why.

Question 2. What role does student interaction play in the Jigsaw method for improving EFL reading comprehension? How do you encourage collaboration and teamwork in your classroom?

Question 3. How do you compare the Jigsaw method to other approaches you have used to improve reading in EFL students?

Question 4. What opportunities does the Jigsaw method offer for developing specific reading skills in EFL students, such as identifying main ideas, inferring meaning, or understanding vocabulary? How have you taken advantage of these opportunities in your teaching practice?

Question 5. What resources or materials have you found most helpful in implementing the Jigsaw method effectively in developing EFL reading skills? What adaptations or modifications have you made to these resources to better suit the needs of your students?

Question 6. What challenges or limitations have you faced in implementing the Jigsaw method in your EFL classroom? How have you addressed these challenges and what solutions have you found?

Question 7. How do you assess your EFL students' progress in developing reading skills through the Jigsaw method? What assessment strategies have you found most effective and why?

Question 8. What advice or recommendations would you give to other English teachers who are considering implementing the Jigsaw method to develop reading skills in EFL students? What aspects do you think are critical to the success of this method?

Annex C: Interviews transcribed using the tagging method.

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1. Based on your experience, what aspects of the Jigsaw technique do you consider most effective in improving reading comprehension in EFL students? Explain why.

2. What role does student interaction play in the Jigsaw technique for improving EFL reading comprehension? How do you encourage collaboration and teamwork in your classroom?

INTERVIEWEE 1	La construcción de palabras, esto permite identificar el nivel de palabras de los estudiantes, aspectos de memorización de palabras, enfoque de adquisición de palabras, esto ayuda al estudiante a descomponer las palabras al final para obtener un orden.	En la interacción estudiantil juega un rol importante que es ser sociales, por naturaleza los son y mucho más si son niños en el caso de los docentes, así fue, el trabajo colaborativo se reflejó, el compañerismo, su opinión es importante, juegos, consejos, resolver mejor.
INTERVIEWEE 2	Por imágenes ellos observan, aprendizaje de inglés como segunda lengua, así como su idioma nativo ellos identifican ven las imágenes ese es su inicio así empezar con esta actividad, juntar el lenguaje.	Toda una metodología del Aprendizaje cooperativo, dos mujeres dos hombres, cuatro grupos, los niños con el juego aprenden mucho mejor, aprender de manera natural.
INTERVIEWEE 3	Relacionar imágenes con palabras le permite al estudiante recordad mucho mejor y le permite relacionarlo, relacionarlo con canciones escuchaban veían video y la pronunciación esto los guiaba a ellos con sus actividades diarias.	Al utilizar juegos es mucho más interactivo en aprender el idioma en un aprendizaje colaborativo, en equipo mediante técnicas sing pair.
INTERVIEWEE 4	La Participación por que requiere que todos los estudiantes participen activamente. Esto ayuda a mantener comprometidos a todos los estudiantes y a garantizar que todos estén involucrados en el proceso de comprensión lectora. También el aprendizaje cooperativo ya	Promueve la construcción colectiva del conocimiento, a través de la interacción entre los estudiantes, se construye colectivamente una comprensión más profunda. Al compartir diferentes perspectivas, ideas y experiencias, los estudiantes enriquecen su comprensión del

