

The Effect of Cooperative Learning Techniques on Reading Comprehension Ability of Iranian EFL Learners

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Abstract

The present study was an attempt to examine the effect of the cooperative learning techniques on improving the intermediate-level students' reading comprehension. More precisely, it set out to investigate the impact of Numbered Heads Together (NHT) and Jigsaw- as two techniques of Cooperative Learning, on EFL students' reading comprehension achievement. Sixty three participants were homogenized a proficiency test and they were randomly assigned to two experimental groups (A) taught through Jigsaw technique and (B) taught through Numbered Heads Together technique and one control group (C) taught through conventional instruction (CI). Then, each group was given a reading comprehension test as a pre-test. Following ten sessions of treatment the post-test was administered. The results of one-way ANOVA demonstrated that both techniques of cooperative learning could improve EFL learners' reading comprehension with Jigsaw instruction being more influential on reading comprehension compared to Numbered Heads Together could increase the students reading comprehension more than Numbered Heads Together technique. But the conventional instruction (CI) had a little impact on the learners' reading comprehension achievement.

Keywords: Cooperative Learning, Reading Comprehension, Jigsaw, Numbered Heads Together, Technique