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The Impact of Cooperative Learning on Reducing Speaking Anxiety in English Language Learning.

(The case study of Okba Ibn Nafii and Ndjaoui Said primary school pupils)

Thesis Submitted in Partial Fulfillment of the Requirements for degree of MASTER in Applied Linguistics

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Statement of originality

We, hereby, declare that our thesis, entitled "the Impact of Cooperative learning to Reduce Speaking Anxiety on English Third Year Primary school Language Learners ", has been undertaken by us for the requirements for Master Degree in Linguistics We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the references list.

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June,10^{h} ,2023

Selma DJELLAL ,Ferial MOAREK and Fatma TAIBAOUI

DEDICATION

In the name of **Allah** the beneficent the merciful .

Al Hamdoulillah, my biggest thanks to **Allah** for giving me uncounted blessings.

First of all I want to thank me for believing in me .

I proudly dedicate this work.

To my dear daughter **Tala.**

To my lovely mother **.**

To my king father **.**

To my beautiful sisters .

Asma Imen Affaf And Sabrine.

To my prince brother Amir.

To my dearest person salama.

To all my friends.

To all my teachers .

To all beautiful souls that love me.

Selma Djellal

DEDICATION

First and foremost, Al hamdoulilleh, thank you Allah for granting me the opportunity to celebrate and live these memorable moments.

It is with immense pride and honor that I begin to particularly dedicate this work to my dearest mother Wassila in whom I put my greatest love, admiration, affection and trust, who has always had my back and stood by me in moments of darkness and vulnerability.

To my dear father Mohamed who provided with continuous and unwavering support and love.

To my beloved living grandparents and the eternally loved memories of my dear departed grandparents.

To my cherished brothers Redhouane and chemsseddine.
To my precious little sister Asma.

To all those who supported me throughout this journey.

Last but not least, I dedicate this work to myself, who never gave up on the pursuit of knowledge and tirelessly worked towards achieving this milestone.

Lastly, I dedicate this work to my lovely little cat “Masha”, you have been my constant source of comfort and companion throughout the long and arduous journey of completing this dissertation.

Feriel Mobarek

DEDICATION

“He has not thank Allah who has not thank people”

To the dearest people to my heart.

My great parents Who never stopped giving without expecting anything in return,

Who lead us through the valley of darkness with light of hope and support,

To my beloved brother **Mohamed** and my beautiful sisters **Yamina** ,**Sabrine** ,

and **Amel**

To my niece **Tassnim** , the symbol of love and giving,

To my lovely grandmother **Fatma Benlaribi**,

To all the people in my life who touch my heart,

I dedicate this work.

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Abstract

Cooperative learning has been a subject of interest among the researchers due to its positive outcomes on pupils' performance. The fact notwithstanding, anxiety is a negative factor that prevents pupils from developing their language proficiency. pupils of English language as a foreign language (EFL) facing many difficulties in the lesson to learn English language as foreign language, especially in classes. In this respect, this study aims to explore the impact of cooperative learning to reduce speaking anxiety on learning English language in primary school. To build up this study, . For this purpose, a case study was conducted at Sidi Demed primary schools (Okba Ibno Nafii and Nadjaoui Said) during the academic year 2022-2023. The third year puipls and teachers of primary schools are made the accessible population. The sample was consisted of 56 pupils as well as 10 teachers. Delve deeply, The research depends on two main data tools which are an interview that was directed to ten (10) teachers of English primary school from different places in Medea , and a questionnaire was addressed to fifty six (56) pupils of English language primary school. The data collected were analyzed qualitatively and quantitatively. As a result, this study shows that foreign language learners have a great amount of anxiety in speaking skill. The results also illustrate that cooperative learning in which the pupils and teachers can rely on to minimize or alleviate foreign language speaking anxiety and help students develop and promote their oral performance.

Key words: cooperative learning, speaking anxiety, EFL (English as a Foreign Language), primary school

