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DEPARTMENT OF ENGLISH



MASTER THESIS

**Investigating the Role of Cooperative Learning in
Reducing EFL Learners' Anxiety in Oral Classes**

**The Case of First Year Students of English
at Mohamed Kheider University of Biskra**

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language**

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Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

Declaration of Originality

I, HIRECHE Khadra, certify that this study is a presentation of original work, and was fully authored in my own words. This work has never been published before, at any university or institution. All sources are acknowledged as References. This study took place at Mohamed Kheider University of Biskra, Algeria, during the school year 2023-2024.

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Signature

A handwritten signature in blue ink, consisting of stylized initials and a horizontal line.

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Dedication

A special feeling of gratitude to:

My loving father for raising me to believe that everything is possible

My dearest mother for her unbiased and endless support

Without her, none of my success would be

To all my family

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Abstract

Anxiety plays a crucial role in learning a foreign language because it is considered a negative factor that may hinder the learning process, and constitutes a potential obstacle to achieving adequate linguistic proficiency. The study under investigation the attitudes of both teachers and students towards the role of cooperative learning in reducing anxiety among students in oral classes. Therefore, starting from the assumption that implementing cooperative learning will contribute to reducing learners' anxiety, a qualitative method was adopted to check the validity of this hypothesis. In this regard, two questionnaires were designed. The first one was administered to a group of twenty-eight (28) first year students while the second was sent to six (6) teachers from the English Language Department at Mohamed Kheider University of Biskra. The results obtained showed that both teachers and students agree that cooperative learning as an effective means of reducing anxiety in oral classes, which indicates the importance of adopting this method to improve confidence and positive interaction in the learning environment. Ultimately, it is desirable to encourage interaction and cooperation among students in oral classes, and to provide a supportive and encouraging environment for cooperative learning. The focus is on improving, communication, cooperation and group work skills, managing stress and anxiety during oral performance, and enhancing cooperative learning strategies in the classroom.

Keywords: Cooperative learning, Anxiety, Oral classes, confidence.

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List of Abbreviations and Acronyms

AAT: Achievement Anxiety Test

CL: Cooperative Learning.

FL: Foreign Language

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

STAD: Students Team Achievement Division

STAI: State-trait anxiety Inventory

TGT Team Game Tournament

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Background of the Study

Cooperation is basic still for building communities and making progress .A person is most successful when he collaborates with others in cooperative spirit. In this instance, anxiety seems to be a determined in how factor collaboration affects the person, since cooperation lowers anxiety and enhance mental health overall. Encourages the kind of constructive social contact that results from teamwork in Forging lasting bonds and enhancing both individual and collective performance. Slavin (1992).State that « Cooperative learning refers to instructional methods involving small heterogeneous groups working together, usually toward a common goal ».

In the context of foreign language instruction for students studying English as a foreign language (EFL) effective language Instruction is essential since it has a direct impact on their language Learning and communication abilities. However, for both students and teachers, the oral component of language, learning frequently presents serious difficulties. Speaking and listening skills Development is greatly aided by oral instruction, but it can also stressful especially for EFL.

The English Department at Biskra University has found that Anxiety related to learning English as a foreign language (EFL) is rather common, especially among first year students in oral classes. This concern could impede the development of effective oral proficiency and language acquisition. Investigation the possible effects of using cooperative learning tactics in the oral class room setting is necessary to address this whether those methods can lessen anxiety among EFL learners and provide a more supportive learning environment.

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1. Statement of the Problem

In the realm of learning, affective and psychological factors cause considerable influence, particularly in the acquisition of a foreign language. Anxiety, as a significant example, poses an incredible barrier impeding numerous foreign language learners from attaining academic success and proving their language proficiency.

Classroom observations and interviews have unveiled distinct features of students in the English Department at Biskra University face challenges in specific subjects, especially those centered on interaction and oral expression. Their struggle stem from severe anxiety, hindering active participation and involvement in class activities. Cooperative learning emerges as a potential strategy capable of mitigating students' anxiety levels, thus enhancing their performance in foreign language education (FLE).

2. Aims of the Study

- Evaluating the role of Cooperative Learning techniques in reducing Anxiety levels among EFL learners during classroom oral activities.
- Explore how Cooperative Learning can contribute to creating a supportive learning environment that enhances Learners' confidence and encourages them to actively participate in oral activities.

3. Research questions

The study addresses to main questions:

1. What are the specific sources and manifestations of anxiety experienced by English as foreign language (EFL) students at Biskra University during oral classes?
2. To what extent can cooperative learning strategies serve as effective solutions to alleviate the anxiety of English as foreign language (EFL) students in the context of oral classes' sessions?

4. Research hypothesis

In the light of these questions, we hypothesize cooperative learning strategies in oral English classes for 1st-year students at the Department of English; Biskra University will significantly reduce anxiety levels among EFL learners by fostering a more positive and participatory language learning environment.

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5. Research Methodology

The current study utilizes a descriptive methodology due to its suitability for the chosen population and the time constraints involved. The methodology involves initially outlining the theoretical framework of the subject matter. Subsequently, the gathered qualitative data will be analyzed and interpreted to draw conclusions obtained from the questionnaires. The design aims to test the research hypothesis and find answers to the research questions.

5.1 Data Collection Tools

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 students in order to understand their sources of anxiety and evaluate their opinions about the role of Cooperative Learning (CL) and its effectiveness in alleviating anxiety levels in the EFL classroom. The questionnaire allows the collection of reliable data in terms of the relationship between cooperative learning and anxiety in the Oral Expression Class.

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.

5.2 Population and Sampling

The study population will be first-year students in the Department of English at the University of Biskra during the academic year 2023/2024 and teachers who taught English at the same university, where the responses of twenty-eight (28) students and six (6) teachers in the department will be collected in a random manner. This group of students will be selected because they are taking the Oral Expression module and serve as a convenience sample; In addition, this unit is a suitable environment for communicating orally, and this raises the odds to experience EFL speaking anxiety.

6. Structure of the dissertation

This dissertation is divided into two parts namely; a theoretical and practical part. It includes three chapters. The first two chapters constitute the full literature review and explanation. The first chapter is titled cooperative learning. The focus of this chapter will be on the definition of cooperative learning, its types, its basic elements, its strategies and benefits. Furthermore, it will address the relationship between the use of this approach within EFL classrooms and oral communication. The second chapter will address oral communication anxiety. It will provide an insight into anxiety in English as a foreign language, its definition,

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types, possible sources, and its effects on students' development, as well as highlighting the effect of cooperative learning in reducing anxiety. The practical part is dedicated to exploring the role of cooperative learning in reducing oral communication anxiety in EFL learners. It provides a detailed description of the approach used which includes a student questionnaire, where the data collected will be analyzed, interpreted and discussed. Finally, conclusions, pedagogical implications, limitations, and future research goals will be drawn based on the study findings.

Chapter One: Cooperative Learning

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Chapter One: Cooperative Learning

Introduction

A method of instruction known as Cooperative Learning promotes student engagement and teamwork in order to achieve shared learning objectives. It improves social contact and productive interaction in a shared learning setting, and it helps to develop communication and problem-solving abilities.

This chapter focuses on the importance of Cooperative Learning in promoting the English language classroom environment and its role in reducing learners' anxiety. In addition to that, we will deal with the definitions of Cooperative Learning, its types, and its foundation for active learning. We will also attempt to uncover its advantages and disadvantages as far as the and foreign language classroom is concerned.

1.1. Definitions of Cooperative Learning

In general, Cooperative Learning is defined as the educational use of small groups in which students work together to maximize their own and each other's learning. However, this is not as simple as that since there are two types of Cooperative Learning (CL). The first one is Competitive Learning where students work against each other to achieve an academic goal such as obtaining an « A » grade, which only one or a few students can achieve. As for individual learning, students work on their own to achieve educational goals that are unrelated to the goals of other students. In cooperative and individual learning, students' efforts are evaluated on a criterion-referenced basis, while in competitive learning; they are evaluated on a criterion-referenced basis. While there are restrictions on when and where competitive and individual learning can be used appropriately, any learning task in any subject area with any curriculum can be organized collaboratively (Johnson and Johnson, 1989, 1999; Johnson and Smith, 2006. P. 87).

In small groups of two or more students, Cooperative Learning (CL) is a student-centered method to teaching that provides students the chance to think critically, participate in hands on activities, and have mutual discussions about the (dis) similar aspects of a task (Chen, et al., 2022. p. 02).

According to Norman (2022), students who are reluctant to join in class discussions because they are shy or feel insecure and anxious while speaking resulting from fear of the teacher, or fear of the classroom will benefit most from the cooperative learning (CL). "These students can actively engage with one another when placed in smaller groups because they do not have to worry about a "teacher figure" or a "Growth" to frighten them."

Chapter One: Cooperative Learning

1.2. The essential elements of cooperative learning

When certain requirements are not met, cooperation frequently fails to work as intended. These prerequisites are what make collaborative efforts more fruitful than individualistic and competitive ones these essential components are:

- Clearly perceived positive interdependence
- Considerable promotive (face – to –face) interaction
- Clearly perceived individual accountability and personal responsibility to achieve the group's goals
- Frequent use of relevant interpersonal and small group skills
- Frequent and regular group processing of current functioning to improve future effectiveness.

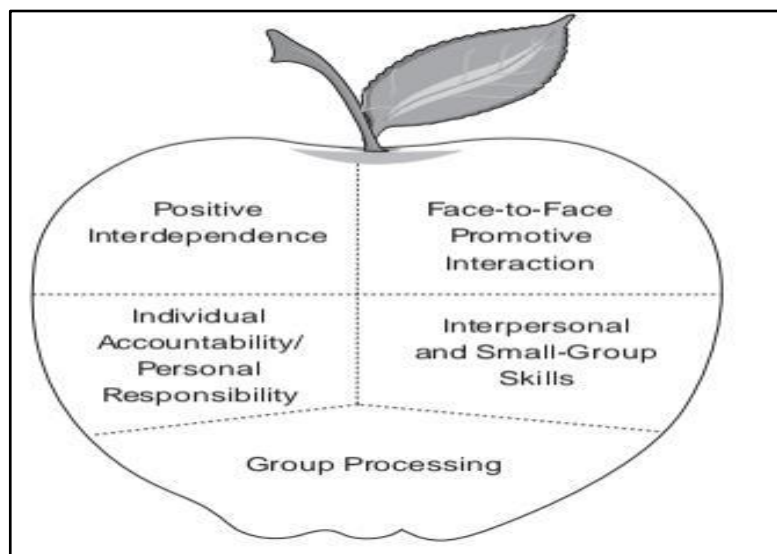


Figure 1: Essential components of Cooperative Learning

1.2.1. Positive interdependence

This aspect reinforces the situation in which students are in to see that their work benefits their group mates and the work of their group mates. It also benefits them and to work together in small groups to get the most benefit learning for all members by sharing their resources and mutual provision support, encourage and celebrate their shared success. When positive interdependence is clearly established, it highlights the fact that:

Each group member's efforts are required and indispensable for group success. Every member's has a unique contribution to make to the joint effort because of these resources role, and task responsibilities (Johnson, D. W., Johnson, R. T., & Houlihan, E. 1994).

Chapter One: Cooperative Learning

1.2.2. Face – to – Face promotive interaction

Students are required to achieve some success. While interdependence may ultimately have some impact on outcomes, face – to – face reinforcement interaction increases it between people more than others. It always affects commit control and psychological adjustment and social competence. Promotive interaction results in individuals as follows:

- The text emphasizes the importance of efficient assistance.
- Resource exchange.
- Information processing.
- Decision – making challenges.
- Goal achievement.
- A moderate level of arousal with low anxiety and stress in a work environment.

1.2.3. Individual accountability

This simply means that each group member is responsible for his or her task part of the work. It is important that no one “navigates” the work of others. It requires each student in the group to develop personal skills for learning and to help the rest of the group learn as well.

While researchers disagree about other essential components, many feel it goes further than that (Joliffe, 2007. P. 03). There is a necessary aspect, which is called “the lubricant of teamwork Cooperative”: dealing with others and small group skills these include: (important) academic skills, such as follow-up. Instructions, staying on task. Planning and reviewing progress, time management, generating and suggestion in laws. The second range relates to interpersonal skills such as listening to others, conflict resolution and valuing others.

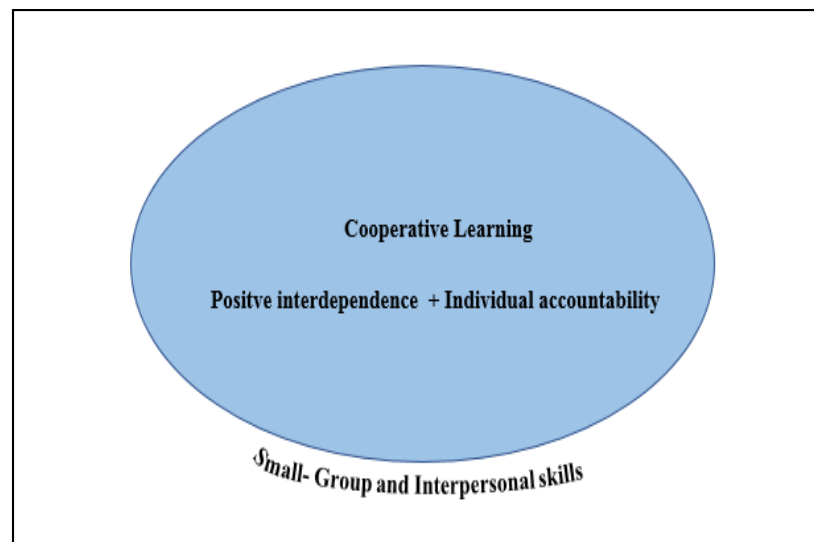


Figure 2 : Elements of Cooperative Learning

Chapter One: Cooperative Learning

1.2.4. Interpersonal and social skills

Johnson, Roger, and Johnson (1994) assert that interpersonal and small group skills are essential of cooperative learning (CL). Cooperative learning groups require students to learn academic material (work on assignments) and interact with others. In addition, the group skills needed to work as part of a team (teamwork). This makes cooperative learning inherently more risky than competitive learning. Competitive or individual learning is successful if teamwork skills work. The more socially skilled a student is, the more interested he or she will be to teach and reward the use of social skills. In their studies on the long – term implementation of cooperative learning (CL) Mesch, Johnson and Johnson 1988; Law, Johnson, and Johnson 1986 investigated the reward effect the use of social skills combined with reliance on influence and like hood of academic achievement on performance within the collaboration. Technical cooperative training requested weekly in four social skills , with each member of a cooperative group given two additional check points if all group members are observed through the landmark presentation of three of the four technical collaboration a combination of motor dependence and academic contingency high performance by all group members and social skills contingency promoted the highest achievement .

1.2.5. Group processing

Effective teamwork relies on group formation, collective consideration sessions, and clear field sets. It aims to achieve group goals and maintain good relationships among members collaborative learning groups focus on maintaining good relationships, facilitating skills, and gaining feedback. Creative work is the effective cause, and positive behavioral set of group members contribute to effective teamwork (Jon R. Katzenbach, Douglas K, Smith 2009).

1.3. Types of cooperative learning technique

1.3.1. Jigsaw

Jigsaw technique is a method of learning collaboration in which students are assigned to small teams to divide academic processes into departments. They study their sections with other team members, and then teach their sections to each other. Team test scores contribute to item vocabulary, but not to team score this means relying heavily on reward but reducing reliance on reward, seeks to achieve the goals of others. Jigsaw II focuses on the themes of powers, where a party from different teams discusses and teaches their party. (Aronson, 1978. P. 320).

Chapter One: Cooperative Learning

1.3.2. Student Teams – Achievement Divisions

Student teams- achievement divisions (STAD) games and tournaments replaced by amateur abstract tests, translated into team results using “achievements section”. The students in the early stage started performing at the next stage started as young adults. The “bumping” action changes the section's duties on a weekly 22- week basis, allowing them to know only their section's duties without interaction with other members. A complete description of STAD appears in Slavin (1978 c).

1.3.3. Team – Game Tournament

Team-game tournament (TGT) consists of 4- to 5- member student teams and instructional tournaments. Teams are cooperative elements, assigned based on ability levels, sex, and race. They prepare members for the tournament by studying and quizzing each other. In weekly tournaments, learning team members submit an assignment to « tournament tables » of up to three, and compete statistically, with the top three students of previous performance at each table. Students compete in a table – based academic game, with each student's score added to the overall team score. Teachers recognize successful team and maintain equality through newsletters (Devries, Slavin, 1978 b .p. 320).

Techniques	Reward Inter-dependence	Task Inter-dependence	Individual Accountability	Teacher Imposed Structure	Group Competition Used
TGT	High	Low	High	High	Yes
STAD	High	Low	High	High	Yes
Jigsaw	Low	High	High	High	No
Jigsaw II	High	High	High	High	Yes
Small-Group Teaching	Low	High	Low	Low	No
Johnson Techniques	Low	Low	Low	Low	No
Wheeler Techniques	High	High	Low	High	Yes
Weigel et al Techniques	High	Low	Low	Low	Yes
Hamblin et al Techniques	High	Low	High	High	No

Table 1: Characteristics of Cooperative Learning techniques

Chapter One: Cooperative Learning

Major Reports	Number of Students	Grade Level	Level Duration (Weeks)	Level of Random Assignment	Kind of School
TGT					
1. Edwards, DeVries, & Snyder (1972)	96	7	9	Class	Urban East
2. DeVries & Edwards (1973)	110	7	4	Student	Urban East
3. Edwards & DeVries (Note 4)	128	7	12	Student	Urban East
4. Hulten & DeVries (Note 5)	299	7	10	Class	Urban East
5. DeVries, Edwards, & Wells (Note 6)	191	10-12	12	Class	Suburban South
6. DeVries & Mescon (Note 7)	60	3	6	Student	Suburban East
7. DeVries, Mescon, & Shackman (Note 8)	53	3	6	Student	Suburban East
8. DeVries, Mescon, & Shackman (Note 9)	53	3	5	Student	Suburban East
9. DeVries, Lucasse, & Shackman (Note 10)	1742	7-8	10	Teacher	Suburban Midwest
10. Slavin, (1977c)	87	7-9	10	Teacher	Suburban East

Table 2: Characteristics of Cooperative Learning studies-TGT

Major Reports	Number of Students	Grade Level	Level Duration (Weeks)	Level of Random Assignment	Kind of School
STAD					
11. Slavin, (1978a)	205	7	10	Class	Eastern Rural
12. Slavin, (1977b)	52	7	10	Class	Urban East
13. Slavin (in press)	424	4	12	Class	Rural East
14. Slavin (1979)	424	7-8	12	Class	Urban East
15. Slavin & Oickle (Note 11)	230	6-8	12	Class	Rural East
16. Madden & Slavin (Note 12)	175	3-8	6	Class	Urban East

Table 3: Characteristics of cooperative learning studies- STAD

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Major Reports	Number of Students	Grade Level	Level Duration (Weeks)	Level of Random Assignment	Kind of School
Jigsaw					
17. Blaney, Stephan, Rosenfield, Aronson, & Sikes (1977)	304	5-6	6	Non-Random	Urban Southwest
18. Lucker, Rosenfield, Sikes, & Aronson (1976)	303	5-6	2	Non-Random	Urban Southwest
19. Gonzales (Note 3)	326	9-12	10	Non-Random	Western Rural Town

Table 4: Characteristics of cooperative learning studies- Jigsaw

Major Reports	Number of Students	Grade Level	Level Duration (Weeks)	Level of Random Assignment	Kind of School
Combined Program (TGT, STAD, Jigsaw II)					
20. Slavin (Note 13)	559	4-5	16	Non-Random	Rural East

Table 5: Characteristics of cooperative learning studies- Combined Program

Major Reports	Number of Students	Grade Level	Level Duration (Weeks)	Level of Random Assignment	Kind of School
Other Studies					
21. Johnson et al. (1976)	30	5-5	4	Student	Urban Midwest
22. Johnson, Johnson, & Scott (1978)	30	5-6	10	Student	Suburban Mid-west
23. Cooper et al. (in press)	60	7	3	Student	Urban Midwest
24. Wheeler & Ryan (1973)	88	5-6	4	Student	Suburban Mid-west
25. Wheeler (Note 1)	40	5-6	2	Student	Southern Rural Town
26. Weigel, Wiser, & Cook (1975)	324	7-10	30	Class	Urban West
27. Hamblin, Hathaway, & Wodarski (1971)	38	4	20	Student	Urban Midwest

Table 6: Characteristics of cooperative learning studies- Other Studies

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1.3.4. Small- group teaching

Small- group teaching is a classroom technique in which students engage in collaborative group inquiry, discussion, and data collection. Choose sub topics, organize into small groups, and perform individual tasks. This approach is characterized by a high degree of student autonomy and task interdependence, but low in terms of group reward interdependence and individual accountability (Sharan, 1976. P. 321).

