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**Ministry of Higher Education and Scientific Research**  
**Mentouri University, Constantine**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**



# **The Role of Cooperative Learning in Reducing Students' Foreign Language Anxiety**

**The case of second year LMD students, department  
of English, University Mentouri, Constantine**

**A Dissertation submitted in partial fulfillment of the requirement for the Requirements  
for THE MASTER Degree in Language sciences**

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## **Dedication**

### **I dedicate this work to:**

- ❖ My parents: Nassira and Mohamed Ali, who made me what I am,
- ❖ All my brothers.
- ❖ My sister Marwa for her support.
- ❖ To the dearest person in my life, my future wife Amina Mebrek for her endless love, unconditional support and encouragement that pushed me forward.
- ❖ To all my family especially my cousin Asma.
- ❖ All my friends.

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## **Abstract**

The present study aims to explore the role of cooperative learning as a teaching method in reducing second year students' foreign language anxiety. It is mainly concerned with the implementation of cooperative learning technique in EFL classes with the hypothesis that if teachers use that technique, it would reduce learners' foreign language anxiety .To achieve that aim two questionnaires are administered to a sample of 25 second year LMD students and 10 teachers who are randomly selected at the department of English, University of Constantine 1. The analysis and interpretation of the results of the questionnaires show that Cooperative learning is an effective technique in the classroom to reduce students' anxiety and make them perform and participate better. Overall the results obtained are in the direction of our hypothesis. On the basis of these results, we suggest that teachers of English as a foreign language should attempt to use cooperative learning technique to reduce learners' anxiety in the classroom.

## **List of abbreviation**

**AAT:**Acheivment Anxiety Test

**CL:**Cooperative Learning

**CLL:** Cooperative Language Learning

**EFL:** English Foreign Language

**FLA:**Foreign Language Anxiety

**FLCAS:** Foreign Language Classroom Anxiety Scale

**LT:**Learning Together

**STAD:** Students Team-Achievement Division

**STAI:** State-trait anxiety Inventory

**TGT:**Team Games Tournaments

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## **General Introduction**

Introduction

1 Statement of the Problem

2 Aim of the Study

3 Research Question

4 Hypothesis

5 Population and Sample

6 Structure of the Study

7 Means of Research

## General Introduction

### Introduction:

Learning a new language is very important in human life. The interest in learning different languages from the mother tongue contributes to the acquisition of new language skills, this is why many people seek to learn and speak the English language because it is mostly used, throughout the world, in many scientific fields. But learning the target language is not without some difficulties and psychological problems facing the student.

Students often complain about being anxious while learning a foreign language. Thus, teachers need to find out means, methods, and strategies to get over the challenge of how to reduce the effect of anxiety among the Foreign Language learners. Teachers of English as a foreign language claim that anxiety, as a psychological disorder<sup>1</sup>. Which mainly affects foreign language learners, and it is a crucial handicap that prevents them from doing well in language classrooms. Teachers noted that anxiety is experienced by a considerable number of students when speaking or writing English in class. Among the reasons that make students the most anxious is that they fear when they are selected out to speak or write the new language in class or giving presentations; most of the students feel helpless about being anxious when speaking the foreign language in class, and feeling like they are neither able to express their ideas, opinions, thoughts and beliefs nor translate their thoughts from their mother tongue to the foreign language. This is what contributes to raise the student anxiety in language class. From that, Teachers should apply different methods, strategies and appropriate techniques to encourage students to speak and overcome anxiety.

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<sup>1</sup>Which is, very briefly, a state of uneasiness or tension, where the person is focused on apprehension of possible failure, misfortune, or danger. More will be said about this term, in the theoretical chapter.

A method that a teacher can use to reduce the speaking anxiety of his students is cooperative learning, which is a learning method in which students are divided into small groups with different levels of knowledge, and the pupils of one group cooperate in achieving a common goal or goals.

Cooperative work contributes to reduce anxiety. Working with people they know make the students less stressed and having less fear of making mistakes, and thus being more willing to participate, speak and learn effectively the target language.

### **Statement of the Problem:**

The goal of learning a foreign language is to be able to speak and communicate the language with others easily and fluently. However, there are obstacles that prevent students from having a good control of the language. Foreign language teachers witness many difficulties experienced by their students, and one of the major problems that we find in the EFL classrooms is learners' anxiety which affects their learning process. This may be due to having no belief or confidence in their abilities. Thus, teachers have to provide learners with a method allowing them to eliminate or minimize this problem of foreign language anxiety that negatively affects their educational attainment.

In the present study, we suggest that cooperative learning as an effective method for reducing students' foreign language anxiety.

### **Aims of the study:**

This study aims at shedding some light on the advantages of using cooperative learning, and subsequently in decreasing learners' foreign language anxiety.

## **Research Questions:**

This research addresses the following questions:

Question 1: What are the main causes of learners' foreign language anxiety?

Question 2: how could cooperative learning reduce students' foreign language anxiety?

Question 3: How can we implement Cooperative Learning at the classroom level?

## **Hypothesis:**

This study is based on one hypothesis. We hypothesize that:

If teachers implement the cooperative learning method in their classrooms, this would effectively reduce the students' foreign language anxiety.

## **Population and sample:**

In the department of English at the University of Constantine 1, there are 365 second year LMD English students and 50 teachers of English. To conduct our research for the questionnaires, we have selected randomly a sample of 25 students and 10 teachers.

We have chosen second year LMD students because they will be less nervous and anxious than the first year students who are testing the university world for the first time and are without any doubt and certainly are somehow anxious about this new learning environment for them.

## **Structure of the study:**

This study is basically divided into two (02) main chapters: a theoretical chapter and a practical one. The first chapter contains two sections; one is concerned with a literature

review that deals with the foreign language anxiety and its effects on students' developments. Section two deals with cooperative learning, its nature, characteristics and benefits and how can teachers implement it in the language classroom in order to reduce students' anxiety.

The second chapter deals with the analysis and interpretation of the results obtained from the two questionnaires and see whether the results go in the direction of the hypothesis.

### **Means of research:**

In this study, we will direct two questionnaires, a questionnaire for learners and the other questionnaire for teachers.

First, a questionnaire will be given to 2<sup>nd</sup> year students at the department of English, University Constantine 1, to collect data concerning their attitudes towards anxiety and cooperative learning.

The second questionnaire will be directed to teachers' to check whether their experiences of using cooperative learning method help them to reduce the students foreign language anxiety.

## **Chapter One: Anxiety and Cooperative Learning**



# **Section One: Anxiety in Foreign Language Learning**

## **Introduction**

- 1- Definition of anxiety
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- 7- Reducing language anxiety

## **Conclusion**

## **Introduction**

When learning a new language, language learners typically express anxiety, fear and nervousness. These feelings may be the result of any language skill situation, in particular speaking and writing, because learners think that in foreign language classroom they must never say or write anything until they do it correctly without making any mistake. This fear of making mistakes in learning a new language creates several problems and prevents students from developing their language skills and acquiring the new language appropriately. This first section of the chapters deals with the issue of anxiety in the foreign / second language class. It attempts to describe the nature of anxiety by first defining it and second associating it with foreign and second language learning. It also explores the types of anxiety and the factors, measurement and effects of language anxiety.

### **1- Defining Anxiety**

Most foreign language learners experience anxiety during their learning process .Anxiety has been defined widely by many scholars, among them we include Spielberger (1983:1) who defined it as "The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (as cited in Horwitz, 2001: 113) . Scovel (1978: 113) stated that anxiety is "an emotional state of apprehension , a vague fear that is only indirectly associated with an object" .Furthermore, Horwitz, (2000, 2001) strongly argued that anxiety is a multifaceted variable that can play a double role ,i.e , a cause and a result of poor language learning .( as cited in Hauck et al , 2005). He added; "the potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education".(Horwitz, 2000: 256 .Cited in Hauck et al , 2005) . That is to say, anxiety has a strong relationship with learning process in the sense that learners may experience anxiety from time to time with different levels.

## **2 -Foreign Language Anxiety**

Anxiety is one of the most frequently observed issues in relation to the affective domains in language learning process. It affects mostly the speaking skill in oral classes (Gardner &MacIntyre, 1993; Horwitz&Horwitz& Cope,1986;Humphries,2011;MacIntyre, 1999. As cited in Sibel, 2015). This concept has been dealt with by many researchers among them we include Horwitz (1986:127) who is considered as the prime mover to deal with anxiety in language learning. Hedefined this concept as “a distinct complex of self perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. In the same vein , young (1999) defined foreign language anxiety as “worry and negative emotional reaction aroused when learning or utilizing a second language” ( Cited in Sediq , 2017: 2 ).That is to say , anxiety has a negative effect on learning a second or a foreign language since it is associated with worry , fear and all negative feelings. Moreover,Macintyre and Gardner (1994: 284) characterize foreign language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (as cited in Stawiarska, 2012: 221).

## **3. Types of Anxiety**

Anxiety is among the factors which negatively affect students' learning process and performance. It is considered as the most experienced and inconvenient state during students' process of learning. Furthermore, anxiety is a response to a perceived or an expected threat, and the reaction against this threat differs depending on the situation which has provoked the feeling of anxiety, and on the students' characteristic. Thus, anxiety can be categorized as: state anxiety, trait anxiety, and situation-specific anxiety.

