Dong (2004) explains that jigsaw reading occurs when each student reads a part and retells the content of his/her own part in the group so that all members can grasp the whole picture. He further explains that the method involves filling information gaps through interactions, which requires interpersonal communication skills and logical thinking if the pieces are scrambled. Meanwhile, Matheson (2008) believes that the jigsaw in teaching reading combines several important aspects of learning including reading comprehension, writing, oral presentation, and small-group work, into a single in class-assignment. In the same line of thought, Esnawy (2016) declares that Jigsaw is used for reading and introducing research essay writing, but it can be used with any reading passage in any teaching context. Accordingly, studies show that such a technique was more effective than traditional approaches in teaching reading as weak students, as well as strong students, have made achievements in their English reading (Meng, 2010). For this reason, researchers claim that it could be well situated within the constructivist framework of learning which proposes face-to-face education with its group interaction in it (Gallardo et al., 2003).

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