1.4. The foundation for active learning

Cooperative learning is the foundation for various active learning methods such as problem based, teamwork, collaborative learning, and peer assisted learning:

1.4.1. Problem – based learning

Involves students working in small groups to solve problems, which the teacher considering their work .this is based on Cooperative Learning, which is the basis of learning to solve problem. When explicitly related in general, can be known as registering collaborative evidence of problem or registering collaborative evidence of problems.

1.4.2. Team-based learning

Involves assigning students with diverse skills into permanent groups of five to seven members, which enhances the quality of learning. Students are responsible for homework and class efforts, providing in class activities and feedback. This collaborative learning approach promotes individual and group learning.

1.4.3. Collaborative learning

James Britton (1970) developed collaborative learning, an educational method based on Vygotsky's theory. It believes that learning comes from a community of learners, not from specific roles of teachers. Instead, encouraged group formation and natural learning, focusing on dialogues and interactions with peers and teachers. Cooperative learning focuses on maximizing individual and group learning.

1.4.4. Peer- Assisted Learning

In peer-assisted learning, students in similar circumstances actively aid one another in learning new information and abilities. It incorporates reciprocal peer tutoring, which connects students of similar ages and abilities and assigns them the duty of maintaining each other's others involved in the classroom. Cooperation is the foundation of Peer – Assisted Learning because support and encouragement are more likely to occur in noncompetitive settings.

1.5. Cooperative Learning and foreign language teaching classroom

It is evident that foreign language (FL) and cooperative learning (CL) are closely related. Both adhere to the same set of values which are mostly derived from communication patterns. As a method of instruction, cooperative learning (CL) aims to increase opportunity for communication and foster interaction.

Many researchers in the field of linguistics confirm this in their investigation the effectiveness of using cooperative learning (CL) techniques in foreign language classes. They prove the fact that cooperative learning technique help students enhance the higher features of foreign language learning, namely understanding, perception and communication skills (Stepanovienè, 2013).

Casal (2005) on the other hand conducted, a well – established practical study that highlighted what is referred to as the perfectly harmonious relationship between language learning, cooperative learning methodology and techniques. The results of his research revealed that cooperative learning (CL) this method is particularly suitable in language classrooms because of the following aspects : An atmosphere supportive of communication , collaboration , independence and personality responsibility for learning , mutual interaction and continuous participation of all members of society learners in the learning process (p . 21- 22). As a result, language learning is a worthy approach to incorporate into EFL classes its techniques are the same as the foreign language learning methods it takes as a basis communications.

1.6. The Relationship between Cooperative Learning and Oral Communication

Through encouraging teamwork, involvement, and peer connection, cooperative learning enhances oral communication abilities. Through talks, idea sharing, effective communication exercises in groups, people improve their capacity for thinking expression, active listening and verbal idea articulation. Through regular engagement and peer feedback, this collaborative approach fosters a supportive environment that enables individuals to improve their oral communication abilities.

Studies found that the cooperative learning approach improves learning (Retnowati et al., 2017; Carlos Torrejoseijo et al., 2021. p. 05) a study by Lie et al. (2018) involved thirty – six undergraduates who did not major in English . The investigation discovered that the cooperative learning approach enhanced student's listening comprehension of English. In 2018, Rodphotong carried out research with 1,471 first- year students. The results of the study showed

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that students' English communication skills improved significantly by the cooperative learning approach.

Namaziandost et al. (2019), conducted a study involving 90 students in Iran, learners' oral ability considerably increased following the use of the Cooperative Learning pedagogy. In a study conducted by Dendup and Onthanee (2020) with 19 fourth – graders, it was discovered that the cooperative learning approach outperformed conventional teaching strategies in terms of improving students' English communication abilities. A study conducted by Koroglu (2021) with fifty – two first- year Turkish college students demonstrated how successful the cooperative learning approach was in helping their spoken language. According to Haryanti et al. (2021), a survey consisting of 64 students revealed that the Cooperative Learning approach was successful in encouraging students to participate in language learning activities and develop their oral skill. Finally, most researches show cooperative learning significantly affects oral proficiency, but there is a lack of study on its effectiveness in training English tourist guides, suggesting experimental groups may have higher post-test scores.

1.7. Learner's role in Cooperative Learning

Group members and learners are asked to cooperate in order to complete the tasks. To work, effectively they need to develop their teamwork abilities. Furthermore, learners also direct their own learning while monitoring, planning and evaluating their learning. Therefore, learning means direct and active participation and involvement of team members. Teams are usually pairs in cooperative learning language (CLL) « where learners can engage in learning for the maximum amount of time » (Richard, Rogers, 2014, p. 40-41) pair tasks engage learners in a role teachers, auditors, recorders and information sharers who take roles (student roles, 2016): tutors are the students who assist and help their mates throughout the task process.

- Information sharers are those who search information and share this information to the rest of the group.
- Checkers are those who double – check data, bibliographic sources, and graphic and so on to be accurate and correct.

On the other hand, students participated in the group discussion by presenting several ideas and a summary of the discussion in front of all students orally.

- Participate in preparing the room
- Roles assigned to each group member (leader, reporter, writer, etc.)
- Think individually about writing notes to use during the group discussion.

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- Encourage and help each other.
- Discuss points and questions in a communicative manner.
- Work on groups collaboratively; co-present a summary of the discussion presented to all students at the end of the group discussion.

1.8. The importance of Cooperative Learning

Cooperative learning is a unique teaching strategy, with different expectation for teachers and students compared to traditional activities such as whole class discussion, teacher presentation, or individual work. Some of the important aspects of using cooperative learning in classroom will be highlighted in the coming subsections.

1.8.1. Enhancing student's social skills

Carter et al. (2001. P. 31),identify social skill acquired by cooperative learning include : listening and communication (both verbal and non-verbal) , leadership (problem solving , developing trust through decision – making , acceptance , and support from others (keep working relationships and promote teamwork) . Ashtiani et al. (2007) and Schlitz et al. (2001), point out that « using, cooperative learning in the regular and special education classrooms can help to teach students how to socialize appropriately and can give them opportunities to practice. It can provide tools to transfer the skills learned into real life situations ». In enhancing understanding and personal development among students, cooperative learning improves performances, builds a sense of achievement, and strengthens social bonds between students. It also enables students to discuss and clarify content.

1.8.2. Appreciating differences

Angel (2003. p. 32) and Crillies et al. (2008) believe that for students from a variety of cultural and linguistic backgrounds, Cooperative Learning is a successful way to foster a sense of community between home and school environments. In cooperative learning environments , students with different backgrounds and characteristics get to know each other , cooperative as equals , and work toward common goals , leading to a wide range of outcomes therefore , the cooperative learning fosters more acceptance of mainstreamed academically disabled students , as well as responsibility , peer support , and success in learning teams . It also improves students' self – esteem, motivation, and cross- ethnic contact (Caposey, et al. 2003. p. 32).

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1.8.3. Individualization of instruction

Lie, (2000) and Krause et al. (2008), suggest there is a chance for students to receive one-on-one support from peers and teachers in cooperative learning groups peer assistance grows. Learning for both the teachers and the pupils their members are assisting peer support allows the students receiving it to become less reliant on their teachers and to have more possibilities to improve their learning. The Cooperative Learning groups provide the assisting students with chances to improve their own performance.

1.8.4. Increasing students participation

Group instruction creates students a lot more opportunities to speak. Initially, there is a rise in the proportion of time that students speak rather than the instructor. Second, when students have the opportunity to chat, a large number of them do so constantly (lie, 2000. p. 34). According to Abdullah et al. (2002), the interaction hypothesis links second language acquisition to cooperative learning by improving interpretable input through interaction with interlocutors and giving students a more interesting situation.

1.8.5. Increasing motivation and positive attitude toward learning

Ediger (2002) argues that students can discover that learning can be fun in the classroom through cooperative learning. Cooperative education increases motivation significantly help improve self -esteem , spend more time on task , and work toward learning . By offering intelligible feedback in developmentally appropriate ways and in a stimulating and supportive setting, cooperative facilitates language acquisition. L2 learner's motivation and psychosocial adjustment are improved through Cooperative Learning.

1.8.6. Decreasing Anxiety

McDonough (2004), posits that peer groups may provide a more encouraging and less stressful atmosphere for language use, increasing the chances that students will absorb additional feedback. During pair or small group exercises, learners may experience a reduction in anxiety and an increase in confidence compared to whole – class conversations.

1.8.7. Increasing self –esteem

Encouraging students to become life long learners -people who can think and learn without constant direction from teachers is one goal of education. By moving away from reliance on educators, cooperative group projects foster students' development as autonomous

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thinkers and as members of a learning community. Through cooperative learning, students can develop their sense of self-worth and their ability to trust one another lie (2000).

1.8.8. Increasing academic achievement

In this respect, Holliday (2002) states that Cooperative Learning encourages activities where students must write, read, talk, and think on the material being studied rather than just listening positively to an instructor. Collaboration leads to increased productivity and success higher level reasoning techniques are used more frequently in collaborative learning, which also produces fruitful learning environments cooperative learning is the most effective way to raise academic performance.

1.9. Disadvantages of cooperative learning

Supporters of This teaching learning strategy point to advantages such enhanced student communication, the development of oral skills, and increased student accountability for learning. Cooperative learning however, might have several of disadvantages:

First, curriculum materials need to be greatly enhanced and created with cooperative learning in mind. Furthermore, tasks were frequently not dependent on the group, making them ineffective for cooperative learning. Higher ability students preferred working alone or exerting some sort of control over the group, whereas many other students were docile during group projects. The success or failure of Cooperative Learning in arithmetic education, the researchers noted, ultimately depends on the teacher's expertise (Good, et al., 1989 / 1990 .p. 21).

Gifted students have a difficult to comprehend why their peers are unable to solve the difficulties. They resent explain things to students who are not paying attention them. They do; however, take pleasure in assisting other learners. The majority of talented students claim that explaining the subject to others has not improved their understanding of it. Lastly, when these students collaborated with peers who were on the same academic level as them, their attitudes toward cooperative teaching significantly decreased (Matthews, 1992).

Talented and gifted students appear to gain from cooperative learning but effective implementation is essential component of its efficiency. It is important that we allow talented students time to collaborate with one another. Students are placed in ability groups for during the school day, they achieve greater level than students who are not gathered together for instruction (Matthew, 1992. p. 22).

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Conclusion

As a conclusion, and throughout this chapter, we have seen particularly how successful this strategy is by encouraging constructive student engagement is cooperative learning. Working together in a shared learning environment and exchanging ideas improves comprehension and strengthens communication abilities. Through this process, social interaction is improved and the formation of strong teams – whose strength comes from the diversity of viewpoints among its members, is encouraged. Cooperative learning thus appears as the cornerstone for the general development and achievement.

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Chapter Two: Oral Communication Anxiety

Introduction

Anxiety poses serious problem to foreign language learners, frequently resulting from feelings of unease, performance pressure, or fear of failure. It can damage focus, memory, and the learning process as a whole, making it more difficult to take in and apply new knowledge. It is essential to comprehend and control this fear in order for creating a positive and effective learning environment.

This chapter focuses on the definition of foreign language anxiety, its types, and the factors that cause anxiety. We will also deal with the measurements of language anxiety, and its effect on oral communication. In addition to that, we will highlight the relationship between foreign language anxiety and FL learners' oral performance. In this chapter will also show the role cooperative learning and its impact in reducing the effect of oral communication anxiety on learner's achievements.

2.1. Definition of anxiety

Spielberger (1983 .p. 113) defines anxiety as “is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system “.It is not only logical to many people believe that worry hinders language acquisition has been shown to interfere with a variety of learning processes and is one of the factors that psychology and education have studied the most. Psychologists divide anxiety into various group Anxiety as a personality feature is usually distinguished from an occasional anxiety attack. In other words, state anxiety is perceived as a reaction to a specific anxiety inducing event. However, trait anxiety is thought of as a consistent personality trait (Spielberger, 1983).

Anxiety is classified as a specific anxiety reaction if it is restricted to the language learning environment Therefore, psychologists make use of those who are typically anxious in a range of scenarios from those who are anxious only in particular situations can be distinguished by using the term “ situation-specific anxiety reaction ” . Researchers have discovered a number of distinct anxiety disorders connected to academic disciplines, which include science and mathematics as well as school -related actions such as taking tests. Researchers and theorists of second languages have long known that anxiety and language acquisition are frequently related. A majority strongly believe that worry is a significant barrier to acquiring another language, and various contemporary methods of teaching foreign languages include the purpose of suggestions and community language learning is to specifically lower learner anxiety.

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Foreign language anxiety has not been sufficiently characterized in second language studies, nor has it been explained in terms of how it specifically affects language acquisition by recognizing foreign language anxiety as a conceptually separate variable in foreign language learning and interpreting it in light of previous theoretical and empirical research on particular anxiety reactions. Thus, people involved in language learning and teaching should be able to recognize the signs and effects of foreign language anxiety with ease.

2.2. Types of Anxiety

In foreign language, learning anxiety is a common factor that negatively affects foreign language students' learning process and performance. This state is considered the most experienced and uncomfortable during their learning. As a matter of fact, several types of anxiety have been identified, as specific forms of anxiety related to language acquisition. These are linked to the field of psychology that contains different types and forms. In the following subsections, we will outline the most important ones

2.2.1. Trait Anxiety

Experiencing anxiety or nervousness under certain circumstances is known as trait anxiety. The term “trait anxiety” describes a person's inherent under ability even when there is not a legitimate cause for fear Horwitz (2001) and Spielberger (1972). In other words, an individual suffering from trait anxiety may experience anxiety in any situation. It is believed that this anxiousness is a trait of the human condition that does not change much over time. Trait anxiety is described by Scovel (1978) as “a more permanent predisposition to be anxious” (. p. 101).

Fitriah and Muna (2019) believe that a person's personality is shaped by their type of anxiety, known as trait anxiety, and students with persistent and challenging behaviours, such as the inability to express emotions or thoughts, may struggle with classroom activities and speaking ability. This can occur in any situation or subject, making it difficult to change their behaviours.

2.2.2. State Anxiety

In the case of state anxiety, apprehensiveness in students arises from emotional shifts due to external influences, but learning to control thoughts and feelings can enhance their enjoyment in classroom activities.

On the other hand, state anxiety have been described by Woodrow (2006) and Spielberger (1972) as a transient phenomenon with fluctuating intensity across time while

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experiencing anxiousness is a consistent feeling . Anxiety states are typically temporary and associated with particular events, such as giving a speech. It is believed to be a transient event that occur at a specific period. It is also regarded as a response to a particular trigger that induces anxiety, such a significant exam (Spielberger, 1983). Another way to describe anxiety is as a Jittery sensation that varies in intensity and can change over time. According to Young (1998), this uneasiness may be related to state anxiety. Example of State Anxiety , Test Anxiety is a state of unease experienced by students , impacting their emotional , mental , and behavioral state , which can fade over time (. p . 102).

2.2.3. Situation -Specific Anxiety

Situation-specific anxiety, which falls under the third category of anxiety, is the uneasiness that arises in response to a particular situation Peter D. Gardner Macintyre (1991). Studies that focus on a particular situation can make a substantial contribution to our understanding of anxiety because they can raise questions about many different aspects of the event.

MacIntyre and Gardner (1991) and Horwitz (2001), suggest that the kind of characteristic that appears during language acquisition is situation specific anxiety. According to MacIntyre and Gardner (1991) and Horwitz (2001), the sort of anxiety trait most frequently observed in language acquisition situation. Horwitz (2001) states that anxiety related to language are distinct from anxiety related to traits; similarly, she states that anxiety unique to situations is entirely independent of other types of worry.

2.2.4. Facilitative and Debilitative Anxiety

Facilitative anxiety is felt by every student when speaking about how they performed in the seminar presentation, where some were able to manage their mild nervousness in a way that let them talk, while others were unable to do so. It is common for second and foreign language learners to have anxiety when using the language in real-world situation. According to Khairi and Nurul Lina (khairi / Zwan Abdullah , n.d.2010) , a small amount of anxiety when learning a foreign or second language can help students focus , advance , and recognize that they need to work even harder to master the language .

Debilitative anxiety can occasionally be a harmful method of expressing emotions. This shows itself when students are faced with a challenging task, especially when they are under a more pressure. Student's thoughts, their public speaking, their behavior in class, and many other aspects of their lives can all be impacted by anxiety. It was corroborated by parker and Harrison (1995) who were quoted by Selvam et al. (n.d). They said that “extreme levels of anxiety” are

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what they meant by destructive anxiety, and that these levels can lead responses while speaking in a foreign or second language (p.17).

2.3. Theories of anxiety

2.3.1. Psychoanalytic theory

Since Freud's time, psychoanalytic theories of anxiety have not advanced significantly. They still have influence particularly in applied therapeutic contexts. According to Freud's two hypotheses (1917 and 1926, respectively), anxiety is a common occurrence and can be used to explain neurosis. Realistic anxiety over actual things is what is meant by everybody anxiety, which is why, is it more commonly called fear anxiety. Phobias, panic attacks and free-floating are example of neurotic anxiety symptoms. According to Freud's original interpretation, anxiety is a sexual desire that has been altered by suppression. Anxiety, therefore, arises when someone experiences repression that stops or discourages then from engaging in some innate (sexually motivated) behavior the resulting anxiety subsequently manifests as symptoms, which prevent additional anxiety from growing.

In his second formulation, Freud proposed that suppression is a result of experiencing anxiety rather than the other way around. According to this theory, anxiety is the ego's warning about possible or actual danger. An unpleasant threat generates worry, which prompts repression as a means of rescuing the individual. Avoiding overstimulation was a key component of both theories, but the former paid more attention to the “spontaneous” anxiety that arises from birth trauma and the experiences of the newborn in the early postpartum period. Subsequent hypotheses consider these points. Anxiety appears to have three components, according to both early and later Freudian theory: the unpleasant sensation, discharge process of some kind, and the perception of things connected to this discharge. The trauma of birth, the potential for “mother to disappear or with draw”, or the possibility of uncontrollable urges or threats from birth are the kinds of events that Freud thought were crucial in the development of what he called fundamental anxiety, i.e from birth. Around at this time when castration anxieties surfaced, supposedly confined to men only, thought this may be a moot point.

All of this causes the mental system to become completely overloaded, making the person feel helpless and causing unpleasant, emotional experiences of worry to follow automatically. According to Freud's theory, anxiety is therefore either inherited or acquired at birth, with the potential for subsequent additions. According to Freud, the only way that other

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forms of anxiety, such as dread, vary from general anxiety in their causes. Anxiety is a crucial component in coping with a dangerous environment in psychoanalysis.

Additionally, it is essential for the emergence of neurotic behavior that the theory is similar overall, although later psychoanalysts such as Sullivan (1953) placed more emphasis on the social environment than on early separation. Sullivan shifts the focus of worry from an intrapsychic phenomenon to social and interpersonal issues. However, some theories, such as Bowlby (e.g., 1973) make concessions and emphasize the value of the mother, contending that this is because of the fear of mother abandoning a child.

Freud's theory of anxiety, rooted in psychoanalytic tradition, can be conceptualized differently, focusing on adaptive anxiety functions and cognitive theories and neurophysiological research have dominated our understanding of anxiety. Freud's theories still hold significant power.

2.3.2. Learning / Behavioural theory

Whatever shape anxiety theories take, their primary purpose is to explain punishment. Their roots in the realm of learning may be traced back to Pavlov and Watson. In short, the claim is that creatures have some sort of system by which they learn to avoid unpleasant stimuli. This mediating mechanism is often referred to as worry or fear. A conditioned stimulus that is paired with (Nearing) an unconditioned stimulus that happens to be unpleasant and painful will, after multiple pairings, produce a conditioned response. According to standard post-Pavlovian and post-Watson analysis, the conditioned reaction is fear or anxiety, which is perceived by proponents of this school of thought as secondary or learnt motivations produced by classical conditioning. The terms are frequently used interchangeably.