### **3.1 State Anxiety**

The first type of anxiety is called state anxiety, and is also known as normal anxiety. It is the most experienced kind among individuals. State anxiety is an emotional response to what the individual considers a potential danger or perceived threat. It refers to the unpleasant feelings and emotions the individual may experience at a particular instant and in a specific situation. Moreover, state anxiety is not a permanent feeling. It occurs in a particular situation as a response to a provoking stimulus, and when the stimulus ends the individual no longer experiences the feeling of anxiety. State anxiety therefore refers to a temporary condition and not an enduring characteristic of the individual's personality. As Spielberger (1976: 5) states, this anxiety "varies in intensity and duration and fluctuates over time as function of the amount of stress that impinges upon an individual and that individual's interpretation of the stressful situation as personally dangerous or threatening".

### **3.2 Trait anxiety**

The second type of anxiety is more intense and has a long duration, it is known as trait anxiety. Trait anxiety is a permanent response to a perceived threat. It is a constant characteristic that occurs in a variety of situations and arises to a diverse range of environmental events that may not be stressful or induce danger. Spielberger (1983:28) writes, "Trait anxiety refers to a relatively stable emotional state that an individual experiences more frequently or more intensely than most people on the average and is part of the individual's personality".

### **3.3 State vs. Trait Anxiety**

State anxiety and trait anxiety differ from each other in the intensity of the response, the duration of the response and the range of situations in which the feeling of anxiety raises.

However, individuals enduring trait anxiety are more likely to experience more intense degrees of state anxiety than others do. For MacIntyre and Gardner (1991: 90) “the higher the level of trait anxiety an individual possess, the higher the level of state anxiety he or she may experience in stressful situations”.

### **3.4 Situation-Specific Anxiety**

The third type is situation-specific anxiety. This type is concerned with feelings of anxiety results from foreign language learning. Situation-specific anxiety is limited to certain situations and events where learners feel uncomfortable and stressed, such as public speaking, oral presentations, examination, and participation, etc. As Horwitz, Howitz and Cope (1986) define it “a distinct complex phenomenon of self – perception, beliefs, feelings and behaviors related the process of foreign language learning”

## **4. Factors that Cause Anxiety**

There are many factors that cause foreign language anxiety, and affect negatively learner’s achievement and progress. According to Howitz, Howitz and Cope (1986) the main factors which cause foreign language anxiety manifest themselves in three performance anxieties: communicative apprehension, test anxiety, and fear of negative evaluation.

### **4.1. Communicative Apprehension**

Communication apprehension is concerned with fear of speaking or communicating a foreign language with others. As Szyszk (2017: 66) writes, “In language learning contexts, communication apprehension is manifested in the anxiety or fear a learner experience while interacting in a foreign language”. It happens due to the awareness of learners of their incompetence in their control of the foreign language and their limited knowledge. Learners

with communicative apprehension experience the feeling of anxiety in any evaluative situation that needs to be confronted and with others, because learners fear that they are unable to communicate or express themselves appropriately and accurately in the foreign language. Besides, there are fears from their teachers and classmates negative evaluation which make them feel uncomfortable and anxious. Therefore, “the tendency for learners who are communicatively apprehensive is to avoid or withdraw from interaction”. (Szyszka 2017:66)

## **4.2. Test Anxiety**

Test anxiety is associated with apprehension over academic evaluation. It refers to the feelings of stress and fear the learners experience before and during a test situation, and the pressure of evaluation the learners feel because of fear from a potential failure. As Ohata, (2005, cited in Szyszka, 2017: 67) states, “ Being evaluated over a limited time and being aware of further consequences , such as getting a bad grade, may contribute to higher levels of anxiety”. In similar way, Aida, (1994: 157, cited in Szyszka, 2017: 67) defines test anxiety as a learners’ “tendency to view with alarm the consequences of inadequate performance in an evaluative situation”. In other words, test anxious learners suffer from expecting negative evaluation, bad results and failure when performing in a test situation. Test anxiety has negative effects on learners’ performance and learning, and it creates obstacles in the process of foreign language learning. Moreover, it prevents learners from doing well and badly affects their achievement and proficiency level. Test anxious learners encounter many difficulties during a test situation even, if they are prepared and competent, because they are obsessed by thinking about teacher’s evaluation and the potential failure that may result, and considering it as a threatening situation.

### **4.3. Fear of Negative Evaluation**

Fear of negative evaluation is an apprehension towards social and personal evaluation and self-image. As Aydin, (2008: 423 cited in, Szyszka, 2017: 68) states, fear of negative evaluation is “observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluation by others”. It refers to learners’ feelings and worries about their teachers’ and classmates’ evaluation and judgment of their foreign language ability in classroom situations. In a similar vein, MacIntyre and Gardner, (1989 cited in, Szyszka, 2017: 68) writes, “This type of anxiety is generated by a learner’s uncertainty of foreign language competence and frustration connected with their inability to express ideas in the way the person would like to in order to be accepted within a language learning group”. In addition, learners who are constantly afraid of negative evaluation and worry about others judgment on their foreign language proficiency usually they perceive any evaluative situation as a threatening situation that may contribute in provoking feelings of uneasiness. Thus, this can lead them to minimize participation in their classroom activities and avoid any interaction with others by being passive and less extroverted. As Gregerson and Horwitz, (2002: 562 cited in Szyszka, 2017: 69) writes, those “who are highly concerned about the impressions that others form of them tend to behave in ways that minimize the possibility of unfavorable evaluations”.

Consequently, foreign language learning anxiety is related to three performance anxieties which are communication apprehension, test anxiety, and fear of negative evaluation. All the three factors that are previously mentioned are closely related to each other and affect the learner’ process of learning and communicative competence.

## **5. Measurements of Language Anxiety**

There are various factors that influence language learning process, among them anxiety is the most influencing ones. Researchers have found some ways to identify this issue in classrooms and to provide the appropriate solutions to diminish its intensity .Thus; they create some means to help them measuring anxiety in which each scholar has introduced his own according to his perspectives. Among these measurements we include :

### **5.1 Foreign language classroom anxiety scale ( FLCAS)**

In 1986 , Horwitz , Horwitz& Cope have introduced a mean to measure levels of anxiety among students in classrooms .It is a systematic instrument known as foreign language classroom anxiety scale (FLCAS) that includes 33 likert –scale items .It is divided mainly into 4 components : communication apprehension , test anxiety , fear of negative evaluation and fear of language classes .This instrument is used first with 225 learners in language class at Texas University to measure the self – reports regarding anxiety by adding up the ratings on the 33 items ( Javid , 2014) .Its reliability has been measured using Cronbach alpha coefficient that indicates a high value has estimated with .93 , which makes it the most used tool among researchers to measure FLA in EFL classes .( Horwitz , 1986 as cited in Paee and Misieng , 2012 ). Here are some examples of the foreign classroom scale:

I don't worry about making mistakes in language class.

Even if I am well prepared for language class, I feel anxious about it.

I feel confident when I speak in foreign language class.

I start to panic when I have to speak without preparation in language class.



## **5.2 Achievement Anxiety Test ( AAT)**

A type of tests that look for whether or not a particular student is an anxious student .Since it investigates the effects of anxiety on performance whether it facilitates or debilitates students' achievements , it comprises 2 separate scales ,the first one is a facilitating scale which contains 9 items .Whereas , the second one is a debilitating scale with 10 items , ending up with 19 items as a whole , administered as one scale using 5 point likert scale (Alpert & Harber , 1960) .Here are some examples of achievement anxiety test:

When I don't do well on difficult items at the beginning of an exam, it tends to upset me so that I block on even easy questions later on.

Nervousness while taking an exam or test hinders me from doing well.

I work most effectively under pressure, as when the task is very important.

Nervousness while taking a test helps me do better.

## **5.3 State –trait anxiety Inventory ( STAI)**

One of the most commonly and widely used self – rating scale for measuring anxiety is the state – trait anxiety inventory scale (STAI) created by Spielberger in 1983. (Spielberger, 1983 as cited in Balsamo et al, 2013). It was designed to provide a self – report to assess both of state and trait types of anxiety .For this aim, it is divided into 2 parts, the first part includes items concerning how much an individual feels anxious at a particular moment; as a state subscale,whereas, the second part includes items concerning how much an individual feels anxious but generally not at a specific moment as a trait subscale ending up with 40 items as a whole, 20 for each ( Balsamo et al , 2013). Here are two examples of the state and trait subscales items:

I am cool, calm and collected.

I lack self-confident.

## **6. The Effects of Anxiety on Students Performance**

Anxiety is a common phenomenon among foreign language learners, and each learner experiences the feeling of anxiety at some points in their learning process. Despite the fact that anxiety may affect negatively learners' process of learning, some researchers suggest that anxiety may affect learners' process positively. A distinction is frequently made between facilitative or beneficial and debilitating or inhibitory anxiety (cf. Madsen, Brown, and Jones, 1991).

