

The Effect of Using the Jigsaw Reading Technique on the EFL Pre-service Teachers' Reading Anxiety and Comprehension

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Abstract

This study aimed at identifying the effect of using the Jigsaw Reading technique on the EFL pre-service teachers' English language reading anxiety and comprehension. The subjects of the study were seventy-two students enrolled in the third year English Department, Faculty of Education, Cairo University, Fayoum Branch. They were randomly assigned to either the experimental or control group; each consisted of thirty six students. The experimental group was instructed to read sixteen passages using the Jigsaw Reading technique. The control group read the same passages individually. The subjects of both groups were exposed to the same questions after reading each passage for checking their comprehension. The experiment lasted for two months and a half introducing two reading passages for each group per week. The subjects' reading anxiety was pre- and post-tested using a Foreign Language Reading Anxiety Scale (FLRAS) dsigned by the researcher. Their reading comprehension was also pre- and post-tested using the TOEFL reading comprehension section. Findings of the study showed there was a statistically significant difference between the means of scores obtained by the subjects of the treatment group and those of the control group in foreign language reading anxiety in favor of the treatment group. This indicates that the use of the Jigsaw Reading technique resulted in lowering the foreign language reading anxiety of the treatment group subjects. Findings also showed that the subjects of the treatment group outperformed those of the control group in reading comprehension; something which can be considered as an outcome of reading anxiety reduction. The study presented some recommendations in the light of the results and suggested some topics for further research.