These theories in general maintain that anxiety is solely caused by the possibility of discomfort, increased primal urges, or overstimulation (familiar elements of Freudian theory). After creation by lowering motivation, fear or anxiety can serve as a supplementary motive and create new behaviors. Moreover, sustained behavior may be hampered by conditioned emotional reactions. Once more, this is related to psychoanalytic theory in that anxiety is viewed as being at odds with other actions (or ideas). The original proponents of this viewpoint are theorists Mowrer (1953) and Dollard and Miller (1950). In their understanding of learning, drive reduction comes after response, strengthens it, and therefore raises the probability that it will happen again in the future. As previously mentioned, fear is viewed in this context as a learnt motive or a significant secondary motivator. According to Mowrer, anxiety is a particular type of fear that arises from an unclear or suppressed source.

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Because fear can be reinforced and stimulated by previously neutral stimuli and because it can be linked to neurotic conflict, fear is a learnt emotion. Anxiety, or neurotic fear, by definition has an enigmatic, or subconscious, source. Learning theories content that neurotic conflicts happen childhood, leaving the groundwork for the eventual development of anxiety, however they make no mention of the process of repression. This argument bears resemblance to psychoanalytic theory. In short, this viewpoint holds that worry is a learnt emotion that, once ingrained, drives maladaptive behavior.

This line of reasoning was revised by Staats and Everett (1990), who created what they call a multilayer behavioral theory of anxiety. It is more comprehensive even though it shares the same foundation as the theories of Dollard, Miller, and Maurer. It is predicated on two fundamental ideas: that anxiety from core Emotional response and that anxiety can be learned through unpleasant conditioning or, more metaphorically language. According to Staats and Everett, for instance, a person does not need to have gone through a terrible event in order to develop a phobia. This might happen when phrases connected to certain situations elicit unpleasant feelings. For instance, words that invoke images of terror can also cause negative thoughts. They explain a certain kind of self-adaptation Staats and Everett's contribution is significant because it created a direct connection between conditioning theory and cognitive theory, which is relevant to emotion theory in general rather than anxiety theory specifically.

Hans Eysenck is a last theorist whose method varies slightly from those previously mentioned , although he might still be included under the learning / behavior category (1957) his fundamental idea of personality forms the basis of his learning theory of anxiety . As far as is known, extroversion, introversion, and neuroticism are the two primary dimension that influence this. In this situation, the autonomic nervous system determines how sensitively the neurotic person is to stimuli that cause anxiety. So. According to this viewpoint, the propensity for worry is inherited. However, anxiety can also be taught traumatic experiences can cause unconditioned dread, which can then become conditioned and give rise to new triggers that cause that same, maladaptive anxiety reactions. This is where anxiety is understood to be a conditioned dread.

Eysenck, posits there may be one more stage in the anxiety process. An imbalance between inhibition and excitement is inherited by the person. This makes someone more vulnerable to anxiety and other emotions as quiet if it makes them reclusive and at the mercy of social learning factors.

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2.3.3. Existential theory

Kierkegaard is credited with inspiring existential and phenomenological theories of anxiety 150 years ago (1844). In this context, anxiety is seen as a normal human emotion. The essential tenet of this perspective is that maturation and progress rely on freedom, which ultimately depends on seizing life's opportunities. Taking such possibilities into account implies that there should be worry. Managing the fear that comes with possibility is a necessary step toward being the native person that freedom offers. From infancy onward, we are shown as a natural part of life with a variety of options. Anxiety arises at every decision-making stage. Since anxiety is unavoidable, we must confront and manage it if we are to become generally realistic. It is interesting to note that Kierkegaard distinguished between dread and anxiety - a distinction that still frequently arises today. Anxiety is not topic-specific; rather, it is a prerequisite for making a decision, whereas fear is topic-specific. Only when a person becomes self-aware and is able to create a self-cover does anxiety begin to emerge. An anxious person is confused and uncertain, but a terrified person runs away from what they fear. Anxiety needs to be acknowledged and managed for a person to grow and mature appropriately.

Fisher (1970) made significant contributions to the twentieth-century phenomenological theory of anxiety. It attempts to incorporate every prior theory in order to achieve this despite numerous flaws in this endeavor; it did lead to a theory. Fisher's concept of anxiety consists of five components: identity, world, motive, verb, and ability. Anxiety arises when a person's identity is threatened, the world becomes insurmountable, the motive perpetuates the world and identity, the verb participates in achieving milestones, the ability assesses uncertain competence. Fisher's conception of anxiety is ambiguous, as it fails to fit all other formulations.

2.4. The manifestation of anxiety in the learning process

2.4.1. Physical

Headaches, clammy hands, chilly fingers, shivering, sweating, beating heart, tears, foot tapping, desk drumming, "I clamp up, I get very tense and start balling my fists", "my stomach gets in knots", "I get all red," and "I get really tired" are not all of the physical symptoms. A single student would stoop over her desk in such a shell of defense. Similar actions were described by another student, which said, "I kind of turtle up and hide from the teacher". Anxiety was often expressed by avoiding the teacher in one manner or another.

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2.4.2. Internal and functional

Students stated that their performance in class suffered as a result of projecting their anxiety days beforehand. A French student said, “I just completely blank out and everything is similar to a Jumble in my head” during class. More subdued or internalized manifestation were described as though “the time bomb was teaching in here, ” the French student's response was internal , and she felt ” petrified in that class , just totally petrified ” . Some students claimed that in response, they become irate or lost their patience. Somebody once believed that his current German instructor was the target of his resentment towards a past French teacher. These individuals frequently had an almost obsessive drive to read forward in the book one students mentioned that she become conscious of the nervousness of other students when “ people start flipping through the book , ” they do not know ” .

2.4.3. Avoidance

Another reasonably common way that worry manifests itself is avoidance; “people will often start missing class.” Some students avoided situations in a more subdued manner. During class , a French student claimed to have written in his book , drawn in it , or arranged his date planner . A student brought up a rather severe avoidance of the classroom “ I have seen people just go right to sleep ”

2.5. Factors that cause anxiety

The symptoms of anxiety that learners experience include speaking exercises , difficulty in understanding , negative experiences in the classroom , fear of receiving a low grade , native speakers , methodology , pedagogical practices , and teachers themselves. Because the causes of anxiety are most of the time closely related, it becomes difficult to identify a distinct element or origin. The most often mentioned causes of anxiety will be dealt with in the following subsections.

2.5.1. Non-comprehension

The inability to understand what is being done in class can raise the level of anxiety among learners. Many students expressed dissatisfaction about the teacher's excessively rapid speech or complete lack of usage of English , which made it difficult for them to follow along in class and , as a result , on their homework tasks . According to young (1999), heaving that is “incomprehensible could cause anxiety many students also reported feeling anxious due to their inability to understand the instructional videos or the recording exercises. Even before the taped dictation, one student expressed anxiety by simple glancing at the machine” (p. 05).

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2.5.2. Speaking activities

Anxiety that the learners experience seem to be brought on by the different speaking exercises that are typically, done in a language session. Anxiety related to public speaking and oral communication phobia have long been recognized psychological conditions. Daly (1991), notes that the anxiety of delivering a speech in front of an audience goes beyond fears of snakes, elevators, and heights. Language learners have two tasks, but those who are uncomfortable speaking in front of groups of people just need to perform. They have to perform in the new language in addition to learning it (Foss & Reitzel, 1988). A Spanish student voiced a complaint, saying, «I do not want to be the center of attention so that my mistakes are highlighted. A study conducted by Horwitz , and Cope (1986) , students extremely self-conscious when forced to participate in speaking exercises that highlight their shortcoming , and these emotions frequently result in “ fear , or even panic ” . The participants responded appropriately to criticism of their speaking from peers and teachers, as was to be expected. Furthermore, several appeared to reflect unfavorable ideas onto the instructor. One highly anxious student expressed dissatisfaction that the teacher mistakenly believed she knew little when in fact really did. Students often feel overwhelmed and anxious when speaking due to immature vocabulary or limited grammatical knowledge, often being called in class without preparation.

2.5.3. Pedagogical and instructional practices

The same study mentioned in the previous section, during the interviews, test anxiety was brought up, especially in relation to oral exams or listening drills. One student confessed that person was disturbed, trembling, and perspiring throughout the oral presentation portion of the final test, and that those was on the verge of tears.

In addition, a number of students expressed concern that the language lesson proceeded too swiftly, learning them with insufficient time to fully understand the rules and vocabulary. Some said that there was too much material to cover in a semester , saying things such “ there was not enough time to learn all of the more advanced grammar in one semester ” other students criticized the “ speed ” of the course and the teachers «just keeping on going ” attitude , saying they do not layer or reinforce the grammar concepts . The majority of foreign language instructors employ the most anxiety -inducing tactic of calling on students in seating order one after the other (Worde, R. 2003).

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2.5.4. Error correction

Another important source of anxiety is error correction. This often happens when teachers begin to reprimand students for making mistakes, proved another instructional strategy that the participants reported as unsettling. One student said they were upset. Especially, when the teacher corrects the mistake before the students have a chance to fully understand it. Most learners complain that it frustrates them. As a result, students made remarks about teachers cutting learners off to fix their speech mistakes students would commonly become distracted by these disruptions (Worde, R. 2003).

2.5.5. Native speakers

Another factor that may cause anxiety in many participants in EFL classes included the presence of native speakers in the classroom. This seems to be an issue primarily in Spanish classroom. However, even French student brought it up as well. Some students thought that the instructors somehow deferred to the native tongue or thought at a higher level. Speakers in a certain capacity the impression among the students occurred that they were being negatively contrasted to the native speakers (Worde, R. 2003).

2.6. Measurements of language Anxiety

Measurements of language anxiety represent essential tools in studying the psychological effects of learning foreign languages. It aims to measure the level of anxiety and tension that individuals feel while learning and using a foreign language.

Researchers have found some ways to identify this problem in classrooms and provide appropriate solutions to reduce its severity. They devise some methods that help them measure anxiety, with each scientist presenting what he sees from his point of view. Among these measurements, we will mention the following:

2.6.1. Foreign language classroom anxiety scale

A study conducted by Horwitz and Cope (1986) foreign language anxiety is defined by popular research as « a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process » (p.312). They claim that anxiety related to learning foreign language is a situation-specific form that arises from the special nature of learning a foreign language, not a generic worry that is transferred to learning a foreign language. By watching language learners as they relive the process of instruction in language, classroom and comments from thirty (30) students are enrolled in the same class. According to this hypothesis, learning a foreign

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language fosters a higher degree of self-concept and self-expression than studying any other academic subject, setting this form of worry apart from other academic worries. Anxiety occurred by learners that excel in other courses when learning a foreign language. This theory was embraced by numerous investigations, each of which offered proof to support it. For instance, MacIntyre and Gardner (1989) tested the relationship between anxiety dimensions and several learning measures using nine anxiety scales.

They discovered that whereas overall anxiety is unrelated to foreign language proficiency, foreign language anxiety is significantly correlated with it. Similarly, Chen and Chang (2004) additionally argue that anxiety related to learning a foreign language is a subset of anxiety related to a particular scenario. Both test features and academic learning background were not shown to be independent determinants of linguistic anxiety as a distinct kind of anxiety. These results validated the idea that the anxiety related to learning a foreign language is a particular kind of anxiety arising from the novelty of learning a foreign language.

The foreign language classroom anxiety scale (FLCAS), which measures anxiety levels as indicated by negative attitudes, subjective perceptions, beliefs, and sentiments regarding foreign language classes, is another important contribution of this approach, being a self-report, the FLCAS instrument with 33 items designed to gauge a learner's degree of anxiety related to learning a foreign language and determine whether or not language anxiety is a distinct type of language learning anxiety. A 5-point Likert scale, with numbers ranging from 1 to 5, is used to grade the FLCAS items. Strongly agree to strongly disagree is the lowest possible score. Language researchers including Horwitz (1991), Kim (2000), Lie (2006), MacIntyre (1988), and MacIntyre & Gardner (1989) have all largely accepted this scale.

2.6.2. Achievement Anxiety Test (AAT)

The term “English language anxiety” was first used by Horwitz and Cope, (1986) to describe a particular type of anxiety that interferes with learning the language. According to MacIntyre and Gardner (1994), anxiety related to speaking, listening, and learning in English language contexts is essentially a sort of situation-specific anxiety. Horwitz, and Cope (1986) describe anxiety related to the English language as a unique, complicated phenomenon of “self-perceptions, beliefs, feeling, and behaviours related to classroom language learning arising from the uniqueness of language learning process” Kim (2001) defines maladjustment at the intrapersonal and interpersonal levels as a complex of self-perceptions, subjective beliefs, and unsettled sensations that accompany negative emotional reactions and cognitive interference. The assumption that one is unable to live up to one's own standards and perceived

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demands on the environment. Anxiety related to learning English is characterized by MacIntyre and Gardner (1991) because of unfavorable expectations. Anxiety related to learning English is a huge problem that primarily hinders language acquisitions and shows a direct impact on students' academic performance (p. 139).

Onwuegbuzie, Bailey, and Daley (1999) examined the connection between achievement and anxiety related to learning a foreign language. Researchers discovered a weak but statistically significant negative correlation between the variables. The study conducted by Zhao (2007) revealed that students who are highly anxious do not achieve significantly, and that their poor achievement results in to experience more anxiety when learning a language. Marcos-LLinàs, M., and Garau. M. J.'s (2009) investigation of the impact of linguistic anxiety on academic performance revealed a relationship between the two. Awan et al. (2010) looked into the connection between students' achievement and their anxiety in foreign language classes and found that there was a negative correlation and success. In their research, Demirdas & Bozdogan (2013) discovered a statistically significant inverse link between language proficiency and anxiety about learning a foreign language. Additionally, anxiety and performance among gifted learners were found to be negatively correlated by Kamarulzaman et al. (2013). Abuelfadl (2015) found a link between students' anxiousness and their academic success when they were learning.

Amiri & Ghonsooly (2015) demonstrated how learner's academic performance was impacted by significant anxiety. According to a study by Tuncer and Dogan (2015), anxiety related to learning a foreign language was not a reliable indicator of academic success at the start of prep class education, but by the end of the program, it was linked to academic failure and achievement. According to Cakici (2016), there was a noteworthy inverse relationship between students' linguistic proficiency and their FLA. According to Sani (2016), there is a connection between anxiety about speaking English and academic achievement of B.Ed. Students in English. In their study, Razak, Yassin, and Maasum (2017) found that female students had higher levels of linguistic anxiety than male students did. There was no discernible relationship between the learner's academic achievement and their level of language anxiety. Academic accomplishment and linguistic anxiety are negatively correlated, as demonstrated by research by (Ali & Fei, 2017. p. 140).

An investigation into the relationship between English language anxiety and academic achievement is crucial, as it not only impacts students' language learning but also negatively impacts their academic performance.

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2.6.3. State-trait anxiety Inventory

Both state anxiety (transient or situation-specific) and trait anxiety (generic or persistent) are measured by the state- trait anxiety Inventory (STAI) when applied to students , it can assist in determining whether anxiety is a more momentary and enduring characteristic and how it impacts their academic performance .

A popular tool for measuring trait and state anxiety is the state-trait anxiety Inventory (STAI) (Spielberger, Gorsuch, Lushene, Vagg & Jacobs, 1983). In therapeutic contexts, it can be used to identify anxiety and differentiate it from depressive disorders. Additionally , it is frequently employed in studies as a gauge of caregiver distress (e.g. , Ugalde et al ., 2014 , Greene et al ., 2017) . Its most widely used form, Formy, contains 20 item to measure trait anxiety and another 20 items to measure state anxiety. Items that describe state of anxiety include “I feel calm and secure” and “I am tense and worried”. “ I worry too much over something that really does not matter ” and “ I am content ; I am a steady person ” are examples of traits associated with anxiety every item has a 4 – point rating , ranging from “ Almost never ” to “ almost Always ” . Create anxiety is indicated by higher scores. A reading level of at least sixth grade is required to use the STAI test-retest reliability values over a 2- month period have varied from. 65 to. 75, while internal consistency coefficients for the scale have ranged from. 86 to. 95 (Spielberger et al., 1983).

The study's test-reset coefficients for this measure varied from. 69 to. 89. The scale's concurrent validity and concept are supported by a substantial body of research (Spielberger , 1989) Additionally , research has demonstrated that it is a sensitive predictor of caregiver distress over an extended period of time and that it can fluctuate in response to shifts in health , support networks , and other personal (Elliott , Shewchuk , & Richards , 2001 ; 1998) . In order to clarify whether anxiety affects learning experiences , educational institutions frequently employ the state-trait anxiety Inventory for adults (STAI-AD) trait anxiety evaluates an individual's overall susceptibility to anxiety , whereas state anxiety reflects present emotional experiences , such as trepidation before a test-higher trait anxiety in students may be a sign of a propensity to feel anxious in a variety of settings , which might have an effect on their general academic well-being . Teachers can utilize this knowledge to customize their assistance initiates, such stress reduction methods or setting up a nurturing classroom climate. In educational setting, it is a useful tool for identifying and resolving anxiety – related issues.

2.7. Oral Communication and Anxiety

Oral communication and anxiety are two distinct concepts, but they can intersect in different contexts, especially in the process of communicating orally in the language classroom. The intersection between oral communication and anxiety becomes apparent when individuals experience anxiety or discomfort during spoken interactions. This can affect their ability to communicate effectively, leading to challenges such as avoiding speaking opportunities, difficulty expressing ideas, or performing poorly in public speaking situations.

In the coming section, we will outline some research studies, which have addressed foreign language speaking anxiety as a phenomenon that hinders learners' ability to communicate well. It also has a worrying effect on the learner's achievements.

2.7.1. The Relationship between FLA and Oral Communication

Anxiety can affect a person's capacity for efficient verbal communication, hence there may be a connection between anxiety and oral communication anxiety can affect one's ability to communicate overall by showing itself as a stutter, fear of speaking, or trouble organizing thoughts. Creating coping mechanisms and boosting self-esteem are two ways to assist control nervousness when speaking orally.

Language learners who have speech anxiety become terrified and lose confidence, which causes them to avoid and stop participating in speaking exercises in EFL / ESL lessons. According to McCroskey's (1984) research, students that experience high levels of speech anxiety appear to favor subjects that talents lack emphasis. High anxiety language learners are reserved and bashful because they struggle to control their speech and speak with confidence. Rather than choosing words carefully or organizing their thoughts logically, they consider the impending threat. According to Malimabe (1997), when a student with high levels of speech anxiety tries to communicate orally, he or she occasionally loses relevance and prefers to be in a huge group rather than a small one, asking questions. Since fear and anxiety affect L2 learners' thought processes when they speak, it also affects the content and style of the message they wish to convey in the target language. According to (Zheng , 2008 . p . 50) , anxiety affects speed and accuracy , and its level of arousal might even have an impact on the quality of communication output since students' “ freezing-up ” periods when they become anxious can disrupt their ability to retrieve knowledge .

research by Richmond and Falcoine (1977), indicates learners that experience high levels of speech anxiety are more inclined to have low self-esteem than students who experience low levels of speech anxiety , which a detrimental effect on academic progress . While shy

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students are viewed as backbenchers, those with engage in class conversation typically receive greater attention and friendly treatment from the teachers. Maccroskey and Daly (1976) came to the conclusion that even teachers have a tendency to disregard or view learners that exhibit high levels of speech anxiety or apprehension as underachievers and as a result, do not have high expectations for them.

2.7.2. The Effect of Oral Communication Anxiety on Learner's Achievements

Anxiety related to oral communication can hinder students' progress by preventing them from participating, expressing themselves effectively, and understanding others during spoken exchanges. Excessive anxiety might make people avoid communication activities, which can hinder their ability to gain new skills and succeed academically. Taking care of and controlling anxiety related to oral communication is essential to creating a supportive learning environment.

Many students who have studied a FL have talked on how anxious and difficult it was to be in class (Horwitz et al . , 1986 ; price , 1991) when students have mild anxiety , they might skip class , neglect to help , or forget to lesson the humiliation or embarrassment of being asked to speak , turn in homework , stay silent throughout class , react in a barely audible whisper , or take a seat in the back of the room (see Bailey , 1995 ; Cohen , 1997 ; Fukai , 2000 ; Horwitz et al . , 1986 ; Philips , 1991). Moreover, students that suffer from extreme anxiety may suffer long- term consequences; they may be traumatized by poor performance and achievement, fear enrolling in a language as a result (Price, 1991. p .175)

Many researchers in the fields of psychology and language instructional have studied the impact of anxiety on language during the last two years or so. Interest in language anxiety research has certainly risen since the creation of anxiety measures tailored to FL learning, such as the foreign language classroom Anxiety scale (FLCAS), the French class anxiety scale. These metrics have produced consistent findings (Kitano, 1998). Horwitz (2001) affirmed that there is “a consistent moderated negative relationship between anxiety and achievement”. In addition to identifying the cause of anxiety, researchers have provided several recommendations for reducing students' anxiety levels. Studies to present have demonstrated that FL anxiety has been nearly completely related to the oral components of language use (e.g. . , MacIntyre & Charos , 1996 ; Madsen et al . , 1991 ; Saito-Abbott & Samimy , 1997 ; Young , 1990 ; Aida , 1994) These research imply that speaking in front of peers , fear of receiving a poor grade from peers and teachers (e. g . , making mistakes) , and scenarios involving language test are possible source of anxiety . According to MacIntyre and Gardner

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(1991) and Horwitz et al. (1986), FL anxiety is situation -specific as opposed to trait anxiety. It is a specific kind of anxiety that is only experienced when learning a language in a classroom, as opposed to general anxiety Horwitz et al. (1991) characterized FL anxiety as “ a distinct complex of self- perceptions , beliefs , feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process ” .