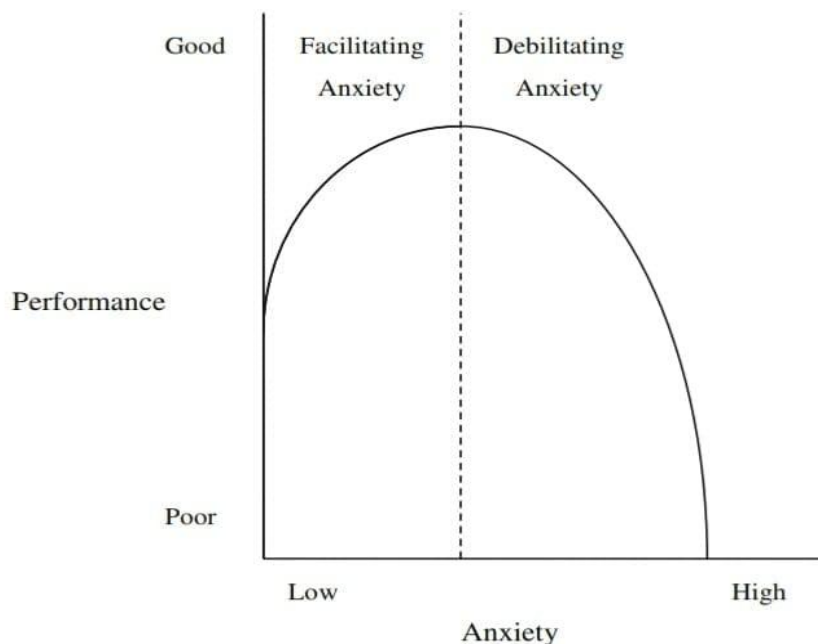
Szyszkla (2017:78) states, "Beneficial anxiety is exemplified by lower levels of anxiety, triggering in individual's adaptive reactions in terms of alertness, which facilitate, among others, foreign language and use. Therefore, a moderate level of arousal is beneficial to performance in an apprehensive environment". In other words, a lower intensity of anxiety may be beneficial for learners and help them to improve their learning and performance in learning situations. Facilitative anxiety may motivate learners and keep them excited to do well and take part in learning situations.

However, debilitating or inhibitory anxiety is concerned with high intensity of anxiety. It prevents learners from enhancing their learning and affects their performance in a negative manner. Young, (1994: 12 cited in, Szyszkla, 2017: 78) writes, excessive arousal "could lead to confusion, blocking out information, and decrements in performance". It is a kind of anxiety that negatively affects learners' performance, and prevents them from interacting with other learners because of their fears from making mistakes or being a subject of assessment. For Horwitz, (2008: 9 cited in, Deyuan He, 2018: 16)"students with higher level of anxiety tend to do more poorly in their language classes". As a result, Arnold (1999:60) states"

learners need to avoid this kind of anxiety because of its negative effects that threaten their learning and goals achievement”.

Moreover, the negative effects of language learning anxiety may interfere negatively with the process of language learning as a cognitive process. MacIntyre and Gardner, (1994a cited in Deyuan He, 2018: 17) writes “Although anxiety might have a negative effect on cognitive processing and interfere with task performance, it should be noted that task performance can arouse anxiety”. in other words, fear from performance and interact in language learning situations make them anxious and this affects badly their cognitive abilities.

The following graph describes the relationship between the level of anxiety and performance:



**Figure (01): Inverted U-shaped relationship between anxiety and performance.**

**MacIntyre(1995a, p. 92) cited in Deyaun He,2018 , p.17.**

## **7. Reducing Foreign Language Anxiety**

Anxiety is an inconvenient problem for foreign language learners. It is the main factor that negatively affects their performance and stands as an obstacle in their learning process accomplishments. Learners who endure the feeling of anxiety are most of the time silent and passive and try to avoid interaction with their teachers and classmates, in order to keep themselves away from being judged and evaluated. They consider learning situations as threatening situations and a source of fear and anxiety instead of taking them as an opportunity to enhance their performance. This is what influences badly their process of learning and hinders their success. Therefore, since the detrimental influence of this phenomenon on learners' learning process is evident, teachers must think of ways to reduce the effect of anxiety on their learners. Teachers must make efforts to build a good relationship with their students and concentrate on creating a more relaxed environment that is non-anxiety provoking, where learners feel comfortable and relaxed and do not feel threatened in classroom situations. Researchers work hard and investigate some strategies to help learners to diminish anxiety in learning situations, one of these strategies will be discussed in the second section.

## **Conclusion**

The first section discussed anxiety in relation to foreign language learning by giving definitions and views of a number of different scholars. It started by giving definitions of both anxiety and foreign language anxiety, and then discussed its types, factors and its effects on learners and the language learning process. Anxiety is a problem and has a huge negative impact on learners and their learning process. Teachers must be aware of this widely known phenomenon among students and its negative influence on their learning achievements, and work in collaboration with their students to diminish this problem.

## **Section two: Cooperative Learning**

## **Section two: Cooperative Learning**

### **Introduction**

1. Definition of Cooperative Learning

2.Elements of Cooperative Learning

2.1. Positive Interdependence

2.2.Group Processing

2.3.Face to Face Interaction

2.4Individual Accountability

2.5Interpersonal and Small Groups

3. Cooperative Learning Activities

3.1 Students Team-Achievement Devision

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4. Teachers Role

5. Students Role

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### **Conclusion**

## **Introduction**

Foreign language researchers most often think that effective learning is affected by suitable teaching methods; one of such methods that can be used in foreign language classroom by the teachers is Cooperative Learning. Adapting the technique of Cooperative learning increases the level of learning in the foreign language classes since it gives the students a comfortable environment for learning, raises their skills in terms of interaction, these skills depending on the exchange of ideas and opinions between the members of the group thus helping and reinforcing them to listen and respect each other. In addition Cooperative learning technique increases their motivation for learning foreign languages. This section will present Cooperative Learning as a teaching method, and in addition to its definition, elements, activities and advantages, it will also shed some light on the teachers' and students' role in implementing that method in the foreign language classroom.

### **1. Definition of Cooperative Learning**

Cooperative learning simply means team/group work during classroom activities. It is considered as an effective and successful strategy teachers apply to help their learners reduce their feelings of fear and anxiety, and being more active and interactive during any classroom activity. Cooperative learning focuses on grouping students in the classroom into pairs or small groups where the learners work with each other and help each other to be part and participate in a given task. According to Johnson et al. (1994: 04, cited in Richards and Rodger, 2001: 195)], "Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning". Slavin (1995: 02) writes,

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another to learn academic content. In cooperative classrooms, students are expected to help each other to discuss and argue with each other, to assess each other's current knowledge and filling gaps in each other's understanding.

In other words, cooperative learning facilitates the learning process through the idea of working and learning together to achieve better results, and successfully fulfill any given task. During group works, learners share their knowledge with each other and help each other better understand learning activities and efficiently achieve their goals. The learners work for their success and the whole group success. Olsen and Kagan (1992: 08, cited in Richards and Rodger, 2001: 192) argue that:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

## **2. Elements of Cooperative Learning**

The organization of the learners into pairs or small groups during learning activities needs certain criteria to be followed. Because, arranging the learners into groups does not necessarily means that they are working together. For this, teachers must know how to make their learners work with each other and create a cooperative work. For Richards and Rodgers (2001: 196) "The success of CL is crucially dependent on the nature and organization of group work. This requires a structured program of learning carefully designed so that learners interact with each other and are motivated to increase each other's learning". There are five elements of cooperative learning:



## **2.1 Positive Interdependence**

Positive interdependence is the first element in cooperative learning where learners believe ‘sink or swim together’. This element requires each member in a small group to work and contribute to the learning and success of the group. The learners must work in such a way that each group member needs the other to succeed (Jolliffe 2017). According to Johnson et al. (1994: 27), “students perceive that they can achieve their learning goals only if all group members attain their goal”.

## **2.2 Group processing**

According to Gillies et al (2008: 25) “Group processing may be defined as reflecting on a group session to: (a) describe what member actions were helpful and unhelpful and (b) make decisions about what actions to continue or change”. In simple words, during group processing teachers need their learners to think about what is useful for them to achieve their goal as a group and what are the changes that must be done to improve their performance.

## **2.3 Face to Face Interaction**

Positive interdependence results in face to face interaction which is a promoting interaction, in the sense that it encourages the positive exchanges between members of the group. It requires standing and facing the group members to explain for them the given material. According to Johnson et al. (1994: 29), “Promotive interaction refers to students’ facilitating each other’s success”. It motivates the students to interact with each other and contribute in each other’s success.

## **2.4 Individual Accountability**

Individual accountability raises the feeling of responsibility of the learners towards their activities and pushes them to work hand in hand for the success of the group. According to Jolliffe (2007: 03), “each member of the group is accountable for completing his or her part of the work. It is important that no one can ‘hitchhike’ on the work of others”. Similarly Johnson et al. (1994: 30) write, “individual accountability, exists when the performance of each individual student is assessed and the results are given back to the individual and to the group, who holds each person responsible for contributing a fair share to the group’s success”.

## **2.5 Interpersonal and small groups**

This element of cooperative learning requires the learners to acquire certain skills and tasks that help them to work in groups. According to Johnson et al. (1994: 32) “If teamwork skills are not learned, taskwork cannot be completed. The greater the members’ team-work skills, the higher the quality and quantity of their learning” .

## **3. Cooperative Learning Activities/Methods**

There are many methods of cooperative learning that can be used in foreign language learning classes to facilitate students’ learning process, and encourage them to work cooperatively and help each other. Slavin et al. (1985: 06) said basically that, “Cooperative learning methods are structured, systematic instructional strategies capable of being used at any grade level and in most school subjects”.

In what follows, we introduce the basic cooperative learning methods: Students Team-Achievement Division (STAD), Team Games Tournaments (TGT), Learning Together (LT) and Jigsaw. Each method has its characteristics and function.

### **3.1 Students Team-Achievement Division (STAD)**

This method is used to improve learners' performance and prepare them for a test; it is used after the end of each lesson to check students understanding of the given lesson. Learners are responsible for each other's comprehension and success. Slavin (1995: 06) writes,

The main idea behind students Team-Achievement Division is to motivate students to encourage and help each other master skills presented by the teacher. If students want their team to earn team rewards, they must help their teammates to learn the material. [...]. They work with their teammates, assessing their strength and weaknesses to help them succeed on the quizzes.