	<p>que el método Jigsaw fomenta la colaboración entre los estudiantes, lo que les permite trabajar juntos para comprender y analizar textos. En un entorno EFL, esto es valioso ya que los estudiantes pueden apoyarse mutuamente en la comprensión del texto, discutir ideas y resolver problemas lingüísticos juntos.</p>	<p>contenido y desarrollan habilidades de pensamiento crítico.</p>
INTERVIEWEE 5	<p>A ver, en este caso es muy importante despertar en los estudiantes las ganas de aprender. Recordemos que muchas veces se ha hablado, no solo en clases, sino que se ha hablado en lo que es la enseñanza en inglés, como lengua extranjera, de aplicar juegos. Entonces, yo creo que el Jigsaw, en este caso, podría ser una herramienta muy útil, o es una herramienta muy útil. Y, lastimosamente, no muchas personas lo usan, o no muchos profesores, deberíamos tener claro qué es el Jigsaw, qué nomás implica eso, para poder utilizarlo.</p>	<p>Debido a que el Jigsaw en sí es una técnica en la cual aplicamos con pictures, carboards, shapes, etc. Entonces, tratar de aplicar a estudiantes para la comprensión lectora. Entonces, sí tendrá un poco de complejidad. Además de saber con qué estudiantes se los aplicará. Edad y nivel, yo podría ahí reorganizar el Jigsaw. Porque si hablamos de un estudiante que tenga un nivel A1. Va a ser difícil que ellos tengan una comprensión lectora fluida, más que nada. Entonces, sí se debe de priorizar primero el nivel para poder aplicarlo.</p>
INTERVIEWEE 6	<p>Considero que es más efectivo el reconocer imágenes, tanto como hace parecido la misma función con las flashcards, a diferencia que las flashcards son de un tamaño más grande. El Jigsaw está incluido también por mediante juegos, ya que parece rompecabezas. A los niños les parece entretenido. Por ejemplo, a los niños de bajas edades, a partir de los 10 para abajo, les parece bien entretenido esta técnica. Y la comprensión lectora lo hacen más sencillo, el vocabulario lo aprenden mucho más rápido, porque reconocen con imágenes.</p>	<p>Primero lo hacemos grupal. Yo soy la que hace el modelo, vamos reconociendo imágenes junto con palabras. Y luego lo asociamos a las cosas del entorno. Por ejemplo, yo estaba viendo acerca de los objetos que hay dentro del aula, útiles escolares. Entonces, lo fomentamos primero con agrupación. Agrupación general. Luego vamos individualmente. Una vez que el estudiante reconoce la figura y el vocabulario, como se escribe, vamos a empezar con juegos. Vamos a empezar con cosas dinámicas para que la información quede palpada sin ningún tipo de dudas. Y</p>

		obviamente el trabajo en equipo. El trabajo en equipo, siento yo que viene después de lo individual. O sea, al menos en mi caso ha funcionado de esa manera. Porque lo individual hace que cada uno ya sepa y yo estoy consciente de que el grupo sabe. Y individualmente se ayudan entre otros. Es que algunos tienen falencias más que otros, se ayudan.
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3. How do you compare the Jigsaw technique to other approaches you have used to improve reading in EFL students?

4. What opportunities does the Jigsaw technique offer for developing specific reading skills in EFL students, such as identifying main ideas, inferring meaning, or understanding vocabulary? How have you taken advantage of these opportunities in your teaching practice?

INTERVIEWEE 1	La lectura es la clave esencial para empezar, también flashcard ayuda a conectar para construir palabras.	Como docentes, el enfoque principal es conocer las necesidades de los estudiantes, que el método sea una ayuda para que los estudiantes puedan conocer la palabra de manera didáctica, que puedan solucionar la actividad según el problema que encuentran, otra oportunidad es aprovechar cuando están creciendo, ya que como niños aprenden de una mejor manera.
INTERVIEWEE 2	Crear un dibujo en tarjetas.	Ellos empiezan a construir las palabras según imágenes, esto les da la oportunidad de desarrollarse cada vez aprendiendo más palabras y luego logran leer fácilmente, la imaginación del estudiante permite que el niño quiera seguir aprendiendo mediante la imagen y la palabra ver permite