The authors Horwitz et al. (1986) emphasized that language study entails self-concept and self-expression to the extent that no other topic of study (such as mathematics or science) does learners experience “ reticence , self-consciousness , fear or even panic ” as a result of the difference between what they can accomplish in FL and their mother tongue . Adult learners typically possess sophisticated concepts and reasoning, and they seldom struggle to understand others or communicate in their mother tongue. However, they frequently encounter unclear or even unknown sociocultural and linguistic norms in a FL. According to Horwitz et al. (1986), this is “likely to challenge an individual's self-concept as a competent communicator”(p. 176)

As a subfield of behavioural science, communication research has looked into the mechanics of human communication. The connection between communication anxiety and willingness to communicate (WTC) has been studied in communication research. Center stage for the inquiry has been assessed competency and communication frequency. According to MacIntyre and clement (Baker & MacIntyre, 2003) perceived competence and anxiety both have an impact WTC. According to Baker and MacIntyre (2003), an individual's perceived communication competence rather than their actual communication competence determines their WTC.

2.8. Cooperative Learning to reduce foreign language Anxiety

Several research studies on the discomfort of learning a dialect investigated at the effects of anxiety – reduction strategies on selection on a moment or an outside dialect and have put forth a few strategies that can help FL learners reduce their anxiety over distant dialects (Foss & Reitzel , 1988 ; Crookall & Oxford , 1991 ; Ellis & Sinclair , 1989 ; Gregersen , 2003 ; Tsiplakides & Keramida , 2009) A few strategies for lowering anxiety associated with both interpersonal and individual unease were presented by Foss and Reitzel in 1988 . In the off chance that L2 / FL learners were able to identify their concern of learning a foreign dialect, they would be able to deduce situations that cause anxiety and make reasonable accommodations for that. For this reason, Foss and Reitzel (1988) supported the idea that the instructor needs to encourage students to express their anxiety verbally and write it down on

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the board. By using this technique, second language learners will come to understand they are not the only students in the classroom that struggle with communication anxiety (Young, 1991)

Crookall and Oxford (1991) promoted several strategies for reducing anxiety in dialect class. Activities including combined work, boosting stimulation exercises, small-group cooperative learning, and structured tasks can provide support to change the classroom's communication design from a teacher-student to a more collaborative one. Cooperative learning has gained a lot of attention over the last ten (10) years and is a well-known idea. This conceptual approach is predicated on a fictitious system that provides uniform guidelines for organizing cooperative learning activities in a specific subject area. (p. 15).

One well-known idea and developing trend in second language instruction is cooperative learning, according to Johnson & Johnson (2005), is a teaching strategy that is applied when forming small teams. That includes students with varying abilities, and each team member adjusts as they more, improving their knowledge of the subject. Each member of the team works to create and strengthen the collective spirit in addition to obtaining knowledge team members collaborate to reach a consensus until each member reflects successfully understood and completed the task assigned to them cooperative learning is a powerful teaching strategy that encourages and propels students to learn new information and awareness . It can be used as well to develop group and interpersonal skills. (Wichadee & suwantarathip 2010).

In cooperative learning, team members might have varying levels of English proficiency and come from a variety of backgrounds. In order to achieve a successful result, the group members address each other's strengths and shortcoming. As an example, a learner might have a rich vocabulary that might provide students a firm basis for language use. Additionally, struggling learners will benefit from working with far superior ones, and proficient students will feel pleased that they have a significant influence on their weaker colleagues (Suwantarathip & Wichadee 2010).

Johnson & Johnson (1995), assert working together with classmates facilitates the creation of a stable and upbeat atmosphere. It improves opportunities to help students grow and change their knowledge while reducing their sense of independence and competition. In addition, group projects that involve investigation, creation, discussion, and reflection rather than a full class environment might provide a low classroom environment that causes anxiety. (Suwantarathip Wickadelee 2010). Students are able to feel highly at ease to explore their unexplored ideas in such a setting. Therefore, it is appropriate to use a cooperative learning environment to reduce anxiety and increase the opportunities for students to create their own language (Krashen, 1985).

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By fostering a supportive environment, cooperative learning reduces the anxiety related to learning foreign language. Individual anxiety levels are reduced by group activities that foster a sense of community, shared learning, and mutual support.

Conclusion

Throughout this chapter, and according to the studies cited in the different sections, many students have anxiety when speaking in front of others. This is frequently the result of shyness or fear about being judged and criticized while participating in social activities. Therefore, regular training is an effective way to lower the level of anxiety. As far as the EFL context is concerned, gaining proficiency in both speaking and listening can help learners become more confident and have more effective communication abilities. Therefore, cooperative learning seems to be an efficient pedagogical tool that may help learners take a positive attitude towards their errors and see them as chances to grow as communicators rather than hindering their potential.

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Introduction

In order to accomplish their shared objective, teachers and learners might change the way they teach. As a result, the focus of this chapter was on presenting and evaluating the information gathered from the surveys that were given to Mohammad Kheider University's instructors and first year students. Data on the impact of cooperative learning on English language learners' anxiety levels in oral classes was gathered with questionnaire. The outcomes will help us decide whether to accept or reject the hypothesis. This chapter describes, analyzes and interprets the findings in addition to presenting the two-study sample, the data collection procedure, and the rationale behind the selection of data.

3.1. Research methods

Because the current research aims to identify learners' attitudes towards investigating the role of cooperative learning in reducing students' anxiety in oral classes to be the only tool for collecting data, and it is considered a useful means of collecting data for this research. It enables researchers to control and cover a large population.

In this study, two questionnaires were designed, the first of which is intended for first-year students the second is intended for English language teachers at Mohammad Kheider University

3.2. Research sample

In this study, the target population is first-year students at Mohammad Kheider University for the academic year 2023-2024. The population is 662 students. The reason behind choosing this population depends on the level of richness of understanding and experience, and they are supposed to reach a certain level of proficiency in the English language. Therefore, cooperative learning reduces anxiety for students in oral classes. Twenty-eight (28) were randomly selected from the total population due to time constraints and the difficulty of conducting the study on the entire population. The entire sample responded to the questionnaire, and the sample of teachers consists of six 6 teachers for all academic units without any specifications

3.3. Students' Questionnaire

3.3.1. Description of Students' Questionnaire

The student questionnaire contains 15 questions divided into three sections. The first section covers basic information for students (Q1 - Q4) the second section deals with learners' attitudes towards cooperative learning (Q5– Q10) : the third section covers learners' attitudes toward anxiety (Q11-Q17) the questions vary between multiple choice , Yes / No questions , and closed – ended questions . They are arranged from general to most specific.

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3.3.2. Analysis of Students' Questionnaire

3.3.2.1. Section one: Personal Information

❖ Question 1: Students' gender

Options	Frequency	Percentage %
Male	5	18%
Female	23	82%
Total	28	100%

Table 7: Students' gender

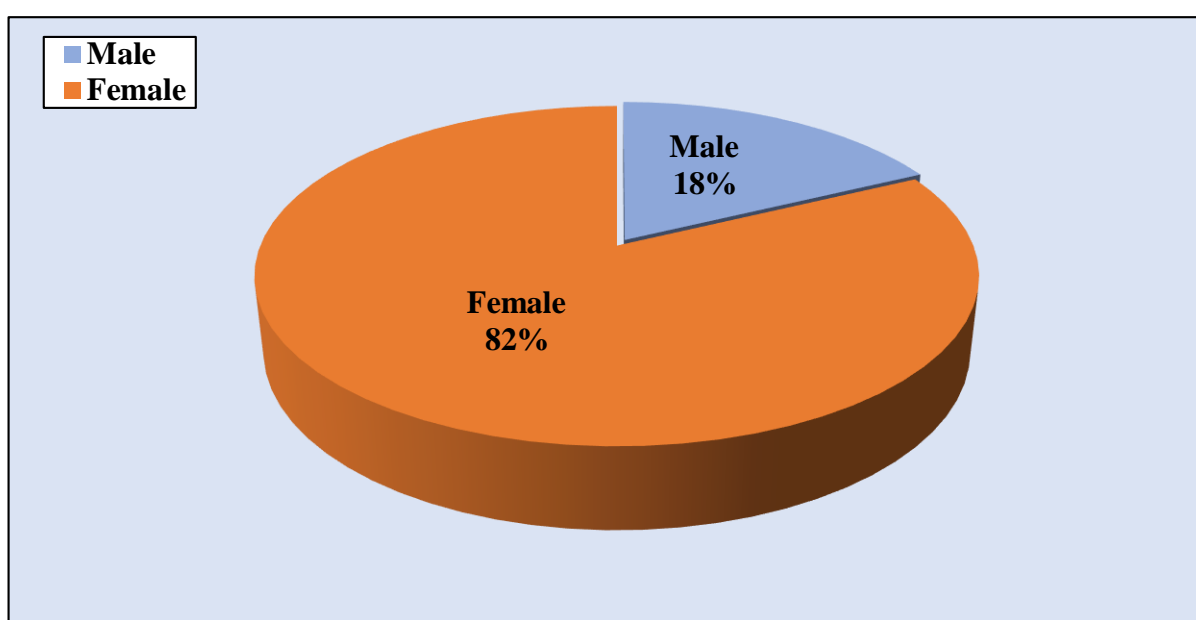


Figure 3 : Students' gender

As seen in the table, there are approximately four times more female (82%) than males (18%). This might be related to the fact that females are more interested in the role of cooperative learning in reducing anxiety in oral classes than males, who prefer to work alone.

❖ Question 2: Learners' Age

Options	Frequency	Percentage
18-20 years	25	89%
21-25 years	2	7%
25 above Years	1	4%
Total	28	100%

Table 8: Learners' Age

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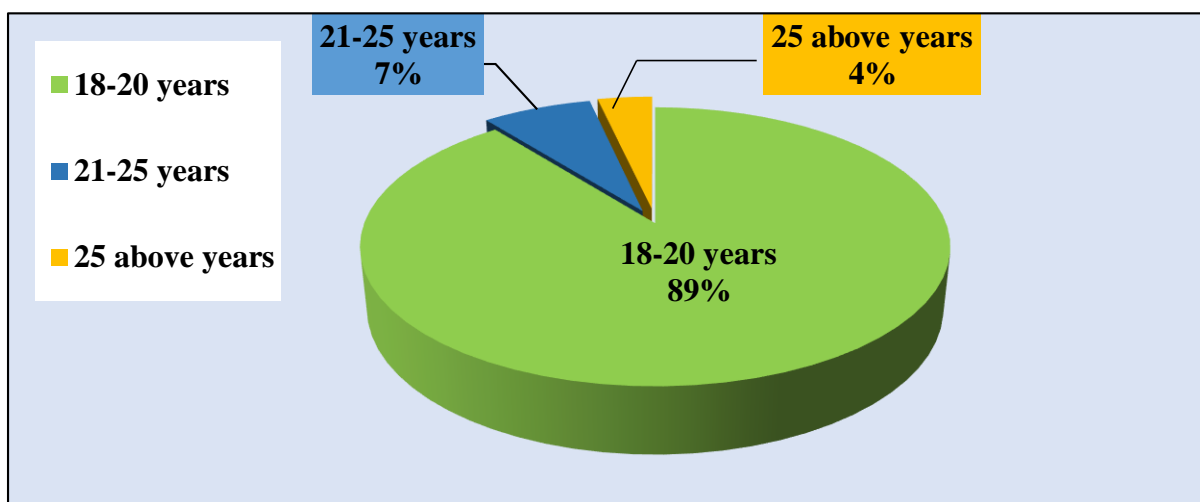


Figure 4: Learners' Age

The able above shows that there are three age categories , but the majority of learners who participated in the survey belong to the « 18- 20 » category (89%) , while (7%) belong to the « 21-25» category , and (4%) belong to the category of « 25 or more » , indicating that they have repeated the year or studied other subjects before .

❖ Question 3: Learners' choice for learning English at the university

Options	Frequency	Percentage
Your choice	24	86%
Imposed on you	4	14%
Total	28	100%

Table 9: Learners' choice for learning English at the university

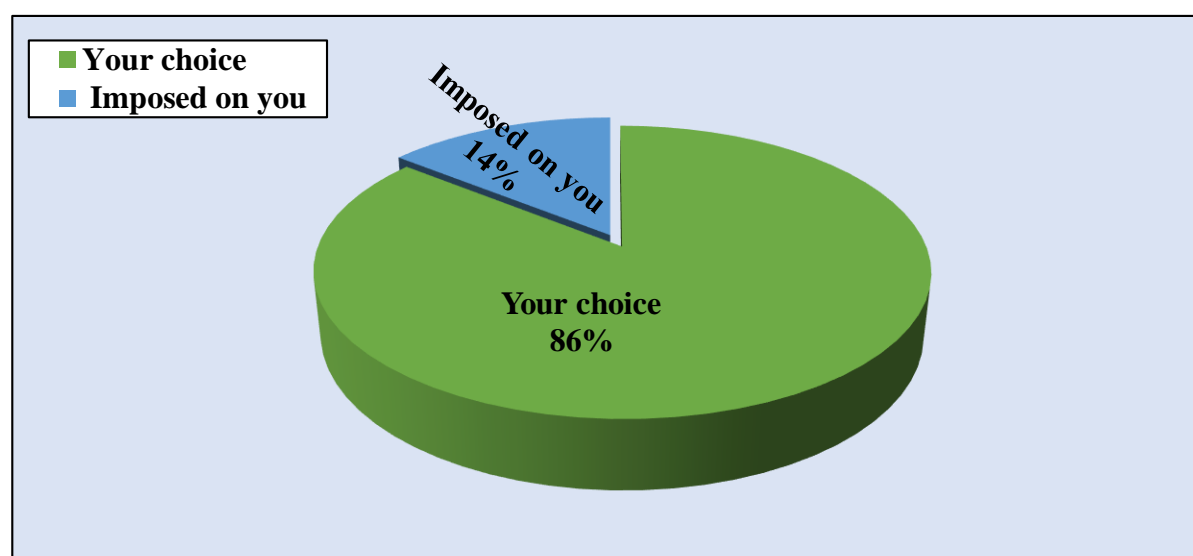


Figure 5: Learners' choice for learning English at the university

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The table above shows that the majority of students who took the questionnaire (86%) selected to study English in university, which might indicate that they have a strong desire to learn languages. The minority (14%) chose not to study English in university. Consequently, the ministry of higher education or their parents imposes it.

❖ Question 4 : Students' Attitudes towards speaking English

Options	Frequency	Percentage
Very easy	4	14%
Easy	17	61%
Difficult	7	25%
Very Difficult	0	0%
Total	28	100%

Table 10: Students' Attitudes towards speaking English

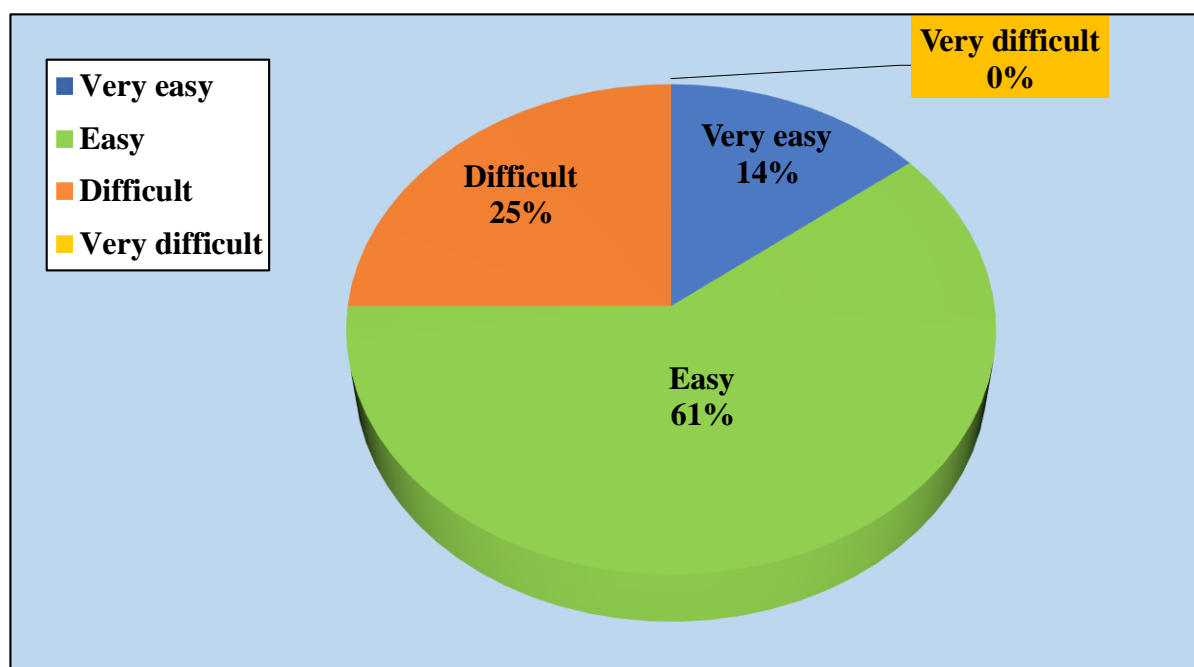


Figure 6 : Students' Attitudes towards speaking English

The findings revealed that (61%) of students said English was easy to speak. However, only a few of them (14%) believed it was very easy, while the remaining (25%) said it was difficult to communicate.

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3.3.2.2. Section two: Cooperative Learning

❖ Question 5: Students' experience working through Cooperative Language Learning

Options	Frequency	Percentage
Yes	10	36%
No	18	64%
Total	28	100%

Table 11: Students' experienced working through Cooperative Language Learning

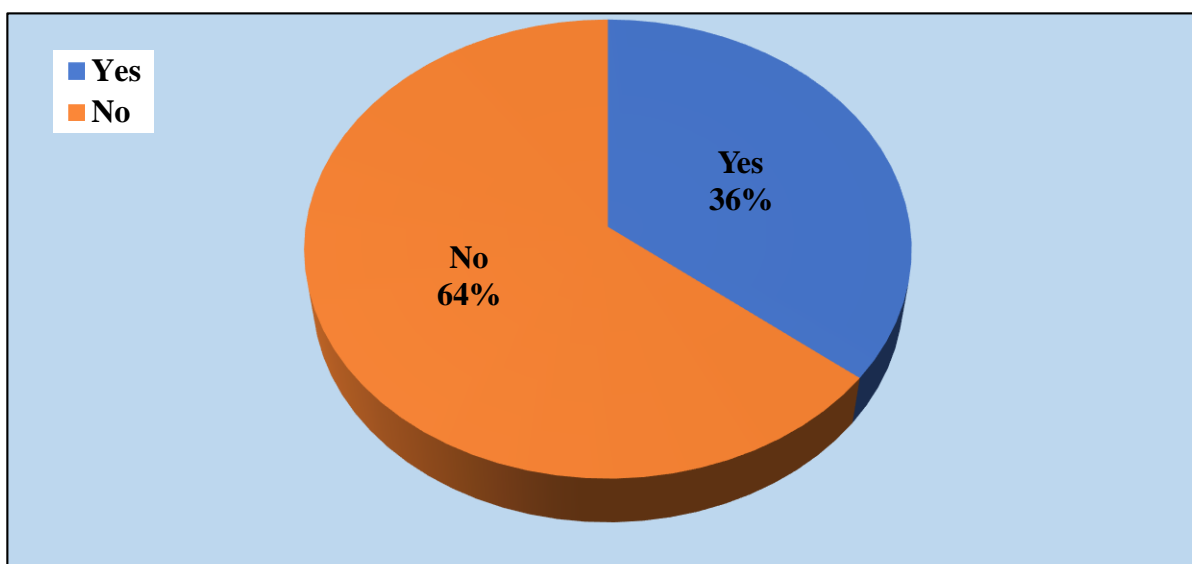


Figure 7: Students' experienced working through Cooperative Language Learning

The table and figure above reveal that (64%) of learners reject group work, as it is more challenging than working alone. They also reject group work due to inefficient decision – making. While (36%) favor cooperative work because it meets students' learning goals by improving understanding through discussion and explanation , providing and getting feedback on performance , and building stronger communication skills .