### **3.2. Team Games Tournaments (TGT)**

After the teacher presents the lesson, the learners work with each other in order to understand the given lesson and help each other to master the given material. Yet, instead of taking a test they play academic games to evaluate the learners' performance. As Slavin et al. (1985: 07) mention, "TGT is similar to STAD, expect that the students play academic games as representatives of their teams instead of taking quizzes".

STAD and TGT share the same aim; both methods aim at improving students' performance as a group and increase their level.

### **3.3 Learning Together (LT)**

This method is the closest to a pure cooperative work. It refers to the situation where learners work together in small groups to help one another better perform in a given task, and present their task in a single sheet. The learners are evaluated based on the performance of the

whole group. As Slavin et al. (1985: 08) state, “Students work in small groups to complete a single worksheet, for which the group receives praise and recognition”.

### **3.4 Jigsaw**

Jigsaw is one of the earliest cooperative learning methods that is widely used during learning process. It is originally developed by Elliot Aronson (1978). The teacher divided the learners into small groups to work together on the same task. Each member of the group is given a particular part to work on, and then discusses and exchanges the information that was collected with other groups and his group. According to Slavin et al. (1995: 07),

In Jigsaw, each student in a five- to six- member group is given unique information on a topic that the whole group is studying. After the students have read their sections, they meet in ‘expert groups’ with their counterparts from other groups to discuss the information. Next, the students return to their groups and teach their teammates what they have collected.

## **4. Teacher Role**

During classroom activities, the teacher acts in a specific way and follows certain conditions to organize his/her learners into groups and make them work cooperatively. Johnson et al.(1994 cited in Richards and Rodgers 2001: 199) summarize the teacher role as following:

The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles and selecting materials and time.

The teacher should help their learners in their learning process by facilitating the way of learning and motivate them to interact and be more active during classroom activities.

The teacher is a facilitator. According to Harel (1992: 169, cited in Richards and Rodgers, 2001: 199),

During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expends, celebrates, empathizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources.

Moreover, the teachers should make their students know about the importance of cooperative group learning and its great effect on their performance and progress, and this is through explaining its way of work and discusses them with the students. Raising the students' attention toward the importance of cooperative group work make it a successful and effective strategy for learning. In addition to this the teachers should monitor the group by organizing the work and solve the problems that face their students during the activities. At the end of the classroom activity the teachers, during cooperative work, should evaluate their students and assess their work.

## **5. Student Role**

In cooperative learning, each member of the group has a specific role. These roles are distributed to complement each other, and it is better that the teacher himself distribute the roles to the students

According to Richards and Rodgers (2001: 199),

The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning.

They are taught to plan, monitor, and evaluate their own learning, which is viewed as a compilation of lifelong learning skills. Thus learning is something that requires students' direct and active involvement and participation.

In other words, the learners are responsible for their learning and success. They also have to know how to work in groups and interact with their classmates, and share their knowledge with them. They must be active and discuss information with their teachers and classmates, and effectively complete their tasks and ensure their group-mates' comprehension of the given task.

Furthermore, the students should be aware about the importance and the benefits of cooperative group work, because it will help them perform effectively their activities and success in their learning process in foreign language classes.

## **6. Advantages of Cooperative Learning**

Cooperative learning has become one of the most used strategies in foreign language classes, because of its benefits and effectiveness. Johnson et al. (1994:2, cited in Richards and Rodgers, 2001: 192) summarize the advantages of using CL as follows:

- Raise the achievement of all students, including those who are gifted or academically handicapped
- Help the teacher build positive relationships among students
- Give students the experiences they need for healthy social, psychological, and cognitive development
- Replace the competitive organizational structure of the most classrooms and schools with a team-based, high-performance organizational structure

It appears then, that cooperative learning is an effective technique for the learners to raise their achievements and push them to reach their goals, and enhance their social skills as interaction, because students in this technique deal with different personalities and learn to respect the different point of views of the others.

Furthermore, Cooperative learning helps the students who are shy to reduce their foreign language anxiety because it does not put the charge of answers on only one person in front of their classmates, but on all the member of the group. Besides, this will decrease the fear of failure and committing mistakes, and the students will participate more without any fear of their teachers' evaluation, or any feeling of embarrassment when their classmates may laugh at them during their interaction.

## **Conclusion**

As previously mentioned, cooperative learning is a useful strategy in foreign language learning that is used in order to help the learners in their learning process, by reducing the feelings of fear and anxiety. It consists of different activities that are STAD, TGT, LT and jigsaw which organize the students into groups to involve different tasks. Besides, CL includes the following elements: Positive Interdependence, Individual Accountability, Group Processing, Face to face interaction and interpersonal and small groups.

## **Chapter two**



## **Chapter Two: Analysis of Students' and Teachers' Questionnaires**

### **Section one: Students' Questionnaire**

#### **Introduction**

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## **Chapter Two: Analysis of Students' and Teachers' Questionnaires**

### **Section One: Students' Questionnaire**

#### **Introduction**

This section deals with the analysis and interpretation of students' questionnaire results obtained from data on the opinions and attitudes of our students towards Foreign Language Anxiety, as well as to investigate students' opinions concerning Cooperative Learning as a motivational technique and especially its implementation in the classroom. The questionnaire consists of two sections, starting with general information about the learners.

#### **1- Sample:**

The students sample is selected from the entire population of second year LMD students (365) at the department of English, University Constantine 1. The sample is supposed to be 1/5 of the population but due to the unexpected circumstances that face our university in the current year (2018-2019) we have selected randomly only (25) students to answer the questionnaire.

#### **2- Description of the Students' Questionnaire**

The present questionnaire aims to gather the needed information to check the attitudes of English students toward foreign language Anxiety, and whether they are anxious in the language classrooms and the reasons behind it. The questionnaire also aims at shedding some light on the students' opinion about cooperative learning. The whole questionnaire is made up of 17 questions that are classified under two sections, starting with general information.

## **2.1 General Information (Q1-Q2)**

The two first questions of the questionnaire aim to gain personal information about the students such as their gender and to know the level of each student in English.

## **2.2 Section one: Identification of Anxiety in the Language Classroom (Q3-Q9)**

This section is about “Anxiety in EFL Classes”. Seven questions are created to examine the perception of the learners about the atmosphere in their classes, and their feelings in the foreign language classroom especially during the examinations period, and whether this feelings affect the performance of the students positively or negatively in the exams. The students are also probed to see if they feel embarrassed or afraid when they commit mistakes in front of their classmates and teachers, and in what way they want their mistakes to be corrected.

## **2.3 Section two: Cooperative Learning in language class (Q10-Q17)**

The second section of the questionnaire consist of 8 questions deals with the students’ opinions about cooperative learning and it aims at collecting data about: students’ preference of the efficient way that makes them learn better, the frequency of the group work use, students’ preference of their partners in the group, students' perception of their problems in Cooperative Learning Language (CLL) , Students' feeling of motivation towards group work, students’ perception of group work advantages, the students’ awareness towards the importance of cooperative learning, and finally, the ways used by teachers to help the Students See the value of cooperative work.

### 3. Analysis of Students' Questionnaire

#### 3.1 General information:

##### Q1. Your gender is

| Answers      | Number of students | Percentage % |
|--------------|--------------------|--------------|
| Male         | 6                  | 24%          |
| Female       | 19                 | 76%          |
| <b>Total</b> | <b>25</b>          | <b>100%</b>  |

**Table 1.Students' gender distribution**

The table above shows the percentage of males and females students who are selected to answer the questionnaire. As we can observe the percentage of females represents the absolute majority of the selected group (76%) (19 students). In socio-psychological terms females have a tendency to prefer studying foreign languages ( in our case, English ) more than males, for a variety of reasons among them, jobs which require interactions with other speakers of that language, less constraint, more freedom of action.

##### Q2. How do you consider your level in English?

| Answers           | Number of the students | Percentage % |
|-------------------|------------------------|--------------|
| Excellent         | 0                      | 00%          |
| Good              | 13                     | 52%          |
| Average           | 12                     | 48%          |
| Less than Average | 0                      | 00%          |
| <b>Total</b>      | <b>25</b>              | <b>100%</b>  |

**Table 2.Students evaluation of their Level in English**

The data collected show that no participant consider his or her English level excellent, and none of them consider his/her level less than average, 12 of the students See that their level of English is average while the majority of the remaining students see that their level of English language as good, and it can be observed from the obtained results that students do not have the confidence which enables them to say that they are Excellent in the English language.

### 3.2 Section One: Identifying Anxiety in the language classroom

**Q3: Do you consider your classroom as a relaxed learning environment?**

| Answers      | Number of students | Percentage % |
|--------------|--------------------|--------------|
| Yes          | 12                 | 48%          |
| No           | 13                 | 52%          |
| <b>Total</b> | <b>25</b>          | <b>100%</b>  |

**Table 3. Students' opinion of the classroom environment**

In this question, the majority of the students (52%) (13 students) say that their classroom is not comfortable and relaxing for learning to take place; however, (48%) (12 students) of them see that their classroom is a relaxed learning environment.