		a los estudiantes leer fácilmente.
INTERVIEWEE 3	FLASHCARD, existe relación entre imágenes y palabras ya que se aprende vocabulario nuevo.	Promueve el aprendizaje y ayuda al estudiante a adquirir vocabulario mediante imágenes, lo puedes utilizar.
INTERVIEWEE 4	Cada enfoque tiene sus propias ventajas y desafíos, el método Jigsaw puede ser un poco más efectivo para mejorar la comprensión lectora en estudiantes de EFL ya que les da oportunidades significativas para practicar el idioma, interactuar con el texto y trabajar en equipo. El método Jigsaw se destaca por que permite la colaboración entre los estudiantes, la responsabilidad individual y la enseñanza mutua.	En mi práctica docente, he aprovechado estas oportunidades del método Jigsaw de varias maneras. Por ejemplo, durante las discusiones en grupos pequeños, facilito la conversación para que los estudiantes practiquen la identificación de ideas principales y la inferencia de significado a partir del contexto. Además, fomento la enseñanza mutua al pedir a los estudiantes que compartan y expliquen nuevo vocabulario o conceptos a sus compañeros.
INTERVIEWEE 5	Ahora, compararlas con otras técnicas... Depende mucho del nivel y de la técnica. Por ejemplo, si vamos con un nivel A1, una de las técnicas que se utiliza en este caso son palabras cortas, que es vocabulario. En este caso, si hablamos de un nivel A2, ya hablamos de lecturas de párrafo. Pero hablamos de un nivel B1, entonces estamos hablando de que yo puedo poner una lectura de que tengo unos cuatro párrafos. Y les digo, bueno, lea las preguntas y respóndelas. Y las respuestas deberían ser multiple choice. Porque va mejorando. O desde el A2 se ponen multiple choice. Pero, vuelvo y repito, es que el idioma y el docente son tan... Somos, como docentes, somos tan extraños en el querer aplicar todo. El scanning es una técnica de esto, de esto y para qué ir. O el scaffolding.	El Jigsaw para poderlo aplicar y para poder mejorar, en este caso, la comprensión lectora en los estudiantes, debemos recordar que si mis estudiantes primero, ya saben el vocabulario. Saben el vocabulario y no hay ningún problema. Porque si no saben el vocabulario, lo que en vez de ayudarme me va a perjudicar. Porque tendría que yo hacer muchos stops en cada momento para de nuevo explicarles a mis estudiantes qué significa o qué busca. Entonces, el Jigsaw tiene que, como cualquier otra técnica, tendrá que ser aplicada siempre y cuando los estudiantes sepan a qué. Tengo que asegurarme que ellos sepan su vocabulario para poder leer. Porque si no, lo que vamos a hacer sería ir leyendo, no entiendo esta palabra, me salto, me salto y sigo y sigo y a la final no entendí nada.

	Entonces, todas esas cosas van cogidas de la mano. Pero ahí viene la otra parte, ¿no? Para aplicar el scanning o el scaffolding. Tengo, mis estudiantes saben el vocabulario. Entonces, es bien complejo.	
INTERVIEWEE 6	Bueno, el Jigsaw es más yo para aprender vocabulario que para aprender lecturas. Porque lo reconocemos mediante imágenes. Entonces, para mí es más didáctico, vocabulario. Es algo más sencillo. Y lo podría estar comparando con flashcards. Como le dije al principio, las flashcards hacen prácticamente similar la función. Solo que, a diferencia de que este método lo usamos como rompecabezas y es más entretenido para ciertas edades.	Completamente vocabulario. Se reconoce vocabulario mucho más rápido, eficiente. Al momento de completarlo, unirlo, se les hace más entretenido el aprender ese vocabulario mediante imágenes y empezarlo a completar. En cada unidad, por lo general, vienen vocabularios dependiendo de la dificultad de grado. Entonces estamos como que, entre primero, segundo y tercero, por lo general son de cinco a siete vocabularios por semana. Dependiendo de cómo lo trabajemos. Y dentro de eso, es más fácil y eficaz. Avanzar con ese vocabulario. Con este método. Porque lo reconocen, entretenido y dinámico.

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5. What resources or materials have you found most helpful in implementing the Jigsaw method effectively in developing EFL reading skills? What adaptations or modifications have you made to these resources to better suit the needs of your students?

6. What challenges or limitations have you faced in implementing the Jigsaw method in your EFL classroom? How have you addressed these challenges and what solutions have you found?