❖ Question 6 : Learners' preference of teaching technique

Options	Frequency	Percentage
Individual work	5	18%
Pair work	10	36%
Group Work	13	46%
Total	28	100%

Table 12: Learners' preference of teaching technique

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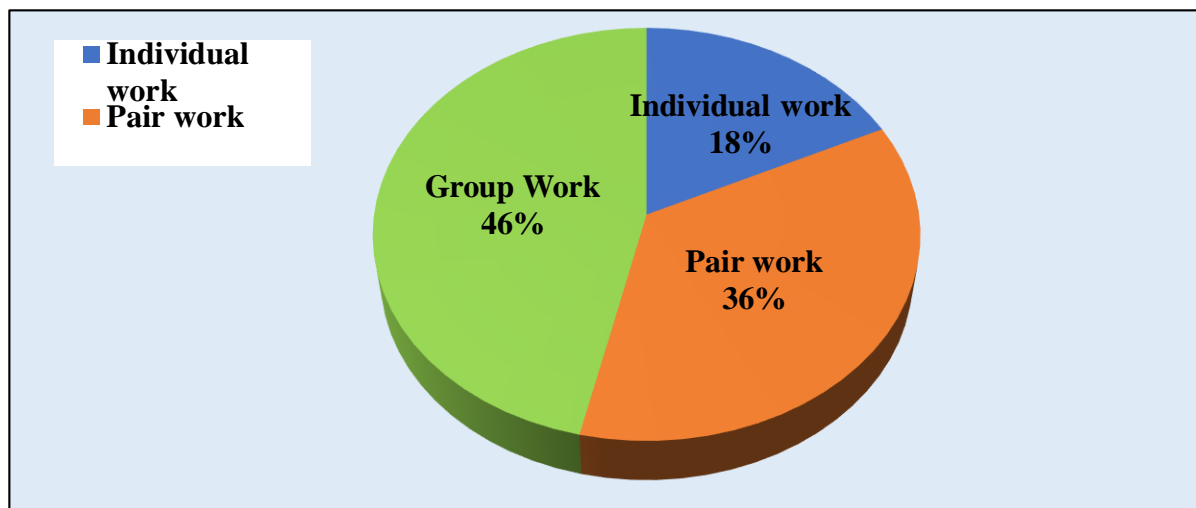


Figure 8: Learners' preference of teaching technique

The table above shows that the learners who completed the questionnaire are very interested and approve of the approaches used by the teacher in the classroom. As a result, they picked multiple techniques. The majority (46%) favor group work, followed by pair work (36%). However, they are less interested individual work (18%).

❖ **Question 7: Problems that students face when working together with their classmates**

Options	Frequency	Percentage
Yes	4	14%
No	24	86%
Total	28	100%

Table 13: Problems those students face when working together with their classmates

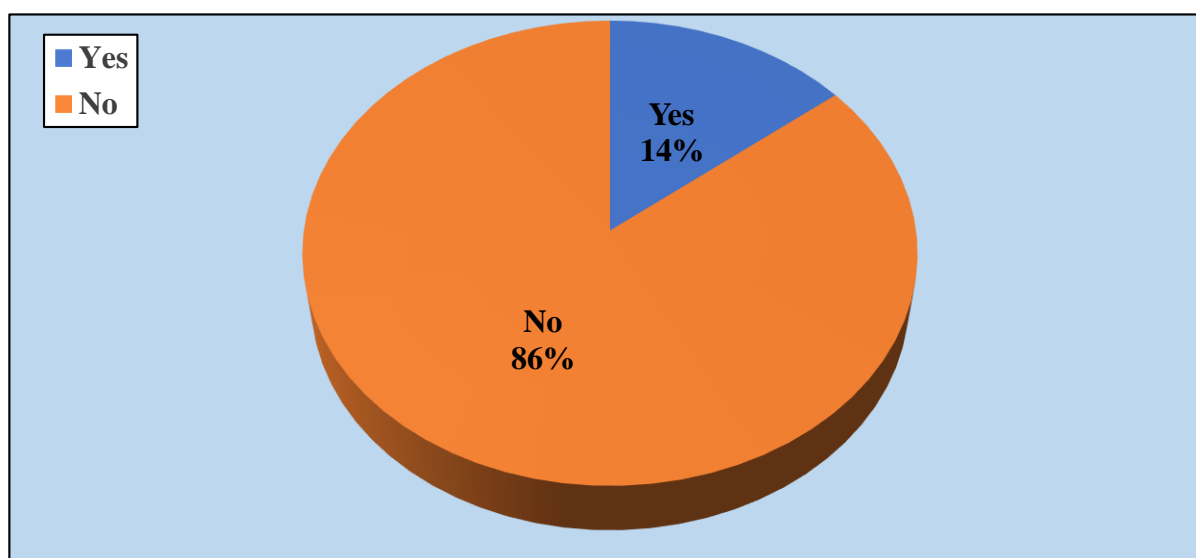


Figure 9: Problems those students face when working together with their classmates

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The results of the table and figure above shows that the majority of students who took the questionnaire said “No” (86%), and had no difficulty working in groups with their peers. This means that cooperative learning helps to motivate students to learn and develop their skills, while the remaining (14%) who said “Yes” suffer challenges with group work, resulting in pandemonium throughout participation.

❖ Question 8 : The effect of cooperative learning on improving speaking skills

Options	Frequency	Percentage
Yes	25	89%
No	3	11%
Total	28	100%

Table 14: The effect of Cooperative Learning on improving speaking skills

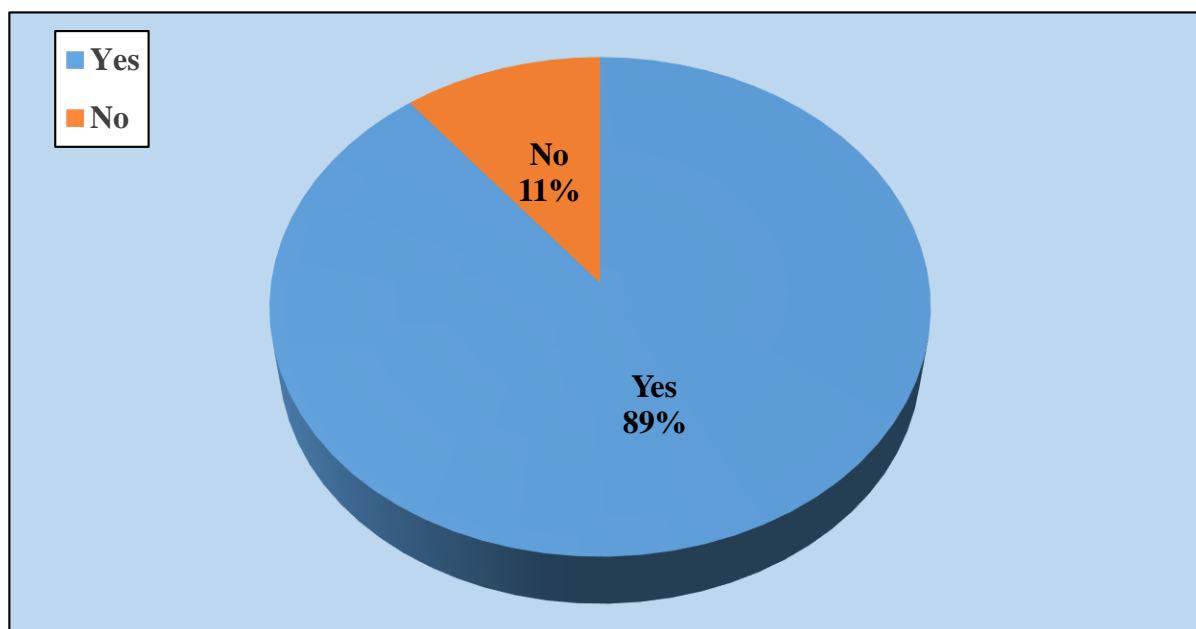


Figure 10: The effect of Cooperative Learning on improving speaking skills

The table and figure above reveal that the majority of students who responded to the survey, (89%) picked Cooperative Learning as a technique of increasing abilities, while the remaining (11%) preferred individual learning.

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❖ Question 9: Learners' Assessment during Cooperative Learning Activities

Options	Frequency	Percentage
According to each one participation	18	64%
Giving one mark to whole group	10	36%
Total	28	100%

Table 15: Learners' Assessment during cooperative learning Activities

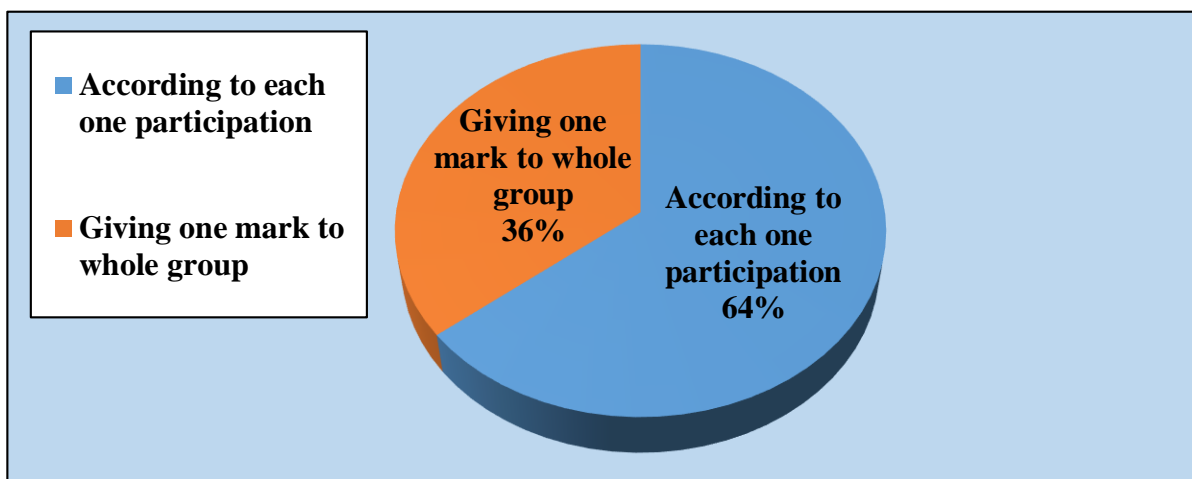


Figure 11: Learners' Assessment during Cooperative Learning Activities

Table 9 and figure indicate that (64%) of students evaluated the teacher by assigning a grade for each participation because they are more aware of who is participating in the activity. A minority of (36%) of students elected to assign one mark to the entire group because the group collaborates and trades ideas and information to achieve cooperative learning objectives.

❖ Question 10: Promote participation and interaction among students in a Cooperative Learning environment

Options	Frequency	Percentage
a) Encourage students to participate in small groups discussions	13	46%
b) Create cooperative activities such as group projects that require interaction and cooperative between students	8	29%
c) Providing opportunities for practical and exponential learning that encourage interaction and cooperative among students	7	25%
d) Providing role spaces to express opinions and ideas without fear of criticism	0	0%
Total	28	100%

Table 16: Promote participation and interaction among students in a Cooperative Learning environment

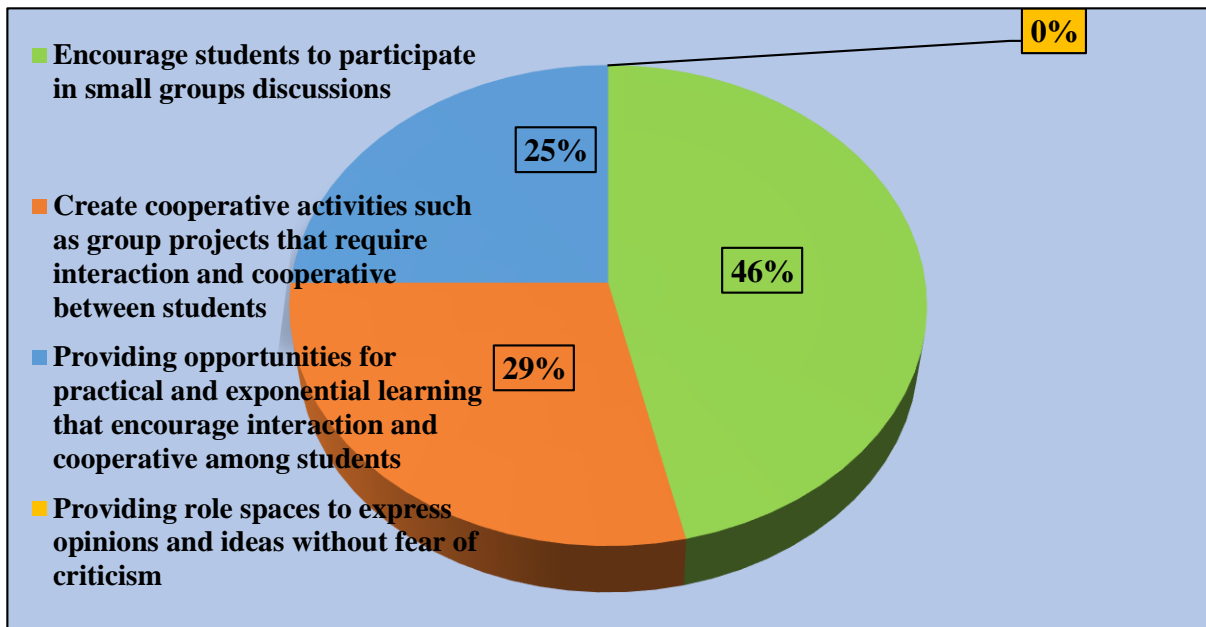


Figure 12: Promote participation and interaction among students in a Cooperative Learning environment

Table 10 and figure reveal that (46%) of students preferred to motivate and encourage participation in small group discussions. However, only (25%) of them thought providing practical and experiential learning opportunities might promote student interaction and cooperation while another (29%) considered that creating cooperative activities such as group projects required student interaction and cooperation.

3.3.2.3. Oral Communication Anxiety

❖ Question 11: Student's Anxiety while giving an oral presentation

Options	Frequency	Percentage
Always	6	21%
Sometimes	17	61%
Rarely	3	11%
Never	2	7%
Total	28	100%

Table 17: Student's Anxiety while giving an oral presentation

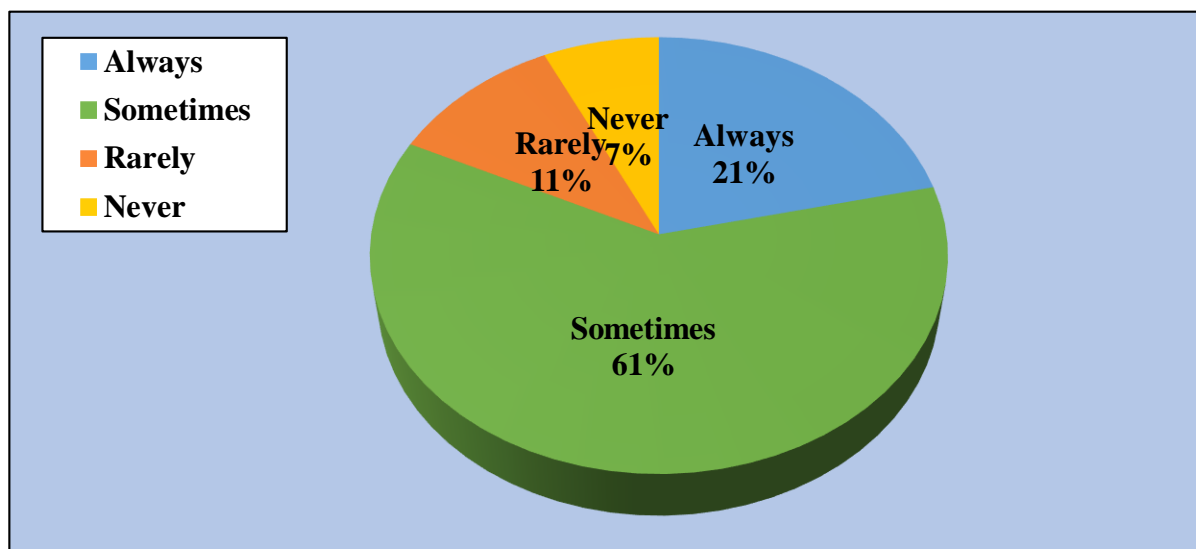


Figure 13: Student's Anxiety while giving an oral presentation

Table 11 shows that the majority of students, (21%) say that they always feel anxious when they give an oral presentation in front of the entire class, which means that they reject and follow avoidance behavior towards speaking in class. In addition, (61%) of the participants said that they sometimes feel anxious when they have to practice their oral skills in front of their classmates. They explained this by pointing out the new topics being discussed and that lack of vocabulary, but they claimed that when they are well prepared, they move forward without fear. While (11%) said rarely, and (7%) said never and their explanation reveals that they do not care about criticism. They also stated that they come to class in order to make mistakes. In addition, through mistakes we learn as they wrote in the questionnaire, therefore, it is clear that more students have great self-confidence; the easier it will be for a teacher to teach speaking skills.

❖ Question 12: The Anxious moments of learners

Options	Frequency	Percentage
When teacher corrects your mistakes	12	43%
When you do not get a good mark in exam	10	36%
When working with your classmate to solve a task	2	7%
When exams are approaching	4	14%
Total	28	100%

Table 18: The Anxious moments of learners

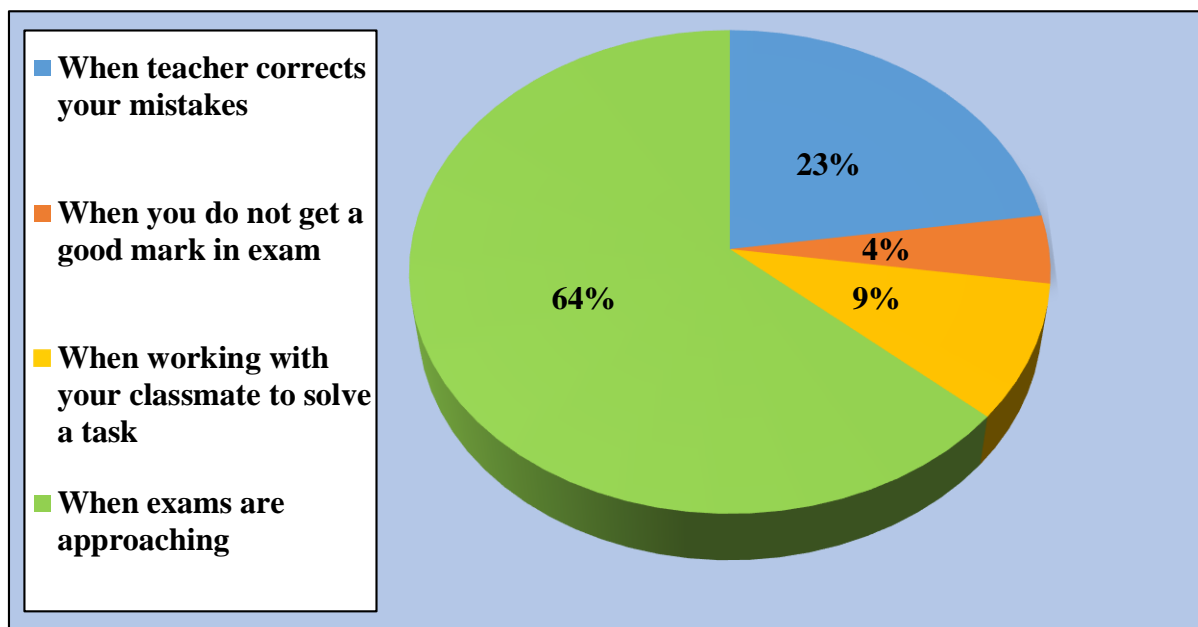


Figure 14: The Anxious moments of learners

The results recorded in table 12 above show that (43%) of the participants feel anxious when the teacher corrects their mistakes, while (36%) feel anxious when they do not perform well in the exam, (14%) feel anxious before taking the exam, and only (7%) of the students feel anxious when working in group to solve a task. It reveals the fact that the majority of students consider anxiety as a negative factor; instead, it is a positive factor to do something new in the language learning process.