**Q4: In the foreign language classroom, do you feel?**

| Answers                        | Number of students | Percentage % |
|--------------------------------|--------------------|--------------|
| Confident and sure of yourself | 12                 | 48%          |
| Anxious, panicking and nervous | 13                 | 52%          |
| <b>Total</b>                   | <b>25</b>          | <b>100%</b>  |

**Table 4. Students' feeling in the Foreign Language Classroom**

The results taken from the questionnaire show that the majority of the students (52%) (13 students) say that they feel anxious, panicking and nervous during the foreign language classes, while (48%) (12 students) feel confident and sure of themselves during foreign languages classes.

**Q5: Do you feel afraid that the other students in the class will laugh at you when you make mistakes?**

| Answers      | Number of the students | Percentage% |
|--------------|------------------------|-------------|
| Always       | 4                      | 16%         |
| Sometimes    | 10                     | 40%         |
| Rarely       | 7                      | 28%         |
| Never        | 4                      | 16%         |
| <b>Total</b> | <b>25</b>              | <b>100%</b> |

**Table 5. Rate of students' fear when making mistakes in classroom**

It is noted from table 5 above that (40%) (10 students) in the sample claim that they feel afraid sometimes that their classmates will laugh at them when they commit mistakes and that may be prevent them from participating in the foreign language classroom. The other respondents, however, selected the other choices with varying percentages . 7 students in the sample (28%) said that they rarely feel afraid from making mistakes, while 4 students said that they are always feel afraid from committing mistakes. Only 4 students (16%) said that they never feel afraid that their classmates will laugh at them when they give wrong answers, this kind of students can learn better and faster than other students because they trust themselves and build their self-confidence that enables them to participate without fear or embarrassment even if they commit mistakes.

**Q6: Do you prefer your mistakes to be corrected by?**

| Answers           | Number of the students | Percentage % |
|-------------------|------------------------|--------------|
| A/Yourself        | 3                      | 12%          |
| B/Your classmates | 1                      | 4%           |
| C/Your teacher    | 18                     | 72%          |
| A+C               | 2                      | 8%           |
| B+C               | 1                      | 4%           |
| <b>Total</b>      | <b>25</b>              | <b>100%</b>  |

**Table 6.Students' preference of the way they want their mistakes to be corrected**

Concerning this question, the majority of the students (72%) prefer their teachers to correct their mistakes, (12%) of them choose to correct his/her mistakes by himself/herself and only one student prefer to be corrected by his/her classmates. (8%) of the sample see that their mistakes should be corrected by both themselves and the teacher. While only one student prefers that his/her mistakes be corrected by his/her classmates and the teacher.

**Q7: Do you feel embarrassed when your teacher corrects your mistakes?**

| Answers      | Number of the students | Percentage % |
|--------------|------------------------|--------------|
| Always       | 2                      | 8%           |
| Sometimes    | 7                      | 28%          |
| Rarely       | 2                      | 8%           |
| Never        | 14                     | 56%          |
| <b>Total</b> | <b>25</b>              | <b>100%</b>  |

**Table 7.Students' feeling of embarrassment when their teachers correct them**

Analyzing this question shows that a small percentage of students (8%) say that they always or rarely feel embarrassed when their teachers correct their mistakes, while as we can see in the table above 7 students (28%) of the sample said that they feel embarrassed sometimes, this embarrassment can make them lose interest in learning the foreign language. However 56% of our participants claim that they never feel embarrassed when their teachers correct them; those students may learn easily.

**Q8: Do you feel anxious during exams?**

| Answers      | Number of the students | Percentage  |
|--------------|------------------------|-------------|
| Yes          | 14                     | 56%         |
| No           | 11                     | 44%         |
| <b>Total</b> | <b>25</b>              | <b>100%</b> |

**Table 8.Students' feeling in exams**

The results obtained from the questionnaires show that the majority of the students (56%) feel anxious during exams, while (44%) of the sample claim that they do not feel anxious during exams.

**Q9: If yes, does this make you ?**

| Answers      | Number of the students | Percentage % |
|--------------|------------------------|--------------|
| Do better    | 4                      | 28,57%       |
| Do wrong     | 10                     | 71,43%       |
| <b>Total</b> | <b>14</b>              | <b>100%</b>  |

**Table 9.The effects of anxiety on students' performance in exams**

28,57 % among the students who answered question 8 with 'Yes' say that they do better during exams and the feeling of anxiety does not prevent them from doing well.



However, the majority of the participants in this question (71,43%) claim they do not do well during exams when they feel anxious, and that may related to the stress and anxiety which affect the students and make them forget some information, and accordingly prevent them from thinking and answering in correct way during the period of the exam.

### 3.3 Section two: the Use of Cooperative Learning in Language Classroom

**Q10: You do better when you learn:**

| Answers                    | Number of the students | Percentage % |
|----------------------------|------------------------|--------------|
| <b>A/ Individually?</b>    | 12                     | 48%          |
| <b>B/ In pairs?</b>        | 8                      | 32%          |
| <b>C/ In small groups?</b> | 3                      | 12%          |
| <b>D/ In large groups?</b> | 1                      | 4%           |
| <b>A+B</b>                 | 1                      | 4%           |
| <b>Total</b>               | <b>25</b>              | <b>100%</b>  |

**Table 10. Students' preference of the effective way that makes them learn better**

The results obtained from this question show that our students generally prefer to work individually (48%), and this may be because the students find more chances to express their ideas without any intervention or interruptions from other students. Learning in pairs also seems to be preferable for some students (32%) because they can help each other and correct each other mistakes, while (12%) from the sample prefer to work in small groups, this may be to get more chance to argue about the information with the member of the group, and only one student (4%) choose to learn in large groups .However, another student (4%) has more than one choice and prefer to work both individually and in pairs.

**Q11: How often does your teacher ask you to work in groups?**

| Answers          | Number of the students | Percentage % |
|------------------|------------------------|--------------|
| Most of the time | 1                      | 4%           |
| Sometimes        | 21                     | 84%          |
| Rarely           | 3                      | 12%          |
| Never            | 0                      | 0%           |
| <b>Total</b>     | <b>25</b>              | <b>100%</b>  |

**Table 11. Frequency of Group Work Use**

From the table above we notice that the majority of the students' (84%) confirm that their teachers sometimes set them to work in groups. The remaining participants, however, opted for the other choices with varying percentages. (12%) of the students said "rarely", and only one student answered "most of the time", while no one of the students said that their teachers never ask them to work in groups.

**Q12: When working in groups do you prefer to work with:**

| Answers              | Number of the students | Percentage % |
|----------------------|------------------------|--------------|
| Peers of your level? | 5                      | 20%          |
| Your friends?        | 17                     | 68%          |
| Randomly             | 3                      | 12%          |
| <b>Total</b>         | <b>25</b>              | <b>100%</b>  |

**Table 12. Students' preference for partner in the group.**

Working with friends seems to be the desirable choice by the majority of the students (68%) maybe because they feel comfortable and can discuss freely with their friends about the topic given by the teacher. Some students (20%) prefer to work with peers of their

level, perhaps because they prefer to discuss with those who have the same level as them when learning foreign languages. Only 3 students (12%) declared that they have no problem working randomly.

**Q13: Do you have problems working with your peers?**

| Answers      | Number of the students | Percentage% |
|--------------|------------------------|-------------|
| Always       | 0                      | 0%          |
| Sometimes    | 7                      | 28%         |
| Rarely       | 5                      | 20%         |
| Never        | 13                     | 52%         |
| <b>Total</b> | <b>25</b>              | <b>100%</b> |

**Table 13. Students' Perception of their Problems in CLL**

It seems that working with other peers does not create many problems for the students and the result indicated in the table above show it clearly. We can see that more than half of the students (52%) who answered the questionnaire say that they never have problems when working with their peers, which means that they like working with each other. While the rest of the students either (28%) answered they face some problems sometimes when it comes to working in groups, or (20%) say that they rarely have problems when they deal with other students.

**Q14: When the teacher asks you to work in groups, are you:**

| Answers         | Number of the students | Percentage % |
|-----------------|------------------------|--------------|
| Very motivated? | 2                      | 8%           |
| Motivated?      | 13                     | 52%          |
| Less motivated? | 5                      | 20%          |
| Not motivated?  | 5                      | 20%          |
| <b>Total</b>    | <b>25</b>              | <b>100%</b>  |

**Table 14.Students' feeling to Group Work**

From the table above we can see that the majority of the students' (52%) are motivated to work in groups, the remaining students however respond with more or less degrees of motivation: (20%) of the students are less motivated, and (8%) of them are very motivated while (20%) of the participants are not motivated at all. From these results we can see that overall the students react positively to group work activities because in general it motivates them and make the process of learning easier for them.

**Q15: This way of learning helps you to:**

| Options  | Participants | Percentage % |
|--|--------------|--------------|
| <b>A/</b> Learn to respect different ideas and opinions?     | 10           | 40%          |
| <b>B/</b> Learn social skills for getting along with others? | 5            | 20%          |
| <b>C/</b> Be motivated to learn a second language?           | 1            | 4%           |
| <b>D/</b> Ask and respond to more questions?                 | 5            | 20%          |
| <b>A+B</b>   | 4            | 16%          |
| <b>Total</b>   | <b>25</b>    | <b>100%</b>  |

**Table 15.Advantages of cooperative learning**

The results point out that most of the students (40%) of the sample choose the first option which is learning to respect different ideas and opinions. As we know cooperative learning depends on the exchanging of ideas and opinions between the members of the group which helps them to listen and respect each other. (20%) of the students claim that the group work teach them how to deal and treat the different personalities they work with. (20%) of the students indicate that group work help them to ask and respond more questions, while (20%) of the students see that helps them in more than one option, only one student (4%) of the respondents selects the third option which is to be motivated to learn a second language.