INTERVIEWEE 1	Los recursos o materiales que he implementado con <i>recursos audiovisuales y auditivos</i> , como docentes podemos improvisar bajo desconstrucciones para que los estudiantes puedan construir su conocimiento. Para una	Como toda institución se basa en el nivel de estudio de los estudiantes. En este caso, el método lo he utilizado con estudiantes con <i>necesidades educativas especiales</i> y puede variar con el nivel cognitivo de los estudiantes. Y depende de la
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	estimulación cognitiva adecuada para los mismos.	naturaleza del lugar y las condiciones del estudiante para lograr un aprendizaje óptimo.
INTERVIEWEE 2	Mediante la <i>presentación del libro a través de un pensamiento simbólico</i> guiándose con las <i>imágenes de las escenas del libro</i> . <i>Ordenando las ideas a través del juego de manera indirecta</i> sin pensar tanto de manera tradicional y recordando de manera natural creando sus propios conceptos con su conocimiento adquirido.	Siempre que es una <i>innovación hay un caos</i> , y los estudiantes están acostumbrados a tipo de educación causando una desconfiguración y un retroceso a los estudiantes. Y toma tiempo la agrupación de los estudiantes que están acostumbrados a la individualización.
INTERVIEWEE 3	Considero que es un método completo y no he realizado adaptaciones en un nivel específico a excepción de <i>estudiantes que tengan dificultades</i> en reconocer letras o palabras que se buscaría una estrategia.	Este método se puede aplicar a estudiantes que saben leer, entendiendo que <i>no todos los estudiantes no trabajan al mismo ritmo</i> y como docentes debemos adaptarnos a sus condiciones y gustos.
INTERVIEWEE 4	Antes de que los estudiantes comiencen a leer el texto, utilizo <i>actividades de prelectura para prepararlos y activar su conocimiento previo</i> sobre el tema. Con discusiones grupales, lluvias de ideas, predecir el contenido del texto o mirar imágenes relacionadas. Las adaptaciones que he hecho es hacer traducciones o dar definiciones de palabras clave en español para facilitar la comprensión del texto.	Una de las principales limitaciones es <i>la disparidad en los niveles de habilidad lingüística</i> entre los estudiantes. Algunos pueden tener un dominio más sólido del inglés que otros, lo que puede dificultar la participación equitativa. En estos casos proporciono apoyo adicional a los estudiantes que lo necesitan, como materiales de lectura simplificados o traducciones de vocabulario clave. Para <i>evaluar observo la participación y el desempeño de los estudiantes durante las actividades de lectura y enseñanza mutua</i> . Tomo notas sobre su nivel de comprensión, habilidades lingüísticas y capacidad para trabajar en equipo.
INTERVIEWEE 5	Yo creo que podría aplicarse lo que es <i>la sopa de letras y el crucigrama</i> . Aunque parezca ridículo, tonto, lo que usted hace es <i>despertar el critical</i>	Ya, me he encontrado con la práctica. Eso implica que no están acostumbrados. Eso, uno. <i>No están acostumbrados a esa técnica</i> ni en español, peor en

	<p><i>thinking</i> de los estudiantes. Entonces, si usted maneja mucho eso con sus estudiantes, créame que van a ser muy buenos en la lectura. Porque usted ya está aperturando el critical thinking para que esos estudiantes realmente mejoren. Por ejemplo, si usted le enseñó, vamos a nivel a uno. ¿Qué es lo primero que se enseña? Se enseña what's your name, where are you from, etc. Se enseña el número one, two, three, four, five. Entonces, usted puede trabajar con ellos eso. ¿A qué me refiero? Pone el número uno y pones en el crucigrama para que escriban one, etc. Entonces, en ese momento usted está ayudando a esos estudiantes a pensar.</p>	<p>inglés. Y dos, <i>la cultura. No leen</i>. Eso siempre se los he dicho. Cuando fueron mis estudiantes, lastimosamente, la gente no lee. Entonces, no tienen el hábito de lectura. Y si no tienes el hábito de lectura, se te hará difícil. Así de simple. Entonces, esos son los primeros. Ahora, tratar de encontrar una solución, pues no puedo obligarte a que leas. Lastimosamente, no. Y no podemos hacer eso con todos nuestros estudiantes. Pero lo que sí podemos hacer es hacer de que ellos se enamoren de la lectura. Haz que ellos busquen lecturas de algo que a ellos les guste. Eso implica que hacerlo constantemente en clase para que ellos se acostumbren.</p>
<p>INTERVIEWEE 6</p>	<p>Bueno, por ahora yo no he hecho gran adaptación. Lo que sí he hecho es. Por ejemplo, yo hice una backpack grande para pegarla en el pizarrón. De esa backpack íbamos sacando ciertos útiles escolares. ¿Ok? Entonces, al momento de yo sacar, por ejemplo, no sé, pencil. Entonces, los niños, entre <i>sus rompecabezas, tenían que clasificar las pictures</i> y de este otro lado las palabras. Entonces, buscaban rápidamente el pencil, lo pegaban dentro de una hoja en blanco que se les había dado previamente para hacer la actividad. Entonces, buscaban. Si yo sacaba el pencil de la backpack, ellos tenían que encontrar el pencil como imagen y luego buscarlo. Entonces, buscaban la palabra y unirla. Pero con cinta. O sea, no he hecho más adaptación</p>	<p>Muy bien. Al momento. Si es que el estudiante no tiene 100% claro la instrucción, se les hace complicado. Otra dificultad que yo encuentro es que las <i>imágenes tienen que ser bien reconocidas</i>. Pueden ser básicas como pueden ser un poquito más. De su <i>grado de dificultad, un poquito más altas</i>. Enfocarnos más en lo fuerte para que el estudiante al momento de hacer este tipo de actividades no le toque mucho tiempo. Y todos acaben al mismo tiempo. El estudiante uno termina rápido. El estudiante dos no lo termina. Se desordenan en tiempo. Se empieza a ver caos en el aula. Y es un poco complicado de controlar. Porque no tienen ya qué hacer. Entonces hay que equiparar los tiempos. Y pensar que lo básico hay que darle un enfoque mínimo. Y lo complicado hay que darle un</p>