❖ **Question 13 :The effect of group work in reducing Anxiety**

Options	Frequency	Percentage
Yes	23	82%
No	5	18%
Total	28	100%

Table 19: The effect of group work in reducing Anxiety

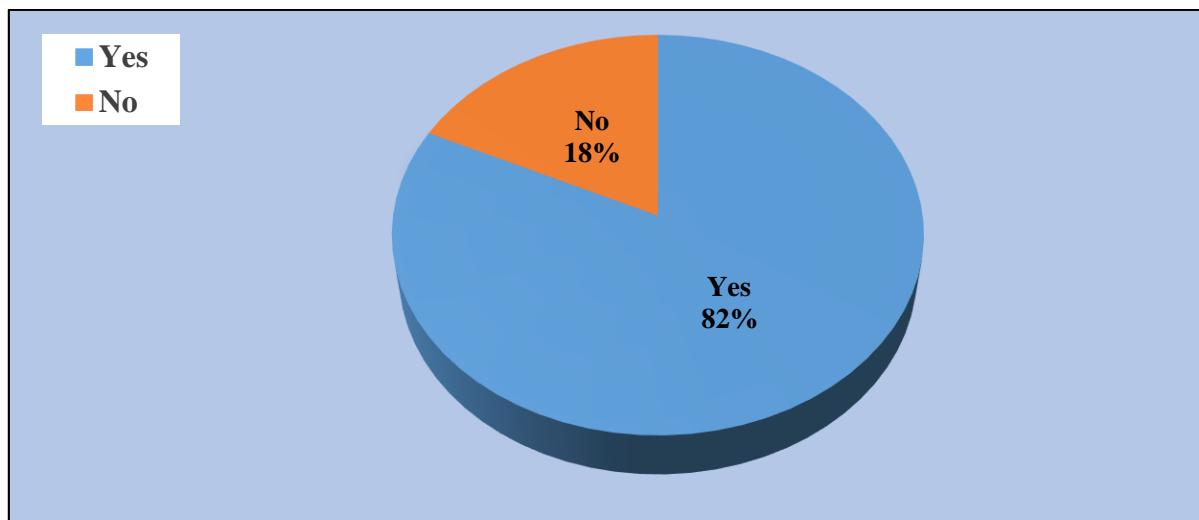


Figure 15: The effect of group work in reducing Anxiety

According to the table and the figure above, (82%) of the learners answered “yes” that they like group work. Only (18%) of the students answered because they do not like working in a group. Group work is a useful strategy in cooperative learning that develops skills, exchange of ideas, and higher- order thinking, enhances interaction between students and faculty members develops oral communication skills and social interaction skills, and enhances the positive relationship between learners.

❖ **Question 14: strategies to reduce anxiety during cooperative activities**

This question explains the strategies that students adopt to reduce anxiety during cooperative activities most of them say that it is advance preparation and open communication with partners to ensure mutual understanding , while a few use deep breathing and meditation techniques to help eliminate anxiety and enhance focus there are some strategies that students provided :

- **Constant communication:** this response reflects the importance of social interaction and effective communication within the group. Through constant communication, individuals can exchange information and direct efforts more effectively, reducing confusion and anxiety.
- **Planning ahead:** this response shows preparation and arrangement that can reduce anxiety and stress by setting goals and creating a solid action plan, the group can reduce concerns and improve performance.
- **Use calming technique:** this response refers to using techniques related to meditation and breathing to calm the mind and relieve stress.

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❖ Question 15 : Enhanced learning through Cooperative knowledge exchange

Options	Frequency	Percentage
Yes	27	96%
No	1	4%
Total	28	100%

Table 20: Enhanced learning through Cooperative knowledge exchange

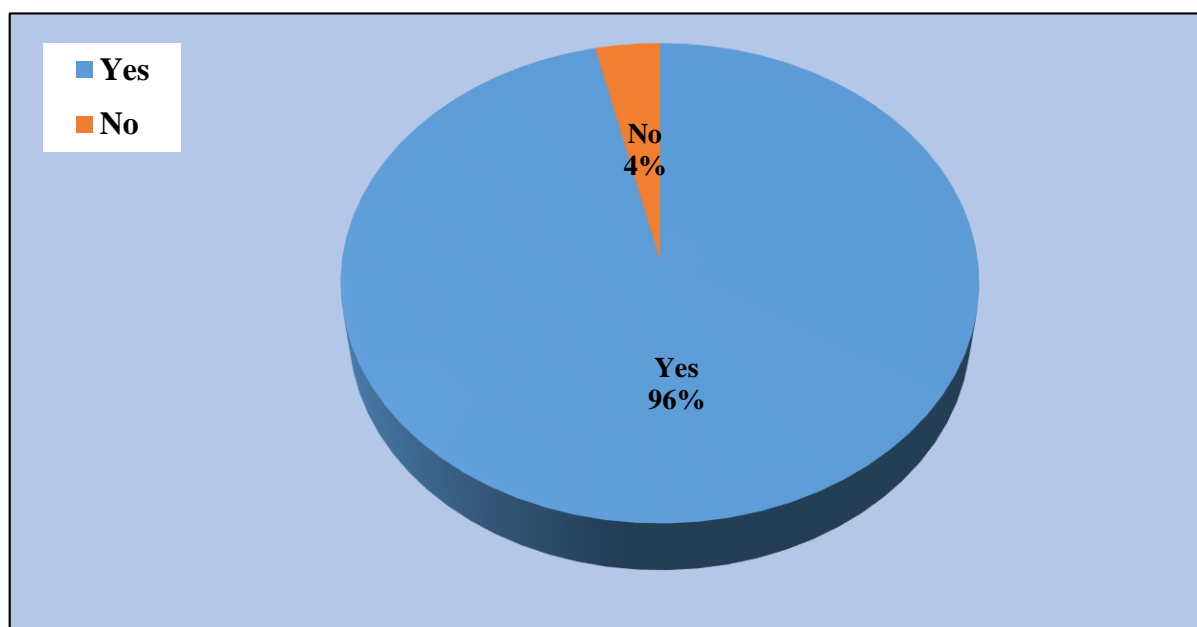


Figure 16: Enhanced learning through Cooperative knowledge exchange

As a the table and figure above shows , it can be said that the (96%) of students who answered “ yes” indicates strong acceptance of the idea that exchanging ideas and knowledge with classmates is an important part of the educational process this could be explained by the fact that students see the clear benefits of collaborating with others in building their understanding and improving their academic performance , the (4%) who answered “ No ” may reflect a small group of students who may prefer to work alone or may feel uncomfortable or confident in collaborating with the others , these students may need more encouragement and support to understand the importance of cooperative learning and its benefits in enhancing their understanding and developing their social skills .

Chapter three: Field Work

❖ **Question 16 :The effect of exchange on the level of Anxiety**

Options	Frequency	Percentage
Positively	17	61%
Negatively	4	14%
Neutral	7	25%
Total	28	100%

Table 21: The effect of exchange on the level of Anxiety

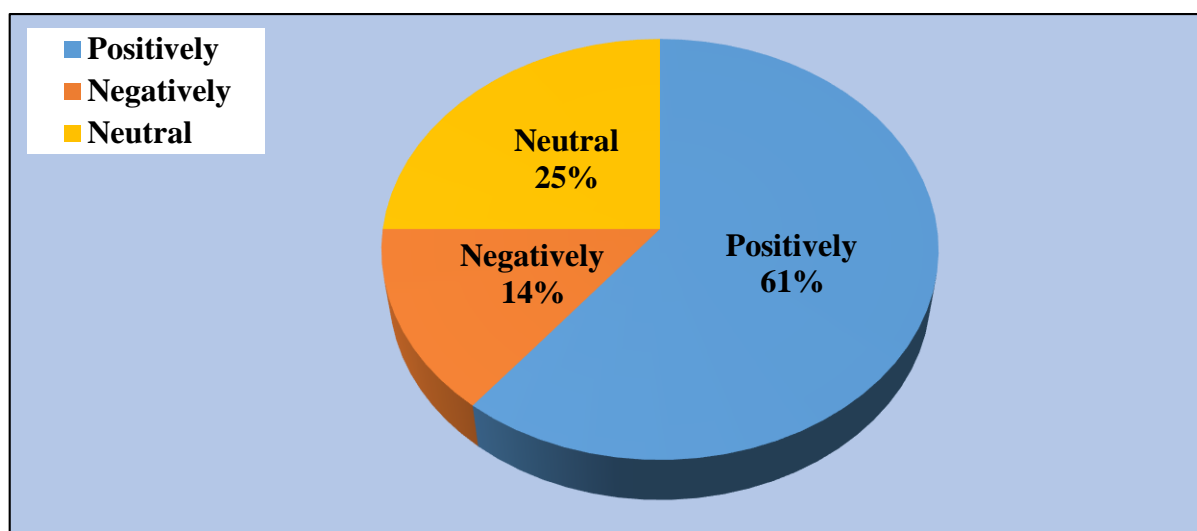


Figure 17: The effect of exchange on the level of Anxiety

The table above shows that the majority of students gave positive answers (61%) , which means that they like group work and exchanging cooperative and ideas on the other hand , the low percentage of negative answers at (14%) indicates that there are problems during group work that cause them confusion in speaking and they do not feel comfortable learning which can relieve anxiety with (25%) of neutral answers , it could be that they prefer individual work and do not want to participate to feel criticism of their classmates .

❖ **Question 17 : Cooperative Learning and effect in reducing the level of Anxiety**

Options	Frequency	Percentage
Yes	13	46%
No	15	54%
Total	28	100%

Table 22: Cooperative Learning and effect in reducing the level of Anxiety

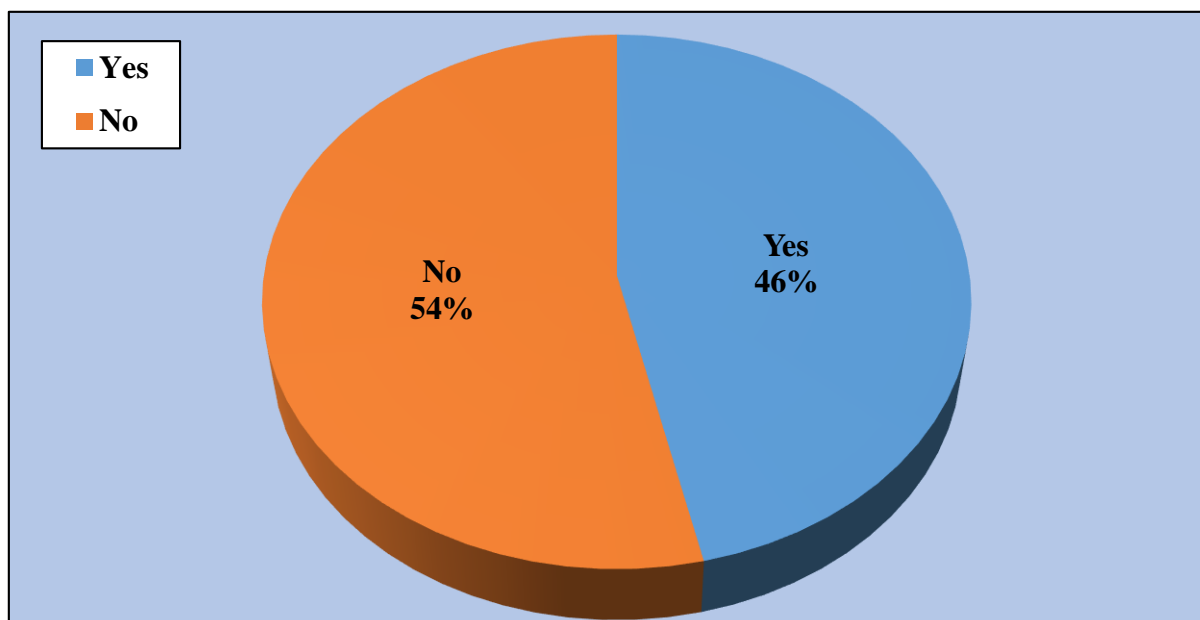


Figure 18 : Cooperative Learning and effect in reducing the level of Anxiety

Survey results show that (46%) of students believe that cooperative learning can help reduce anxiety levels , while (54%) believe it cannot these results can be explained by the fact that some view cooperative work as effective in providing social support and providing mutual assistance , which can reduce feelings of loneliness and stress . While others may see that collaborative work can increase pressure and tension due to dependence on others or the feeling of being unable to contribute to the extent required.

3.3.3. Discussion of students' questionnaire results

The questionnaire data showed several significant results. It was highlighted that majority of participants preferred group work as a useful approach since it allows them to discuss ideas with others while also motivating and encouraging them to learn the language. They also noticed that the majority of participants agree that cooperative work increases students' motivation, develops higher-order thinking skills, improves social interaction skills, and lowers cognitive levels. Anxiety therefore, it confirms that students have positive opinions toward the cooperative learning technique. Questionnaire study also revealed that the majority of EFL students feel that cooperative learning plays a significant impact in reducing students' anxiety Teachers' Questionnaire.

3.4. Teacher's questionnaire

3.4.1. Description of the Teachers' Questionnaire

Teacher questionnaire contained 18 questions grouped into three sections questions diverse between multiple choices, yes / No questions, close-ended questions. The first section covered background information (Q1 – Q4) the second section concerned with teachers' attitudes towards cooperative learning (Q5 - Q8) the third section covered teachers' attitudes towards (Q9 - Q18).

3.4.2. Analysis of the Teachers' Questionnaire

3.4.2.1. Section one: Background Information

❖ Question 1: Teachers' Gender

Options	Frequency	Percentage
Male	6	100%
Female	0	0%
Total	6	100%

Table 23: Teachers' Gender

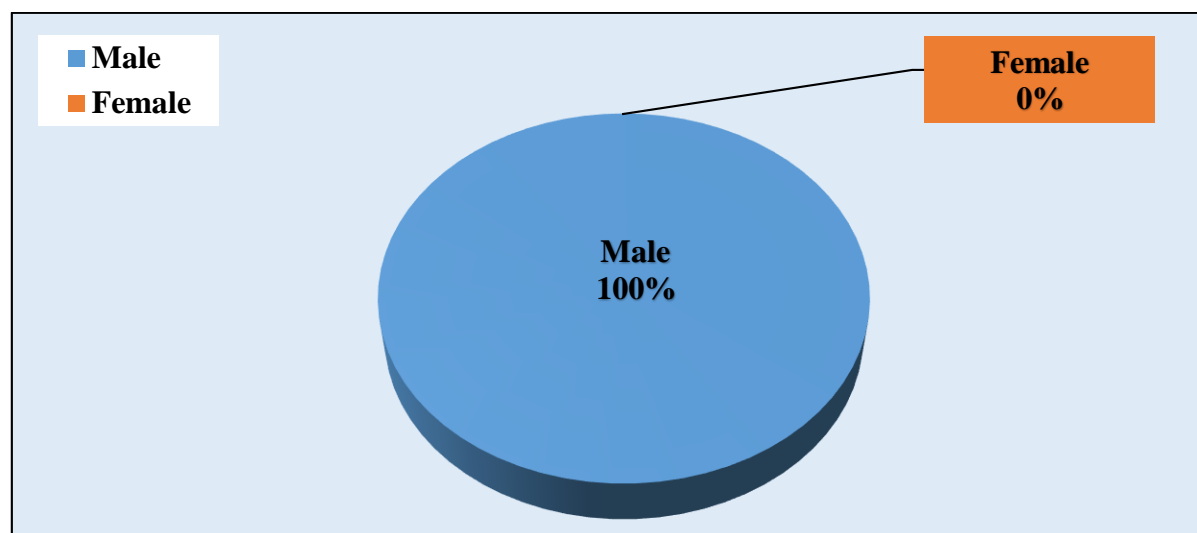


Figure 19: Teachers' Gender

The results in table 18 and figure showed that the majority of teachers were male (100%). This indicates that they prefer to study foreign languages to females and therefore, they are English language department at Mohammad Kheider University.

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❖ Question 2: Teachers' degree

Options	Frequency	Percentage
Master	0	0%
Magister	2	33%
Doctorate	4	67%
Total	6	100%

Table 24: Teachers' degree

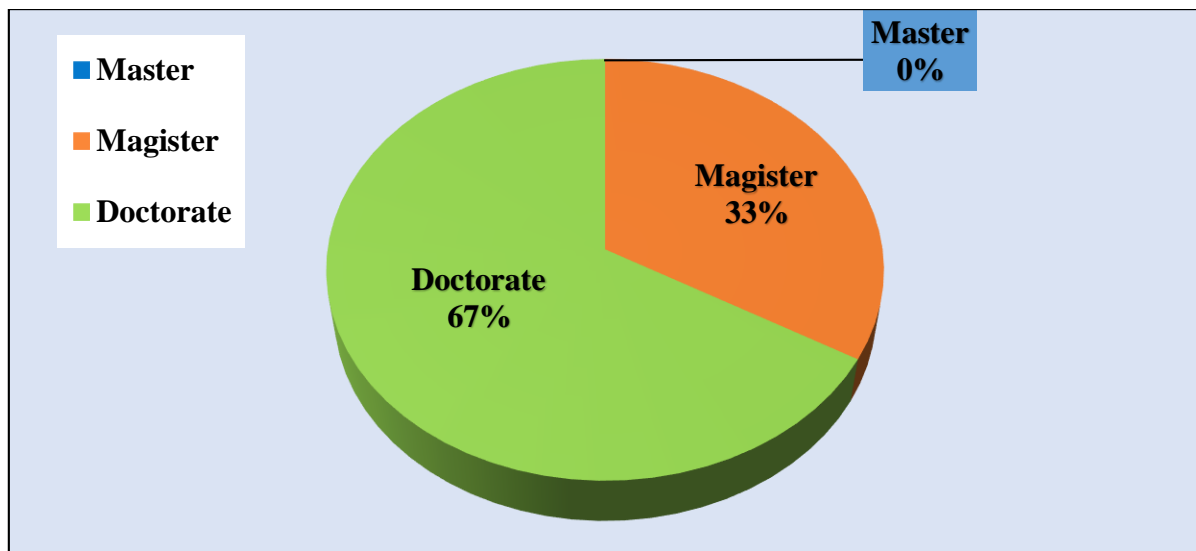


Figure 20: Teachers' degree

The importance of asking this question to know about teachers' educational qualification. The results obtained and displayed on the table above show that (33%) of teachers hold magister degree. However, only four (4) teachers hold a doctorate degree they represented (67%). This implies that they have high level. Thus, they are aware of the importance of cooperative learning in reducing EFL learners' anxiety. In addition, teaching at the university level requires high qualification to meet the learners' needs.

❖ Question 3: Teachers' choice for teaching English at the University

Options	Frequency	Percentage
Your own choice	6	100%
Imposed	0	0%
Total	6	100%

Table 25: Teachers' choice for teaching English at the University

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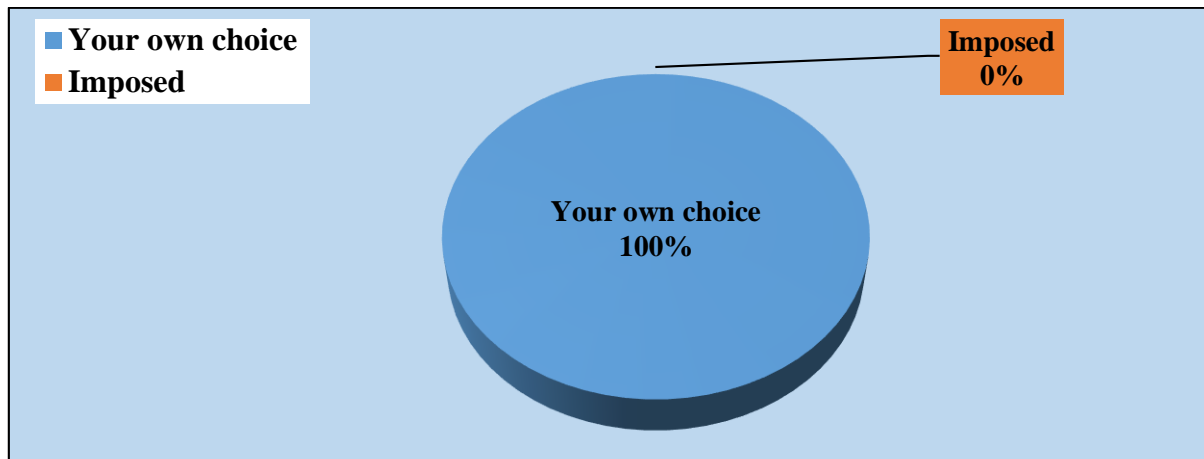


Figure 21: Teachers' choice for teaching English at the University

The table above indicates that the majority of teachers who participated in the survey (100%) chose to teach the English language, and these results may reflect that they have a strong desire to teach languages. They may want to influence students and help them achieve their academic and professional goals through teaching English, where the teacher is passionate about the language and interested in transferring this passion and knowledge to the students.