**Q16: Does your teacher help you see the importance of Cooperative group work?**

| Answers      | Number of the students | Percentage % |
|--------------|------------------------|--------------|
| Yes          | 19                     | 76%          |
| No           | 6                      | 24%          |
| <b>Total</b> | <b>25</b>              | <b>100%</b>  |

**Table 16. Rate of Helping Students See the Value of CLL**

The majority of the students (76%) claim that their teachers help them to see the importance and benefits of group work, and this shows how teachers can encourage and prepare the students to practice this technique in the classroom activities. On the other hand (24%) of the students say that their teachers do not inform and tell them about the importance of group work. In the following question we will attempt to interpret the ways teachers use to raise the students attention towards the cooperative group work.

**Q17: If yes, does he/she:**

| Options  | Number of students | Percentage % |
|--|--------------------|--------------|
| Simply explain why he/she is doing cooperative work? | 16                 | 84,21%       |
| Do brainstorm sessions on the value of group work?   | 3                  | 15,79%       |
| <b>Total</b>   | <b>19</b>          | <b>100%</b>  |

**Table 17. ways of Helping Students to See the Value of Group Work**

15,79% among the students who answered question 16 with 'Yes' say that their teachers help them to see the value of cooperative group work by doing brainstorm session which means in other words that their teachers spend a whole session in order to make the students see the advantages of cooperative learning and discuss them with the students. The majority of the students (84, 21%) in our sample said that their teacher helps them see the importance of cooperative group work by simply explaining its benefits and discuss them with the students. Raising the students' attention towards the importance of cooperative group work makes it a successful and effective technique for learning.

## **Conclusion**

It can be shown from the analysis and interpretation of students answers to the questionnaire that the students of English as a foreign language are anxious and less confident in classrooms, particularly during exams which prevents most of them from doing well. This anxiety is probably due to the atmosphere of their classrooms which is not relaxing, or maybe because of the fear and the embarrassment of the students from their classmates and teachers when they make mistakes, this fear prevents anxious students to get involved in classroom

activities, and from participation; furthermore it prevents them from learning effectively the foreign language and developing their skills. Concerning the second section of the questionnaire the majority of the students reacted positively to cooperative work, where some of them said that they learn better when they work in pairs and in small groups; in addition the most of the students claim they are motivated and less anxious during cooperative group work activities. The students also show that they are aware about the importance of cooperative learning and its benefits. Based on these results, we can say that our hypothesis has been confirmed.

## **Section two: Teachers' Questionnaire**

### **Introduction**

1. Sample
2. Description of the Teachers' Questionnaire
3. Analysis of Teachers' Questionnaire

### **Conclusion**

### **General Conclusion**



## **Section two: Teachers' questionnaire**

### **Introduction**

The teachers' questionnaire is divided into two sections, starting with general information. The first section is designed to investigate EFL teachers' opinions about the existence of students' anxiety in the foreign languages classroom. While the second section is to see whether the use of cooperative learning teaching technique in the foreign language classroom can reduce students' anxiety.

### **1. Sample**

A sample of ten (10) teachers is selected from the entire population (50) at the department of English, University Constantine 1, a given a structured questionnaire.

### **2- Description of the Teachers' Questionnaire**

The present questionnaire aims to gather the needed information to check the existence of students' anxiety in foreign languages classroom. The questionnaire also aims at exploring whether teachers of English language in the department of English at the University of Constantine implement Cooperative Language learning (CLL) in their teaching as a technique to motivate the learners' and reduce their anxiety. The whole questionnaire is made up of 17 questions that are classified under two sections, and starting with general information.

#### **2.1 General Information (Q1-Q2)**

The two first questions of the questionnaire are about teachers' personal information's, such as the degrees held and how many years of experience they have in teaching English language, this is to ensure that they have the sufficient experience that enables them

understand and answer to the questionnaire according to their previous years of dealing with anxious students, and implementing of cooperative learning.

## **2.2 Section one: Identification of Anxiety in the Language Classroom (Q3-Q10)**

The first section is about “Identification of Anxiety in EFL Classes”. It is made up of eight questions, it involves different types of questions with yes-no questions and multiple choice questions. These questions would enable us to determine if teachers notice the presence of students’ anxiety in their classrooms, identify the reasons behind this anxiety and explore ways of dealing with anxious students. Moreover, it investigates the teachers’ role to motivate their learners and ask them about the techniques used to reach that aim.

## **2.3 Section two: Cooperative Learning in language class (Q11-Q17)**

This section of the questionnaire consists of 7 questions; it is designed to explore the use of CLL in language classrooms, investigate the basis according to which the groups are formed and the way the groups are set up; also it explores how teachers monitor the groups during CL activities and the frequency of the use of feedback by teachers , the remaining part of the questionnaire is to check whether the students have problems working together in groups and to see their reactions and feelings concerning cooperative learning activities.

### 3. Analysis of Teachers' Questionnaire

#### 3.1 General information:

##### Q1: Experience year(s):

| Answers            | Number    | Percentage % |
|--------------------|-----------|--------------|
| From 5 to 10 years | 1         | 10           |
| From 10 to 15      | 4         | 40           |
| From 15 to 20      | 4         | 40           |
| More than 20       | 1         | 10           |
| <b>Total</b>       | <b>10</b> | <b>100%</b>  |

**Table 18. Years of experience in teaching English as a foreign language.**

From the table above we can see that the sample of English language teachers have varying years of experience and that they certainly experienced students anxiety , as we can check that (40%) of them said that have 10 to 15 years , (40%) of teachers have from 15 to 20 in the field of teaching . The most experienced teacher in the sample (10%) has more than 20 years, while only one teacher (10%) has less than 10 years of experience.

##### Q2: Degree(s) held:

| Degree            | Number    | Percentage% |
|-------------------|-----------|-------------|
| Magister          | 3         | 30%         |
| P.H.D (Doctorate) | 7         | 70%         |
| <b>Total</b>      | <b>10</b> | <b>100%</b> |

**Table 19. Teachers' Academic degree**

The table above shows that the majority of the teachers (70%) have a doctorate degree while (30%) of them have a magister degree. Our chosen sample shows that they have higher degrees and good experience in English language teaching, and that what allows them understand and respond better to the questionnaire.

### 3.2 Section One: Identifying Anxiety in the language classroom

#### Q3. Do you try to establish a relaxing atmosphere in the class?

| Answers      | Number    | Percentage% |
|--------------|-----------|-------------|
| Always       | 9         | 90%         |
| Sometimes    | 1         | 10%         |
| Rarely       | 0         | 00%         |
| <b>Total</b> | <b>10</b> | <b>100%</b> |

**Table 20. percentage of establishing a relaxed atmosphere**

In this question the majority of teachers (90%) indicate that they try always to establish a relaxed atmosphere for learning. Creating such atmosphere will help the students concentrate and feel comfortable inside the classroom. Creating a relaxed atmosphere inside language classrooms reduces students exposure to anxiety; only (10%) of the sample said they sometimes try to establish a relaxing atmosphere.

#### Q4. Do you discuss with your learners about their learning problems?

| Answers      | Number    | Percentage % |
|--------------|-----------|--------------|
| Always       | 4         | 40%          |
| Sometimes    | 6         | 60%          |
| Rarely       | 0         | 00%          |
| <b>Total</b> | <b>10</b> | <b>100%</b>  |

**Table 21. teachers' rate of discussion of students learning issues**

It is noted from the table 21 above that the majority of the teachers' in the sample (60%) (6 teachers) claim that they sometimes discuss the learning problems faced by their students, and (40%) of the sample always talk with the students about their learning issues. This discussion will help teachers to identify and limit the problems that their students face during learning process, and putting them in a convenient and comfortable position away from all tension and anxiety that may affect the good learning of the foreign language.

**Q5. Have you ever noticed that your students are anxious in the classroom?**

| <b>Answers</b> | <b>Number</b> | <b>Percentage %</b> |
|----------------|---------------|---------------------|
| Always         | 3             | 30%                 |
| Sometimes      | 7             | 70%                 |
| Rarely         | 0             | 00%                 |
| Never          | 0             | 00%                 |
| <b>Total</b>   | <b>10</b>     | <b>100%</b>         |

**Table 22. Rate of teachers' that notice students' anxiety in the classroom**

This question is to investigate the learners' possibility to experience anxiety inside language classrooms. It's obvious from the table above the most of teachers (70%) (7 teachers) said that sometimes notice students' anxiety in classroom, 30% (3 teachers) claim that they always notice students' anxiety in the classroom which affects the students negatively during their learning of the foreign language, because it makes them lose the ability to focus and understand and prevent them from participating.

**Q6:If you think that the teacher can contribute to student anxiety, is it when:**

| <b>Options</b>   | <b>Number</b> | <b>Percentage %</b> |
|--|---------------|---------------------|
| <b>A/</b> Constantly correcting students errors                    | 1             | 10%                 |
| <b>B/</b> Criticizing their mistakes                               | 2             | 20%                 |
| <b>C/</b> Neglecting them when they are too anxious to participate | 0             | 00%                 |
| <b>A+B</b>   | 3             | 30%                 |
| <b>B+C</b>   | 2             | 20%                 |
| <b>A+B+C</b>   | 2             | 20%                 |
| <b>Total</b>   | <b>10</b>     | <b>100%</b>         |

**Table 23.The reasons that make teachers contribute to student's anxiety**

Analyzing this question shows that (30%) of teachers see that the options A and B are factors that cause students anxiety , (20%) of the sample indicate that options B and C are behind students anxiety. Another (20%) of teachers said that criticizing students mistakes lead to students anxiety. (20%) of our participants see that all the options mentioned can contribute to students anxiety. And only (10%) of the sample see that correcting constantly students errors is behind students anxiety. Teachers need to realize that the students are in need of their support, encouragement and help. Teachers should help students who are anxious by encouraging them to participate and not criticize or embarrass them in front of their classmates if they make mistakes, because this will increase their self-confidence, increase their motivation to study, reduce their anxiety and stress which may help them to learn better.