	que simplemente cinta y poner también figura enfrente.	enfoque más amplio. Abrir más preámbulos. Explicarlo de la mejor manera con imágenes, videos, música, etc.
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7. *How do you assess your EFL students' progress in developing reading skills through the Jigsaw method? What assessment strategies have you found most effective and why?*

8. *What advice or recommendations would you give to other English teachers who are considering implementing the Jigsaw method to develop reading skills in EFL students? What aspects do you think are critical to the success of this method?*

INTERVIEWEE 1	La <i>evaluación de desconstrucción y construcción</i> de palabras en el nivel primario. Las estrategias para evaluar su progreso, evaluaciones como <i>cuestionarios o juegos</i> dependiendo de las necesidades individuales de los estudiantes.	<i>No teman a experimentar</i> con los estudiantes bajo metodologías que hemos estudiado bajo un <i>estudio previo</i> para tener éxitos en la enseñanza sin dirigirnos a una sola dirección para no estancarnos en una enseñanza tradicional. Y repasen la teoría y bajo que podemos trabajar con los estudiantes.
INTERVIEWEE 2	Evaluarlos a través de un <i>círculo</i> con los estudiantes a través de <i>tarjetas</i> , mediante un <i>trabajo cooperativo en parejas</i> , cambiando entre ellos, haciéndolos <i>dinámicos</i> . Luego sería los dictados o que escriban una versión propia del cuento visto.	Hay que <i>apasionarnos por este tipo de cosas e investigar mucho, innovándonos</i> en neuroeducación, control emocional abriendo nuestra mente a aprender, <i>dándonos tiempo a entender la metodología</i> para poder aplicarla con los estudiantes. Y tener mucha paciencia en terminar los procesos cumpliendo los objetivos planteados.
INTERVIEWEE 3	Fomentando la <i>independencia e individualización</i> , a través de <i>preguntas orales y escritas</i> evaluando los temas vistos en clases.	Que antes de usar cualquier método asegurarse que los estudiantes <i>reconozcan letras y palabras</i> . Y que conozcan a sus estudiantes para poderse asegurar que podemos implementar en las actividades a través de juegos para que todos entiendan y no se