❖ Question 4: Teachers' experience

Options	Frequency	Percentage
1 year	0	0%
1 to 3 years	0	0%
4 to 6 years	1	17%
More than 10 years	5	83%
Total	6	100%

Table 26: Teachers' experience

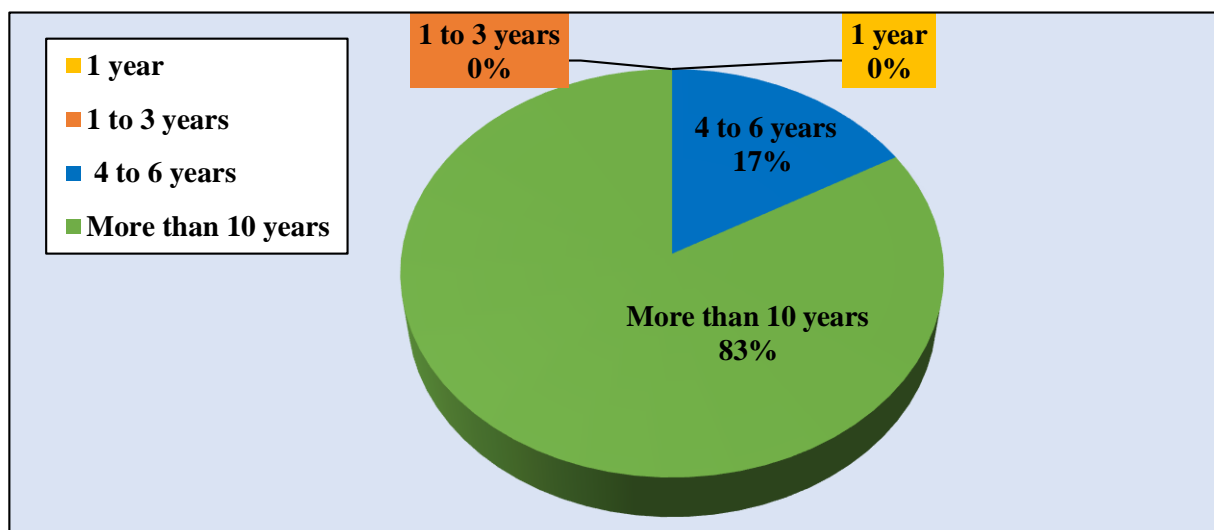


Figure 22: Teachers' experience

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The results of the table 20 show that the majority of teachers (83%) have taught for more than 10 years' experience in teaching. However, a minority of them (17%) have from 4 – 6 years' experience in teaching. That indicates they have significant experience. Therefore, they have provided us with reliable answers concerning the questionnaire.

3.4.2.2. Section two: Teachers' Implementation of Cooperative Learning

❖ Question 5: Implementing Cooperative Learning for enhancing oral experience skills

Options	Frequency	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 27: Implementing Cooperative Learning for enhancing oral experience skills

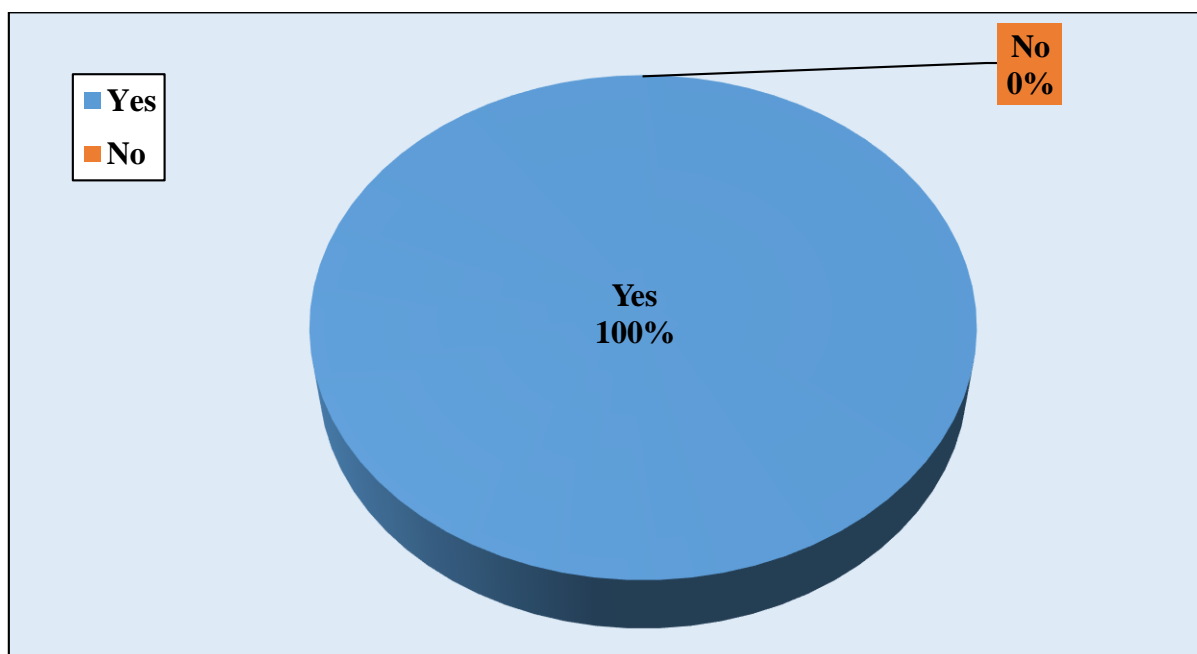


Figure 23: Implementing Cooperative Learning for enhancing oral experience skills

The table and figure above show that the majority of teachers (100%) fully support and endorse the use of Cooperative Learning strategies in teaching oral expression, without any reservation or exception. This means understanding the educational benefits of this strategy, such as enhancing cooperation and communication between students and promoting effective participation in the educational process.

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❖ Question 6: Implementing Cooperative Learning in teaching speaking

Options	Frequency	Percentage
Always	0	0%
Often	5	83%
Rarely	1	17%
Never	0	0%
Total	6	100%

Table 28: Implement Cooperative Learning in teaching speaking

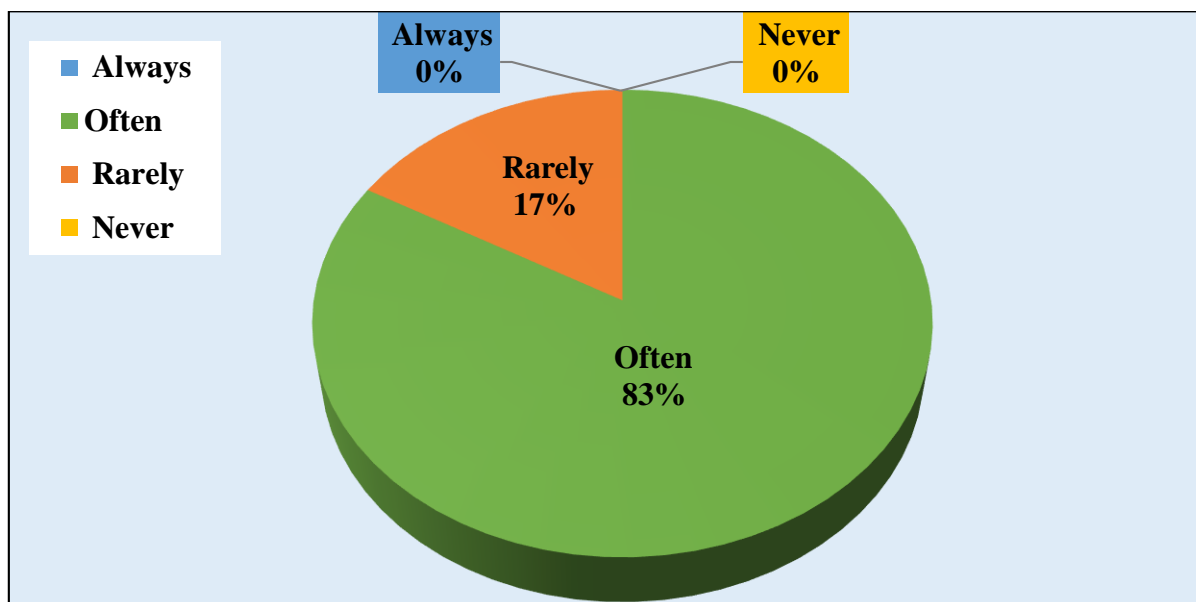


Figure 24: Implement Cooperative Learning in teaching speaking

It is clear from the results that the majority of teachers (83%) use cooperative learning with often and (17%) of them use it rarely. All the participants use cooperative learning as a teaching method. So; they realize its importance and make learners take responsibility for learning. In addition, they will provide us with basic information about this topic.

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❖ **Question 7: Enhancing Student Interaction the Role of Cooperative Learning in classroom Environments**

Options	Frequency	Percentage
a) Enhance team spirit and team work through cooperation projects and external activities	5	83%
b) Organize activities such as groups discussions and language games	1	17%
c) Use educational technology to enhance interaction and cooperative ,such as online learning platforms and digital forms	1	17%
d) Encourage the exchange of knowledge and experience among presentations and group activities	4	67%

Table 29: Enhancing Student Interaction the Role of Cooperative Learning in classroom Environments

The above table and figure show that the majority (83%) choose to enhance team spirit and group work through cooperation projects and external activities, and (67%) encouraged and stimulated the exchange of knowledge and experience between presentations and group activities , with an addition of (17%) organizing activities such as discussions and others the remaining (17%) use educational technology to enhance interaction and collaboration such as online learning platforms, which means that collaborative learning enhances interaction between students and creates opportunities for collaboration, group discussion , and joint problem- solving activities, which ultimately leads to enhanced participation and understanding in the classroom .

❖ **Question 8: Supporting interaction and cooperation in the classroom.**

Sentence	Strongly agree	Agree	Disagree	Strongly Disagree
1-Most teachers believe that using cooperative learning techniques can enhance interaction among students.	33%	67%	0%	0%
2- Cooperative Learning provides a classroom environment that encourages interaction and participation and can enhance learning.	50%	50%	0%	0%
3-In practice, encouraging students to be cooperative in class and can be effective in achieving goals.	50%	50%	0%	0%
4- Helps in trying new ways to enhance interaction and cooperation among students in oral classes.	17%	83%	0%	0%

Table 30: Supporting interaction and cooperation in the classroom.

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The table above show that the majority of teachers in the first statement (67%) agree and (33%) strongly agree , which in the second statement (50%) they agree and (50%) strongly agree , and in the third statement (50%) they agree and (50%) they strongly agree and last statement (83%) agree and (17%) strongly agree . Which means that teachers expressed their agreement that the effectiveness of helping to try new ways to enhance interaction and cooperation between students in oral classes was successful for them.

3.4.2.3. Section three: Oral Communication Anxiety

❖ Question 9: Teachers' evaluation of their students' oral class

Options	Frequency	Percentage
Good	0	0%
Average	6	100%
Poor	0	0%
Total	6	100%

Table 31: Teachers' evaluation of their students' oral class

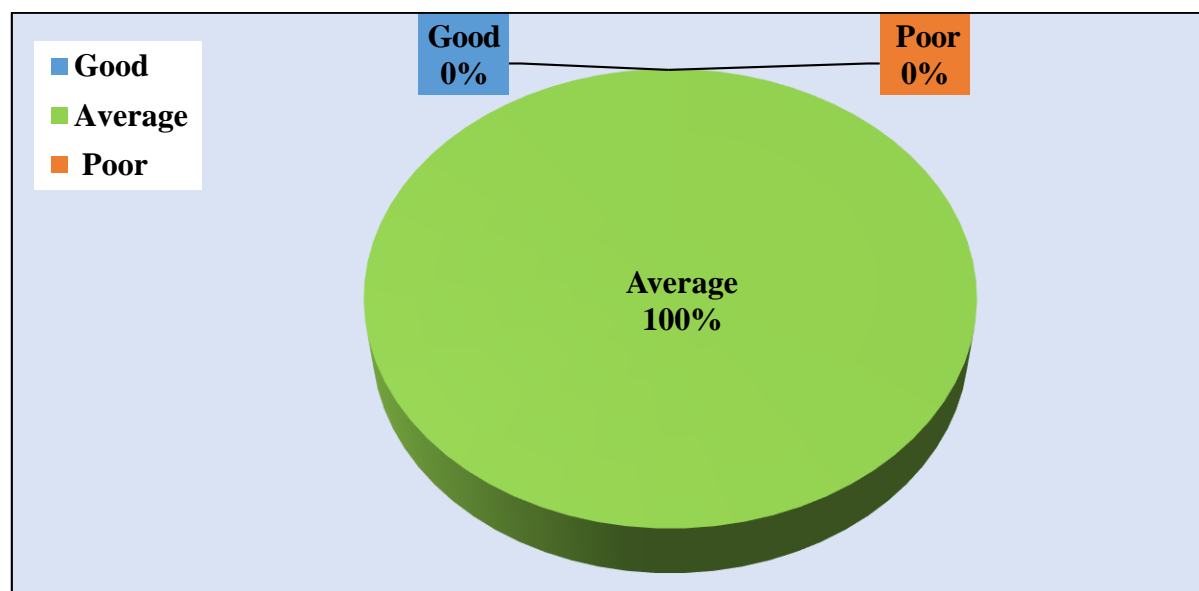


Figure 25: Teachers' evaluation of their students' oral class

In this question, teachers are asked to evaluate their student's oral proficiency by selecting a given degree the results obtained reveal that the greater part of teachers (100%) selected an average level. From these results, we deduce that the majority of teachers give the impression of satisfaction concerning their students' oral proficiency.

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❖ **Question 10: The best ways to integrate oral communication exercises into the school curriculum**

Options	Frequency	Percentage
a) Small groups discussions	4	67%
b) Presentations	4	67%
c) Role-Playing	4	67%
d) Listenning and speaking	4	67%

Table 32 : The best ways to integrate oral communication exercises into the school curriculum

The table above shows that all the options we presented received a similar nomination rate, which is (67%) this means that teachers see all of these activities as effective ways to integrate oral communication exercises into the curriculum. This result could be evidence that it is important to include a variety of activities to meet students' different needs and enhance their oral communication skills in multiple ways such as Listenning and speaking and role-playing or presentation, also small groups discussions.

Question 11: Addressing Anxiety: A key enhancing students' performance in oral tasks

Options	Frequency	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 33: Addressing Anxiety: A key enhancing students' performance in oral tasks

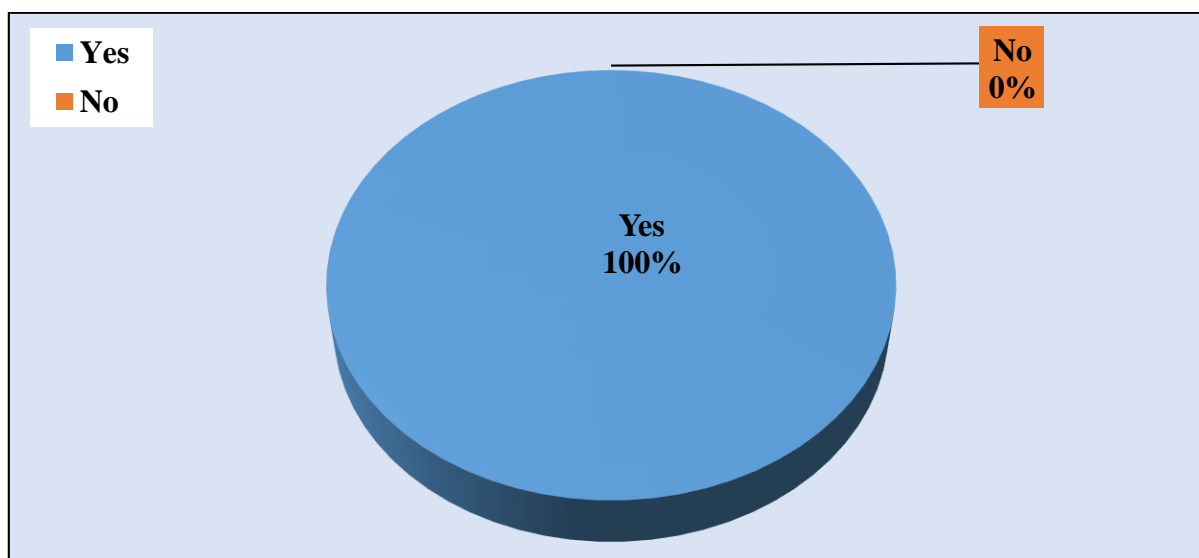


Figure 26: Addressing Anxiety: A key enhancing students' performance in oral tasks

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The results of the table and figure above, show (100%) that all teachers believe that reducing anxiety before oral tasks can help improve students' performance. This indicates the importance of managing anxiety in the educational setting, where anxiety can be a barrier to academic performance. Working to reduce anxiety and providing psychological and emotional support to students before oral assignments and exams can be an effective way to enhance their performance and enhance their educational experience.

❖ **If your answer is Yes , please justify**

On the one hand, all teachers assumed that learner would feel confident which motive teacher participate in class. Cooperative Learning reduces Anxiety and promotes motivation and lower inhibition.

Question 12: Effect of teachers' positive feedback and encouragement on student confidence an anxiety in oral communication

Options	Frequency	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 34: Effect of teachers' positive feedback and encouragement on student confidence an anxiety in oral communication

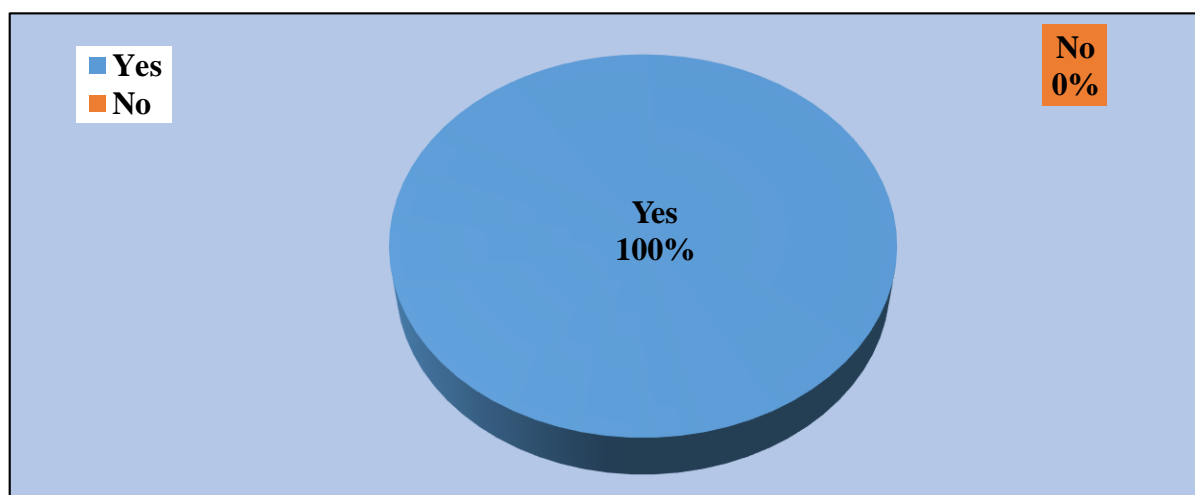


Figure 27: Effect of teachers' positive feedback and encouragement on student confidence an anxiety in oral communication

Based on the results, there appears to be strong support for the idea that positive feedback and encouragement from teachers can increase students' confidence and reduce their anxiety in oral communication. All response were yes, indicating (100%). This shows the importance of teachers' role in building confidence and enhancing students' comfort while speaking.

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Question 13: Strategies to reduce anxiety in oral expression classes

Options	Frequency	Percentage
a) Providing continuous and positive feedback	3	50%
b) Creating a secure and a student friendly atmosphere	6	100%
c) Make students responsible for their own learning	3	50%
d) Rewarding	3	50%

Table 35: Strategies to reduce Anxiety in oral expression classes

The table and figure above show that the majority of teachers in option (a) voted by three people (50%). This means that half of the teachers believe that this option has a positive effect on reducing student anxiety. Option (b) voted three people (100%) this means that all teachers believe that this option has a positive effect on reducing anxiety and option (c) voted three people (100%). This means that this option may help reduce anxiety and last option (d) voted by three people (50%) this option has a positive effect on reducing anxiety. Based on the results, it appears that option (b) (creating a safe and friendly atmosphere for students) was the most effective as rated by the teachers.