**Q7: Do you treat anxious students in a specific way?**

| <b>Answers</b> | <b>Number</b> | <b>Percentage %</b> |
|----------------|---------------|---------------------|
| Yes            | 6             | 60%                 |
| No             | 4             | 40%                 |
| <b>Total</b>   | <b>10</b>     | <b>100%</b>         |

**Table 24. Teachers' attitude toward treating anxious students.**

In the table 24 it is clearly showed that the majority of teachers' (60%) claim that they treat anxious students in a specific way, in order to reduce their stress, encourage and motivate them to participates, while (40%) answer that they treat all the students in the same way. In the following question we will attempt to get more information about those who answered by "yes".

**Q8: If yes, explain how**

The teachers' who answered question 6 with 'Yes' give explanations about the way they treat their anxious students. The explanations are as follows and according to each teacher' point of view:

| <b>Teachers</b> | <b>Their explanation</b>  |
|-----------------|---|
| Teacher 1       | Try to integrate them to group by assigning group works, using motivating tasks and motivating feedback   |
| Teacher 2       | Trying all the sessions to boost their energy and motivation by simplifying things to them, and that is easy to overcome the problems by following some strategies like reading...etc |
| Teacher 3       | To help them  |
| Teacher 4       | Talk with them with a relaxing way and tolerant way   |

|           |   |
|-----------|---|
| Teacher 5 | I try to involve students in the discussion and I try to motivate them  |
| Teacher 6 | First, I try to diagnose the source of their anxiety by: questionnaire, needs analysis, and learning styles.<br><br>and according to that, I propose techniques that would lower their affective filter like group work |

**Table 25. Teachers' explanation about their attitude toward treating anxious students**

From the table above we can see that teachers use different strategies and ways to treat their anxious students, and try to involve them in classroom activities and motivates them.

The explanations provided by teachers are very important and constitute excellent strategies to deal with the problem being stated.

**Q9: How often do you motivate your learners in the classroom?**

| Answers      | Number    | Percentage% |
|--------------|-----------|-------------|
| Always       | 8         | 80%         |
| Sometimes    | 2         | 20%         |
| Rarely       | 0         | 00%         |
| Never        | 0         | 00%         |
| <b>Total</b> | <b>10</b> | <b>100%</b> |

**Table 26. Teachers' frequency in motivating students in the classroom**

This question aims at checking whether or not the teachers in our sample motivate their students in the classroom. The majority of our teachers (80%) indicate that they always motivate their students, while only (20%) of our sample say they motivate sometimes their learners.



Enhancing students' motivation has a great effect on students' performance in learning foreign language and reducing students' anxiety.

**Q10: which of the following technique you use to motivate your learners?**

**A/ Cooperative learning (group work)**

**B/ Role play**

**C/ Problem solving**

**D/ Discussion**

| Options        | Number    | Percentage % |
|----------------|-----------|--------------|
| <b>A+C</b>     | 1         | 10%          |
| <b>A+D</b>     | 3         | 30%          |
| <b>A+B+D</b>   | 2         | 20%          |
| <b>A+C+D</b>   | 2         | 20%          |
| <b>A+B+C+D</b> | 2         | 20%          |
| <b>Total</b>   | <b>10</b> | <b>100%</b>  |

**Table 27. Teachers' techniques used to motivate their students'**

From the table above we can see that all the teachers' use cooperative learning technique in classroom to motivate their learners; from this we can say that it is the preferred technique for teachers to use in order to motivate their learners, it is also seen that they use additional techniques besides cooperative learning, such as: cooperative learning and problem solving (10%); cooperative learning and discussion (30%); cooperative learning, role play and discussion (20%); (20%) of the teachers use problem solving and discussion with cooperative learning to motivate their learners, while (20%) of our sample use all the techniques.

### 3.3 Section two: the Use of Cooperative Learning in Language Classroom

**Q11: How often do you have your students work in groups?**

| Answers      | Number    | Percentage % |
|--------------|-----------|--------------|
| Always       | 4         | 40%          |
| Sometimes    | 6         | 60%          |
| Rarely       | 0         | 00%          |
| Never        | 0         | 00%          |
| <b>Total</b> | <b>10</b> | <b>100%</b>  |

**Table 28.Frequency of Group Work use in Language Classes.**

The results obtained from this question show that the majority of teachers' (60%) sometimes have their students' work in groups, while (40%) of them say that they have their students always work in groups. We can say that cooperative learning technique is used frequently in the language classroom.

**Q12: on what basis do you set up the groups?**

| Options                 | Number    | Percentage % |
|-------------------------|-----------|--------------|
| A/ Sex                  | 0         | 00%          |
| B/ Students' preference | 5         | 50%          |
| C/ Proficiency          | 0         | 00%          |
| D/ Randomly             | 4         | 40%          |
| A+B+C+D                 | 1         | 10%          |
| <b>Total</b>            | <b>10</b> | <b>100%</b>  |

**Table 29.Teachers' bases for setting up groups.**

Noteacher chooses the option sex' to set up groups. Half of the selected teachers (50%) said that they leave their learners free to choose their colleagues whom they prefer to work with, that is to say their group mates. This choice by the teachers aims at creating a relaxed context where the members of the group feel comfortable, because they work with their friends which motivate them and make them learn better. The third option, that is, proficiency seems not to be considered at all by teachers when they form the groups, the reason behind this ignorance of proficiency choice is that our teachers believe that putting excellent students apart from weak ones shows the non-convergent level of the groups which causes a kind of embarrassment in the students of the lower level and lead to the decrease of their motivation about learning and participation. (40%) of the teachers say that they set the groups randomly, without any consideration of the other bases. The remaining teacher (10%) say that he/she set up the group on all the bases depending on the subject and objectives of the lesson.

**Q13: How about group size?**

| <b>Options</b>        | <b>Number</b> | <b>Percentage %</b> |
|-----------------------|---------------|---------------------|
| A/ Pairs              | 1             | 10%                 |
| B/ Small groups (3-4) | 6             | 60%                 |
| C/ Large groups       | 0             | 00%                 |
| A+B                   | 1             | 10%                 |
| B+C                   | 1             | 10%                 |
| A+B+C                 | 1             | 10%                 |
| <b>Total</b>          | <b>10</b>     | <b>100%</b>         |

**Table 30.Group Size**

From the table above we notice that (10%) of the teachers indicate that they set their learners in pairs when they use cooperative group work activities, because they see that two students' are sufficient in group work activities so that they can exchange information's and correcting each other mistakes. The majority of teachers' (60%) prefer to set more students in each group, from 3 to 4 students per group, their goal is to allow their students to share their own information and experience with more students, making them more enjoyable. The other teachers opted equally for the other options, such as: (10%) of teachers opted for the option A and B; (10%) of them prefer to set the groups based on option B and C, while the remaining teacher (10%) says that he/she works with all the sizes of the group depending on the task to be studied.

**Q14: How often do you monitor the groups?**

| <b>Answers</b> | <b>Number</b> | <b>Percentage %</b> |
|----------------|---------------|---------------------|
| Always         | 8             | 80%                 |
| Sometimes      | 2             | 20%                 |
| Rarely         | 0             | 00%                 |
| Never          | 0             | 00%                 |
| <b>Total</b>   | <b>10</b>     | <b>100%</b>         |

**Table 31. Rate of Group Monitoring**

The percentage related to this question show that (80%) of our sample monitor the groups always, and (20%) of them monitor the groups sometimes. Teachers should monitor their groups by checking whether or not the students are involved and participate in the given task, also teachers should supervise, guide and encourage the students during cooperative learning activities.

**Q15: How often do you give feedback?**

| Answers      | Number    | Percentage% |
|--------------|-----------|-------------|
| Always       | 8         | 80%         |
| Sometimes    | 2         | 20%         |
| Rarely       | 0         | 00%         |
| Never        | 0         | 00%         |
| <b>Total</b> | <b>10</b> | <b>100%</b> |

**Table 32.Frequency of Feedback Giving**

As it is shown in table 31, almost all the teachers (80%) say that they give feedback always to their students and correct their mistakes, in the same way (20%) of them say that they give sometimes feedback to their learners. Feedback is a key component of efficient learning. It supports learners in their attempt to comprehend the subject and provides clear advice on how their learning can be improved.

**Q16: Do your students have problems working together?**

| Answers      | Number    | Percentage% |
|--------------|-----------|-------------|
| Yes          | 2         | 20%         |
| No           | 8         | 80%         |
| <b>Total</b> | <b>10</b> | <b>100%</b> |

**Table 33.Teachers' Perception of Students' Problems in Group Work**

(20%) of the teachers said that their students have problems when they work together, and this is quite natural because of the differences between the students in thinking and opinions which lead to misunderstanding between the members of the group, another reason

is that some students' prefer to work individually. The majority of the teachers (80%) answer this question by saying that their learners do not have problems working together.