		desarrolle el desorden y haya atención de todos los estudiantes.
INTERVIEWEE 4	Evalúo mediante la aplicación de <i>preguntas orales o escritas</i> , de acuerdo con la planificación de los temas que se verán a lo largo del proceso de aprendizaje.	Dedica tiempo a <i>planificar cada fase</i> del método Jigsaw, desde la selección de textos hasta la asignación de roles y la estructuración de actividades. La planificación cuidadosa es fundamental para garantizar que el proceso sea fluido y efectivo.
INTERVIEWEE 5	La evaluación sumativa y la formativa. Pues ya debí haberlo hecho. Ya con tiempo en clase. Eso implica que primero tener que practicar bastante en clase para que ustedes estén preparados y de allí, pues una lección, un examen, pudiera aplicarla. Entonces la técnica en sí es la misma. Pero tienes que aplicarlo. Hoy lo aplico, por ejemplo. Aplico si fueran niños, pongo el picture, les presento el picture y el estudiante tiene que. Escribir la palabra si fuera por decirte profesión, doctor, dentista, pólíce officer, firefighter, etc. Otro ejercicio, en vez de que pongan el nombre de unir, pongo la palabra y la esa. Entonces yo estoy preparando la lección de vocabulario. Entonces ya cuando se va a la lectura, se le hace más fácil reconocer y peor y mejor si pongo en un en un crucigrama solo la figura y que tiene que escribir.	Bueno, este. La constancia. Y como le dije anteriormente, una lectura tiene mucho, mucho, mucho que ver. Si tú pones. Vuelvo, repito. Le pones una lectura extensa a sus estudiantes. No pongamos todo. Los dos primeros párrafos. Es lo que es que usualmente se hace, lo que usualmente hacen los libros y no comprenden nada o comprenden un cincuenta por ciento. Eso implica que fue un fracaso la lectura. No me sirve. No está desarrollando nada. No puede. Entonces las técnicas que se tiene que hacer. Tendrá que. Que ustedes, como futuros docentes o los profesores que ya estamos impartiendo o trabajando, tratan de conllevar todo esto. Vuelvo, repito primero antes de ir al Reading y enseñarles el vocabulario, que el vocabulario lo sepan, especialmente vocabulario que yo quiero que descubran. Y ahí vienen las técnicas. Comienzo con el Jigsaw, vuelvo en sopa de letras, comienzo en matching activity, comienzo en silly picture and write. Comienzo en crucigrama. Entonces yo ahora lo estoy preparando. Viene la lectura. Podría hacerse más fácil porque ya ha estado preparándose el camino.
INTERVIEWEE 6	Bueno, me enfoco en el speaking. Totalmente para mí	Primero que todo, es ser pionero. Quiere decir que

<p>el speaking me da la certeza de que estamos aprendiendo. El speaking evalúa pronunciación, evalúa gramática, evalúa evidentemente todas esas. A través del speaking me hace, me hace mucho más fácil conocer que el estudiante sabe. Porque lo aprendió, lo memorizó o lo está aplicando. Pero si hablamos del desarrollo, perdón, a través de la lectura, nosotros podemos mencionar que el estudiante lo lee, lee la palabra, lo lee evidentemente bien y lo pone con la imagen correcta. Entonces, a través de este método me parece excelente. La lectura. La lectura puede ser un poco más complicadas, dependiendo del grado, evidentemente, si es mayor el grado de a partir de cuartos que ya leen con completa, con completo albedrío, ya eso de ahí, entonces, ya se les pone más difíciles oraciones, se les pone quizás un trabalenguas simple en inglés y lo completan con una imagen referente. Lo debe ser. Y ya, eso es, eso lo pueden calificar la lectura.</p>	<p>hacerlo de una manera bien nuestra. Ir, tantear, saber qué es lo que sería mejor para el estudiante. Porque evidentemente el grupo mío puede ser muy diferente al grupo de ustedes. Entonces, primero hay que tantear el terreno. Pero ahorita considero que siempre es bueno conocerlo a fondo. Y luego de eso, sacar más y más cositas de poco a poco. Puede ser difícil al principio. Porque todo es nuevo, tanto de estudiantes hacia docentes, como docentes a estudiantes. Pero en el proceso, nosotros vamos viendo dificultades, fortalezas, debilidades. Y siempre ir con algo nuevo y saber que puede salir bien, como puede salir mal. Pero eso nos da la enseñanza de que, ok, si salió bien, ¿qué puedo mejorar? Trata de encontrarle soluciones a todo en ese momento. Como docente, nosotros tenemos millones de creatividades en la mente y nos ponemos un poquito más, un poquito menos. Pero siempre y cuando nosotros tenemos que experimentar, más que todo. Si no lo experimentamos o nos da miedo, o pensamos que va a salir algo mal, o simplemente queremos dar gramática y gramática. Va a ser complicado porque el estudiante, al menos en el idioma inglés, es práctico. Y si nosotros hacemos que la gramática sea monótona, aburrida, el estudiante no va a captar nuestra atención y mucho menos va a aprender</p>
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Annex D: *Link to the folder with the evidence of the interviews in OneDrive.*

Interviews - Jigsaw Method

https://upse-my.sharepoint.com/:f/g/personal/jesus_munozgual_upse_edu_ec/EsLBsO6C7otGrgd2d0Nz_zxkBzWvhXYRKfdjOvEODB80oLA?e=z5HnFk