Question 14: Teacher – Learner banter: fostering connection and learning through humor

Options	Frequency	Percentage
Always	4	67%
Sometimes	2	33%
Rarely	0	0%
Never	0	0%
Total	6	100%

Table 36: Teacher – Learner banter: fostering connection and learning through humor

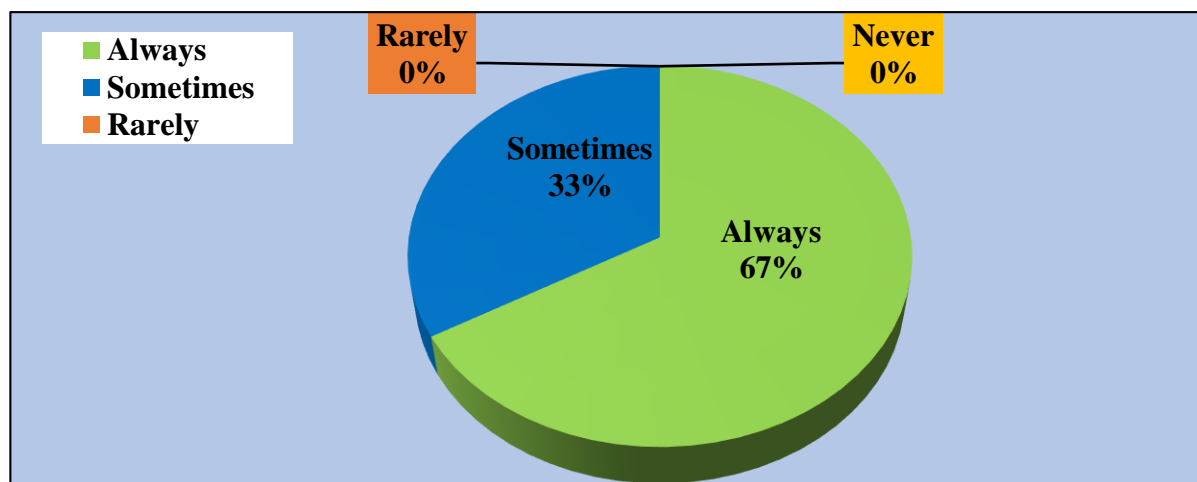


Figure 28: Teacher – Learner banter: fostering connection and learning through humor

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The results of table and figure above, show that (67%) of teachers say that they always joke with them in class, while (33%) say that they do that sometimes this reflects a desire to create a fun and encouraging classroom environment, these jokes can also have a positive impact on the learning experience and enhance the relationship between the teacher and students.

Question 15: Cause for Anxiety in oral expression classes

Options	Frequency	Percentage
a)Students' proficiency in the target language	3	50%
b)Students' personality traits	5	83%
c)Students' learning styles	3	50%
d)Methods used in teaching speaking	4	67%

Table 37: Cause for Anxiety in oral expression classes

The table above shows that personal characteristics of students option B (83%) this factor appears to play a large role in how students experience anxiety levels. Traits such as social nervousness or introversion may have a significant impact on how comfortable they are in classes that require oral expression and teaching methods and techniques used in teaching language skills play a crucial role in the level of anxiety. If the methods used include excessive pressure or embarrassing situations , students may become more anxious also proficiency in the target language option A (50%) this factor is also a potential contributor to the level of anxiety , as students who have difficulties communicating in the target language can feel more anxious , and last option C (50%) student learning styles although this factor has a low percentage of answers , it can influence how comfortable and confident students are with speaking . Shows that there are several factors that contribute to anxiety in oral expression classes, but personal traits and teaching styles appears to be most important based on the percentages provided.

Question 16: The impact of organizing and empowering student speaking skills workshops

Options	Frequency	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Figure 29: The impact of organizing and empowering student speaking skills workshops

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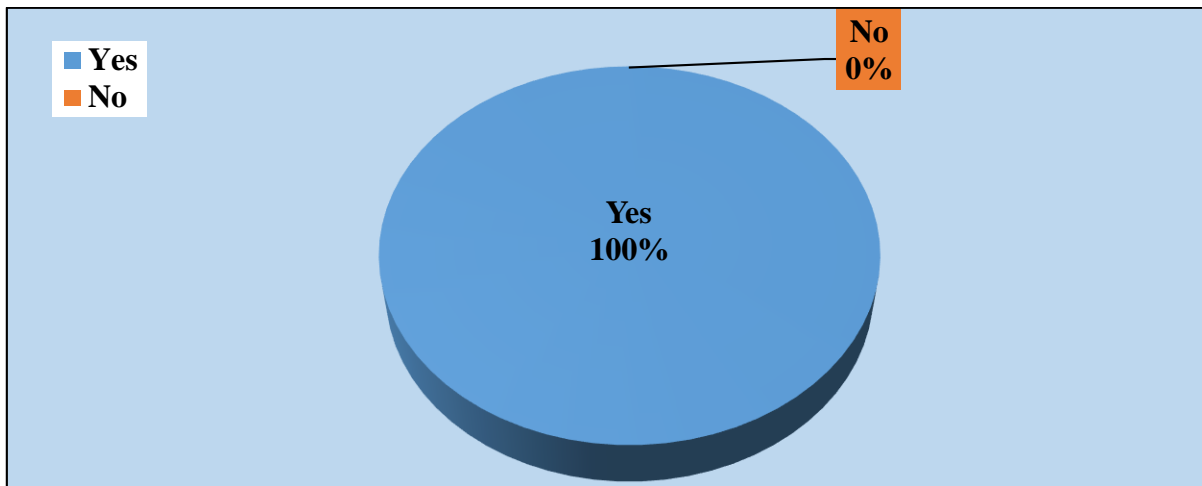


Figure 30: The impact of organizing and empowering student speaking skills workshops

The results of the table above show that all teachers (100%) agreed that organizing training and workshops could enhance students' speaking skills. This complete consensus indicates the importance of these activities in developing students' verbal communication skills.

Question 17: Managing student Anxiety

Options	Frequency	Percentage
a) Lower inhibition	0	0%
b) Provide activities that address different learning styles	4	67%
c) Vary the types of materials and activities	3	50%
d) Encourage students to take risks	4	67%
e) Give students freedom of action and initiative	5	83%

Table 38: Managing student Anxiety

Based on the results presented, there appear to be several strategies that are believed to be effective in dealing with anxiety in students. Most common strategies first, providing activities that suit different learning styles (67%) second is diversifying the types of subjects and activities (50%) third is encouraging students to take risks (67%) and last one Giving students the freedom to work and take initiative Giving students freedom of action and initiative seems to be the most common strategy, meaning that students respond well to this type of learning environment. However, the distribution of results also suggests that providing activities to suit different learning styles and encouraging students to take risks are also effective strategies dealing with students'.

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❖ Question 18: Some Suggestions and Comments by Teachers about Reducing Anxiety:

- To reduce Anxiety, teachers and students alike should practice as much as possible using attention materials and strategies that the different situations and levels.
- Use song, movies and field exercises these activities would reduce Anxiety.
- Anxiety can also positive and motivating to work and take the initiative more safe atmosphere.
- Anxiety and lack of self-confidence is preserious obstacle fort learners in oral classes. It is the teacher's role to make the necessary efforts to help it overcome anxiety by adopting special teaching methods, varying the activities organizing group and peer work.

3.4.3. Discussion of teachers ' questionnaire results

In light of the results obtained from the teachers' questionnaire, we notice the following:

- All teachers utilize Cooperative Learning as a teaching strategy to pique their students' attention.
- The majority of teachers use Cooperative Learning to strengthen social skills and enhance the English language learning process for students.
- The majority of teachers feel that anxiety plays negative impact on foreign language instruction.
- Cooperative Learning is one of the most effective ways for reducing student anxiety by praising and motivating them to improve their social and cognitive skills.

Conclusion

The present study aimed to investigate teachers' and learners' attitudes towards investigating the role of cooperative learning in reducing EFL learners' Anxiety in oral classes. After analyzing and discussing the questionnaire results, we found that our initial hypothesis was confirmed the results confirmed of Cooperative Learning and that it can be an effective tool in reducing anxiety for students in oral classes by interacting with others and sharing responsibility, students can navigate stress and pressure and build greater confidence in their abilities which enhances the learning experience and leads to more positive outcomes in the classroom. This indicates that most EFL teachers and learners view Cooperative Learning as a valuable strategy that promotes a new pedagogical approach, and enhances higher order thinking and interpersonal skills. The results reflect teachers' and students' positive attitudes toward the successful integration of Cooperative Learning to address student anxiety.

Results interpretation

- Lower levels of anxiety show that a collaborative environment contributes to reducing the psychological stress students feel while learning. Interacting with colleagues and supporting them reduces the fear of failure and speaking in front of others.
- High levels of effective participation within the classroom.
- Improvement in academic performance, especially in English speaking skills.
- Building positive and stronger relationships between students.
- Students gain greater confidence in their English speaking abilities as a result of group support and a positive environment.

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

General Conclusion

The phenomenon of anxiety among foreign language learners in oral classes is considered one of the most difficult and harmful psychological phenomena that most learners of English as a Foreign Language face in their attempt to learn this language. The aim of this study is to shed light on the role of cooperative learning in reducing the anxiety of English as foreign language learners during interaction and expression in oral classes. We hypothesized that cooperative learning strategies in oral English lessons for first-year students in the Department of English would significantly reduce anxiety levels among EFL learners by promoting a more positive and participatory language learning environment. To validate the research hypothesis and answer the research questions, we used two questionnaires. The first questionnaire is directed to first-year students from the English Department, Mohamed Kheider University of Biskra. The second questionnaire was distributed to teachers who taught English at the same university.

The current study consists of three chapters. The first two chapters constitute a complete review and explanation of the literature. The first chapter is an overview of cooperative learning. It will also address the relationship between the use of this approach within EFL classrooms and oral communication. The second chapter will address oral communication anxiety. It will provide an insight into anxiety in EFL, as well as highlighting the impact of cooperative learning in reducing anxiety. Finally, the third practical part is dedicated to exploring the role of cooperative learning in reducing oral communication anxiety among EFL learners. It included the analysis of data collected from student and teacher questionnaires, and the study results obtained from the analysis and interpretation of the questionnaires confirmed the validity of the research hypothesis, which was confirmed throughout the investigation process. Analysis of the questionnaires showed that teachers and students have positive attitudes toward the role of cooperative learning in reducing anxiety among students. Cooperative learning strategies can help teachers create supportive and inclusive learning environments that promote language acquisition and confidence.

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

Recommendations

- ✓ Teachers should form small, diverse groups to ensure all students interact.
- ✓ Clearly distribute roles within the group to ensure the participation of all members.
- ✓ Encourage students to listen to others and express their opinions respectfully.
- ✓ Track student progress and provide ongoing feedback and review to improve group performance.
- ✓ Teach students how to deal with conflict and solve problems constructively.
- ✓ Make sure students feel comfortable and safe to express their ideas. Use diverse teaching methods to meet the needs of all learners.

Limitations of the Study

1 - Main problem lies in the short time, as extending the time period will provide the opportunity to conduct the study on a larger sample of students and teachers which enhances the reliability of the results and allows for a deeper analysis of the data.

2 - Although the experimental method is considered the best for research, time constraints necessitated choosing a descriptive study as an alternative. However, due to the short time, we have documented an accurate description of the phenomena and variables involved.

Pedagogical Implications

After presenting the results collected and analyzed, we suggest the following educational implications:

- Cooperative among students should be stimulated by organizing small group activities and Cooperative projects, which creates an educational environment that encourages Cooperative among student instead of competition.
- Teachers must provide constructive feedback to students on how to improve their performances in the Cooperative Learning process, which helps them gradually improve and increase their self- confidence.
- Teachers must support students during Cooperative Learning processes, and provide the necessary support to students who suffer from high level of anxiety.

Also, use effective classroom management strategies, such as distributing roles, organizing educational sessions in an organized and structured manner, and managing time effectively. Cooperative Learning also requires students to communicate and interact with each other effectively, which enhances their communication and cooperation skills, which are essential skills for their success in academic and professional life.

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APPENDIX A

Students' Questionnaire

Dear students,

We would like to invite you to participate by filling out the following questionnaire which will be conducted in the English Department of the University of Biskra. The purpose of this questionnaire is to collect your thoughts regarding the role of cooperative learning in reducing the anxiety of English as a foreign language learner in oral classes among first-year students. In addition, the questionnaire will enable us to identify the sources of difficulties that EFL learners encounter during oral communication, which in turn lead to speaking anxiety.

This questionnaire is designed to gather data as a part of research work carried out in the framework of a master degree. Your answers will be treated confidentially and will be used for research purposes. Please put (✓) in the appropriate box and provide detailed data when necessary by adding an answer to some of the questions asked.

We thank you for your cooperation and participation in this research study

Ms. HIRECHE Khadra

Department of English Language

Faculty of Letters and Foreign Languages

Mohamed Kheider University of Biskra

2023/2024

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Section one: Personal Information

1. Gender:

a) Male

b) Female

2. How old are you?

a) 18-20 years

b) 21-25 years

c) 25 years above

3. Choosing to learn English is:

a) Your choice

b) Imposed on you

4. How do you find speaking in English?

a) Very easy

b) Easy

c) Difficult

d) Very difficult

Section two: Cooperative Learning

5. Have you experienced working through Cooperative Language Learning before?

a) Yes

b) No

If yes, what is your definition of Cooperative learning?

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6. In the Oral classes, you prefer to work :

a) Individually

b) In pairs

c) In a group

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

7. Do you face any problems while working in a group with your classmates?

a) Yes

b) No

If yes, what are these problems?

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8. Do you think Cooperative Learning helps in improving the speaking skills?

a) Yes

b) No

In both cases, justify your answer?

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9. How does the teacher evaluate activities in the group?

a) According to each one's participation

b) Giving one mark to whole group.

10. How can participation and interaction between students be enhanced in a Cooperative Learning environment?

a) Encourage students to participate in small groups discussions

b) Create cooperative activities such as group projects that require interaction and cooperative between students

c) Providing opportunities for practical and exponential learning that encourage interaction and cooperative among students

d) Providing role spaces to express opinions and ideas without fear of criticism

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

Section three: Oral Communication Anxiety

11. When you give an oral presentation to the class, how often do you experience Anxiety?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

12. When do you feel anxious? (You may tick more than one answer)

- a) When teacher corrects your mistakes
- b) When you do not get a good mark in exam
- c) When working with your classmate to solve a task
- d) When exams are approaching

13. Does working in a group helps you reduce Anxiety?

- a) Yes
- b) No

14. What strategy do you rely on to reduce Anxiety during Cooperative activities?

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15. Do you benefit from exchanging ideas and knowledge with your classmates during Cooperative Learning activities?

- a) Yes
- b) No

16. How might this exchange affect the level of Anxiety?

- a) Positively
- b) Negatively
- c) Neutral

Please, justify your answers

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

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17. Do you think that Cooperative Learning can help to reduce Anxiety level?

- a) Yes
- b) No

In case you say yes, please justify your answer.

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Thank you for your collaboration

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

Teacher's Questionnaire

Dear teachers,

This questionnaire serves as a data collection tool for a research work aimed at investigation the role of cooperative learning in reducing the anxiety of English as a foreign language learner in oral classes among first-year students in the English Department of the University of Biskra. I would be very grateful if you could take the time and energy to share your experience by answering the questions bellow. Your answers are very important and will be great help in getting this work done.

Please make (✓) the choice that best represents your answer and include the complete answer if necessary.

Thank you very much in advance.

Ms. HIRECHE Khadra

Department of English Language

Faculty of Letters and Foreign Languages

Mohamed Kheider University of Biskra

2023/2024

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

Section one: Background Information

1. Gender:
 - Male
 - b) Female
2. What degree do you hold?
 - a) Master
 - b) Magister
 - c) Doctorate
3. Your choice to study English was:
 - a) Your own choice
 - b) Imposed
4. How long have you been teaching English?
 - a) 1 year
 - b) 1 to 3 years
 - c) 4 to 6 years
 - d) More than 10 years

Section two: Teachers' Implementation of Cooperative Learning

5. Do you adopt Cooperative Learning strategy in teaching Oral expression?
 - a) Yes
 - b) No
6. How often do you implement Cooperative Learning in teaching speaking?
 - a) Always
 - b) Often
 - c) Rarely
 - d) Never

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

7. How does implementing Cooperative Learning promote interaction among students in the classroom environment?

- a) Enhance team spirit and team work through cooperation projects and external activities
- b) Organize activities such as groups discussions and language games
- c) Use educational technology to enhance interaction and cooperative , such as online learning platforms and digital forms
- d) Encourage the exchange of knowledge and experience among presentations and group activities

8. Please indicate (✓) the extent to which you agree with each of the following ideas?

Sentence	Strongly agree	Agree	Disagree	Strongly Disagree
1-Most teachers believe that using cooperative learning techniques can enhance interaction among students.				
2- Cooperative Learning provides a classroom environment that encourages interaction and participation and can enhance learning.				
3-In practice, encouraging students to be cooperative in class and can be effective in achieving goals.				
4- Helps in trying new ways to enhance interaction and cooperation among students in oral classes.				

Section three: Oral Communication Anxiety

9. How would you evaluate your students' oral proficiency?

- a) Good
- b) Average
- c) Poor

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10. What are the best ways to incorporate oral communication exercises into the school curriculum?

- Small groups discussions
- Presentations
- Role-Playing
- Listenning and speaking

11. Do you think that reducing anxiety before oral tasks can help in improving students' performance?

- a) Yes
- b) No

If yes, please justify your answer

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12. Do you think that positive feedback and encouragement from teachers can increase students' confidence and reduce their Anxiety in Oral Communication?

- a) Yes
- b) No

13. How can you help in reducing Anxiety in the Oral Expression classes?

- a) Providing continuous and positive feedback
- b) Creating a secure and a student friendly atmosphere
- c) Make students responsible for their own learning
- d) Rewarding

14. Do you joke around with your students in class?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

15. Anxiety in Oral Expression classes is caused by:

- a) Students' proficiency in the target language
- b) Students' personality traits
- c) Students' learning styles
- d) Methods used in teaching speaking

16. Do you think that organizing training and workshops can enhance students' speaking skills?

- a) Yes
- b) No

If yes, briefly say how?

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17. What do you do if you feel that your students are anxious?

- a) Lower inhibition
- b) Provide activities that address different learning styles
- c) Vary the types of materials and activities
- d) Encourage students to take risks
- e) Give students freedom of action and initiative

18. Please, feel free to make any comments or suggestions that help in reducing Anxiety?

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Thank you dear teacher
We wish you all the best in your

Investigating the Role of Cooperative Learning in Reducing EFL Learners' Anxiety in Oral Classes

الملخص

يلعب القلق دوراً حاسماً في تعلم اللغة الأجنبية لأنه يعتبر عاملاً سلبياً قد يعيق عملية التعلم، ويشكل عائقاً محتملاً أمام تحقيق الكفاءة اللغوية الكافية. أجريت دراستنا لمعرفة اتجاهات كل من المعلمين والطلاب نحو دور التعلم التعاوني في تقليل القلق لدى الطلاب في الفصول الشفهية. ولذلك انطلقنا من فرضية أنه إذا تم تطبيق التعلم التعاوني فإنه سيساهم في تقليل القلق لدى المتعلمين. للتحقق من صحة فرضيتنا اعتمدنا طريقة نوعية. وفي هذا الصدد تم تصميم استبيانين. تم توزيع الأولى على مجموعة مكونة من ثمانية وعشرين طالباً في السنة الأولى والثانية على 6 أساتذة من قسم اللغة الإنجليزية بجامعة محمد خضير ببسكرة. وأظهرت النتائج التي تم الحصول عليها أن كلا من المعلمين والطلاب متفقون على أن التعلم التعاوني وسيلة فعالة لتقليل القلق في الفصول الشفهية، مما يدل على أهمية اعتماد هذا الأسلوب لتحسين الثقة والتفاعل الإيجابي في بيئة التعلم. وفي نهاية المطاف، من المستحسن تشجيع التفاعل والتعاون بين الطلاب في الفصول الشفهية، وتوفير بيئة داعمة ومشجعة للتعلم التعاوني. علاوة على ذلك، تنمية مهارات الاتصال والتعاون والعمل الجماعي، وتوفير أساليب واستراتيجيات لإدارة التوتر والقلق أثناء الأداء الشفهي، وتكثيف الجهود في اعتماد استراتيجيات التعلم التعاوني في الفصل الدراسي لتحسين الجودة والعملية التعليمية في الفصل الدراسي.

الكلمات المفتاحية: التعلم التعاوني، القلق، الفصول الشفهية، الثقة.