**Q17: How do your students respond to cooperative learning?**

| <b>Answers</b> | <b>Number</b> | <b>Percentage %</b> |
|----------------|---------------|---------------------|
| Very motivated | 4             | 40%                 |
| Motivated      | 6             | 60%                 |
| Less motivated | 0             | 00%                 |
| Not motivated  | 0             | 00%                 |
| <b>Total</b>   | <b>10</b>     | <b>100%</b>         |

**Table 34.Students' Reaction to Cooperative learning**

From the table above we can see that (60%) of our teachers say that their learners are motivated when they work cooperatively in groups, and (40%) of them claim that their students are very motivated during cooperative learning activities. From the results obtained we can say that cooperative learning is a motivational factor in the process of learning, and it motivates the learners by giving them a sense of responsibility in the group.

**Conclusion:**

Overall it can be said that the majority of teachers give reliable information about the variables that underlie this research.

Afterthe teacher's questionnaire has been analyzed and interpreted it can be shown that most of the teachers answers said that they notice anxiety in their students during language classes. Also the results obtained from the questionnaire have shown that Cooperative Learning is one of the most effective techniques used in raising students' motivation and

reducing their anxiety during the study of foreign language, which is reflected positively in their performance.

Finally, and after the teachers' evaluation of students' reaction we can say that Cooperative learning is a method of teaching which can succeed in solving the issue of students' anxiety by motivating them and enabling them to perform well in their learning process. Based on these results, we can say that both teachers' questionnaire and the students' one are in the direction of our hypothesis, which is that If teachers implement the cooperative learning method in their classrooms, this would effectively reduce the students' foreign language anxiety.

## **General conclusion**

Our research deals with the issue of anxiety in English foreign language learners as one of the most difficult and harmful psychological phenomenon faced by most EFL learners in trying to learn the language; also it is an attempt to clarify cooperative learning as a method used by teachers to reduce students' foreign language anxiety and make them involved in classroom activities and interaction.

We hypothesize that if teachers implement the cooperative learning method in their classrooms, this would effectively reduce the students' foreign language anxiety. To check the validity of this hypothesis, we used two questionnaires. The first questionnaire is directed to second year LMD students at the department of English, University Constantine 1. The second questionnaire is administered to teachers who have been teaching English at the same university.

The study is a total of two chapters. The first chapter consists of two sections dealing with the review of literature. The first section attempts to describe the nature of anxiety, definition, types, causes, measurements and finally ways to reduce anxiety. The second section outlines the concept of cooperative learning in terms of its elements, activities and benefits. The second chapter is concerned with the analysis of data gathered from teachers and students' questionnaire.

The results obtained from the analysis and interpretation of the questionnaires confirmed the hypothesis which states that if teachers implement the cooperative learning method in their classrooms, this would effectively reduce the students' foreign language anxiety. These results show that the students and teachers react positively to cooperative learning technique and stress the fact that it is effective in raising the level of the students, motivating them and reducing their anxiety.



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## **Appendices**

**Appendix 1: Students' Questionnaire.**

**Appendix 2: Teachers' Questionnaire.**

## **Appendix 01 :**

### **Students' Questionnaire**

**Dear students,**

The present questionnaire is an attempt to gather the needed information for the accomplishment of master dissertation. I will be so grateful if you could answer the following questions, which is about your attitudes towards foreign language Anxiety and your opinions concerning Cooperative learning as a motivational technique. Would you, please, tick the appropriate box.

Thank you for your cooperation

#### **General information:**

1. Male ☐

Female ☐

2. How do you consider your level in English?

Excellent

☐

Good

☐

Average

☐

Less than Average

☐

#### **Section one: identifying anxiety in the language classroom**

1. Do you consider your classroom as a relaxed learning environment?

☐

Yes

No

2. In the foreign language classroom, do you feel?

Confident and sure of yourself

Anxious, panicking and nervous

3. Do you feel afraid that the other students in the class will laugh at you when you make mistakes?

Always

Sometimes

Rarely

Never

4. Do you prefer your mistakes to be corrected by?

Yourself

Your classmates

Your teacher

5. Do you feel embarrassed when your teacher corrects your mistakes?

Always

Sometimes

Rarely

Never

6. Do you feel anxious during exams?

Yes

No

7. If yes, does this make you?

Do better

Do worse

## **Section two: the Use of Cooperative learning in Language Classroom**

8. You do better when you learn:

Individually ?

In pairs ?

In small groups ?

In large groups ?

9. How often does your teacher ask you to work in groups?

Most of the time

Sometimes

Rarely

Never

10. When working in groups do you prefer to work with?

Peers of your level

Your friends

Randomly

11. Do you have problems working with your peers?

Always

Sometimes

Rarely

Never

12. When teacher ask you to work in groups are you:

Very motivated ?

Motivated ?

Less motivated ?

Not motivated ?

13. This way of learning helps you to:

Learn to respect different ideas and opinions ?

Learn social skills for getting along with others ?

Be motivated to learn a second language ?

Ask and respond to more questions ?

14. Does your teacher help you see the importance of Cooperative group work?

Yes

No

15. If yes, does he/she:

Simply explain why he/she is doing cooperative work ?

Do a brainstorm session on the value of group work ?



## Appendix 02:

### Teachers' Questionnaire

**Dear teachers,**

The present questionnaire is an attempt to gather the needed information for the accomplishment of master dissertation. The questionnaire aims at shedding light on the effect of anxiety on students' achievements, and whether the use of cooperative learning teaching technique in the foreign language classroom can reduce students' anxiety. I will be very grateful if you could help me by filling in the questionnaire. Would you, please, tick the appropriate box and make a statement whenever required

Thank you for your cooperation

#### General information:

1. Experience:  Year(s)

2. Degree(s) held:

#### Section one: identifying anxiety in the language classroom

1. Do you try to establish a relaxing atmosphere in the class?

Always  Sometimes  Rarely

2. Do you discuss with your learners about their learning problems?

Always  Sometimes  Rarely

3. Have you ever noticed that your students are anxious in the classroom?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

4. If you think that the teacher can contribute to student anxiety, is it when:

Constantly correcting students errors ☐

Criticizing their mistakes ☐

Neglecting them when they are too anxious to participate ☐

5. Do you treat anxious students in a specific way?

Yes ☐

No ☐

6. If yes, please explain how

.....

.....

.....

7. How often do you motivate your learners in the classroom?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

8. Which of the following technique you use to motivate your learners?

Group work (Cooperative learning) ☐ Role play ☐

Problem solving ☐ Discussion ☐

## **Section two: the Use of Cooperative learning in Language Classroom**

9. How often do you have your students work in groups?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

10. On what basis do you set up the groups?

Sex ☐ Students' preference ☐ Proficiency ☐ Randomly ☐

11. How about group size?

Pairs ☐ Small groups (3-4) ☐ Large groups ☐

12. How often do you monitor the groups ?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

13. How often do you give feedback?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

14. Do your students have problems working together?

Yes ☐

No ☐

15. How do your students respond to cooperative learning?

Very motivated ☐ Motivated ☐ Less motivated ☐ Not motivated ☐

## Résumer

Cette étude a pour but d'explorer le rôle de l'apprentissage coopératif comme une méthode d'enseignement pour réduire le stress par rapport aux langues étrangères chez les étudiants de deuxième année universitaire. Cette étude s'articule principalement autour de l'intégration de la technique de l'apprentissage coopératif dans les cours de *EFL* l'anglais comme langue étrangère avec l'idée de si l'enseignant fait recourir à cette technique il réduira ainsi le degré de stress chez les étudiants. Pour atteindre cet objectif. Deux questionnaires ont été remis à un échantillon de 25 étudiants en deuxième année LMD. Aussi, 10 enseignants ont été choisis au hasard parmi les enseignants du département d'anglais – université de Constantine 1. L'analyse et l'interprétation des résultats des questionnaires ont démontré que l'apprentissage coopératif est une technique très efficace pour réduire le degré de stress chez les étudiants en plus d'être un bon stimulant qui les incite à plus de participations durant le cours. Dans l'ensemble, les résultats obtenus concorde positivement avec notre hypothèse. Et on se base sur ces résultats, Nous suggérons aux enseignants de *EFL* l'anglais comme langue étrangère de faire recourir à cette technique afin réduire le degré de stress dans leurs classes.

## ملخص البحث

تهدف هذه الدراسة إلى اكتشاف دور التعلم التعاوني كطريقة تدريس للحد من قلق طلاب السنة الثانية للغات الأجنبية ، تهتم هذه الدراسة بشكل أساسي بتنفيذ تقنية التعلم التعاوني في أقسام اللغة الإنجليزية كلغة أجنبية مع فرضية أنه إذا استخدم المعلمون هذه التقنية، فسوف يقلل ذلك من قلق المتعلمين و لتحقيق هذا الهدف تتم إدارة استبيانين على عينة من 25 طالبًا من طلاب اللغة الانجليزية و 10 مدرسين يتم اختيارهم عشوائيًا في قسم اللغة الإنجليزية بجامعة قسنطينة 1. يوضح تحليل وتفسير نتائج الاستبيانات أن التعلم التعاوني هو أسلوب فعال في الفصل لتقليل قلق الطلاب وجعلهم يؤدون ويشاركون بشكل أفضل. عموما النتائج التي تم الحصول عليها تشير في اتجاه فرضيتنا و حسب هذه النتائج، نقترح على مدرسي اللغة الإنجليزية كلغة أجنبية محاولة استخدام تقنية التعلم التعاوني لتقليل قلق المتعلمين في الفصل الدراسي.