الملخص

جذب التعلم التعاوني الباحثين لما له من نتائج إيجابية على أداء الطالب ، في حين أن القلق هو عامل سلبي يمنع الطالب من تطوير كفاءتهم اللغوية. بينما يواجه طالب اللغة الإنجليزية العديد من الصعوبات خلال الدرس لتعلم اللغة الإنجليزية كلغة أجنبية ، خاصة في الفصول الدراسية. بالإضافة إلى ذلك ، تهدف هذه الدراسة إلى استكشاف تأثير التعلم التعاوني في التقليل من قلق التحدث عند تعلم اللغة الإنجليزية في المدرسة الابتدائية . لبناء هذه الدراسة ، أجريت دراسة حالة في مدارس سيدي دمد الابتدائية عيبة بن نافع و نجاوي السعيد(خلال العام الدراسي 2222-2222 حيث شارك في الدراسة طالب المدارس الابتدائية تم اختيار طالب السنة الثالثة علىكعينة من السكان. تكونت العينة من 65 طالبًا من مختلف الأعمار والأجناس ،حيث يعتمد البحث أداتي بيانات رئيسيتين وهما المقابلة التي تم توجيهها إلى عشرة)02(معلمي مدرسة اللغة الإنجليزية الابتدائية من أماكن مختلفة في وسائل الإعالم ، وتم تناول االستبيانات إلى سنة وخمسين)65(تلميذا وتلميذة من المدرسة الابتدائية للغة الإنجليزية.ثم تم تحليل البيانات التي تم جمعها نوعيا وكميا.حيث أظهرت الدراسة أن معلمي اللغة الأجنبية يدركون القلق في مهارة التحدث.حيث توضح النتائج أيضا أن التعلم التعاوني لديهم

الذي يمكن للطالب والمعلمين االعتماد عليه لتقليل أو تخفيف القلق من التحدث باللغة الأجنبية ومساعدة الطالب على تطوير وتعزيز أدائهم الشفوي.

الكلمات المفتاحية: القلق اللغوي، التعلم التعاوني اللغة الإنجليزية كلغة أجنبية ، المدرسة االبتدائية.

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List of abbreviations

%: Percent.

EFL: English As a foreign Language.

Etc: et cetera.

FLA : foriegn language anxiety .

FLCAS: foreign language classroom anxiety scale.

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GENERAL INTRODUCTION

General introduction

This general introduction makes the foundation of this dissertation .It contains, the nature of the problem, the purpose of the study in addition to the research questions. Besides, it encompasses the hypothesis, the approaches used in the study and the structure of the research .

English language teachers are required to transfer knowledge and skills to their learners in order to help them achieve better education. Therefore, teachers need to pay attention to pupils' mental states and reactions in the classroom and adapt their teaching methods to pupils. As well as, learning foreign language has been always influenced by many factors such as anxiety. Almost everyone has anxiety especially when the individual is speaking in front of an audience. Therefore, to understand learning process and to gain better achievements, teachers and learners need to find some solutions in order to reduce anxiety in EFL speaking classes. Teachers of English language at primary schools are required to transfer knowledge and skills to their learners in order to help them achieve better education. Moreover , English teachers needs to apply some cooperative activities such as play roles, games ..., etc. in order to reduce anxiety for facilitating and better learning to the pupils .this research is an attempt to explore the particular effect of cooperative learning on speaking anxiety in English language learners on third year EFL students .In addition, This research is based on fieldwork conducted in third year primary school province Media Sidi Demed and aimed to find out whether the application of cooperative learning will reduce and bring a significant reduction in the level of anxiety during classroom.

1. Statement of the Problem

Primary school pupils frequently struggle with speaking anxiety, which is characterized by fear, trepidation, and discomfort when communicating orally. For academic success and personal growth, it's essential to be able to talk with assurance and communicate clearly. Speaking anxiety, however, may hinder Pupils' engagement, involvement, and overall learning results. Speaking anxiety in the classroom may be managed with the help of cooperative learning, an educational style that places an emphasis on pupil cooperation, support, and participation. Cooperative learning helps pupils to interact and communicate with their peers by fostering a supportive and inclusive learning environment, potentially lowering speaking fear. While prior study has investigated the benefits of cooperative learning in a variety of educational contexts, there is a gap in the literature regarding its specific influence on lowering speaking anxiety among primary school pupils. Understanding the impact of cooperative learning on speaking anxiety in this specific group will help educators, policymakers, and researchers determine the most effective techniques for improving pupils' oral communication abilities and reducing speaking fear.

2. Aims of the Study

The purpose of this research is to examine the efficacy of cooperative learning in attempting to reduce English speaking anxiety for primary school learners and to determine whether cooperative learning can help primary school Pupils learn English by lowering their speaking difficulties. This study seeks to discover how cooperative language learning can be used to improve the speaking skills of English as a foreign language and it aims to throw light on the possible advantages and disadvantages of cooperative learning as a tactic for reducing speaking anxiety and fostering self-assured oral communication skills among primary school pupils by examining their experiences, perceptions, and results of participating pupils.

3. Significance of the Study

Nowadays, English language as a foreign language has a greater status all over

the world, as well as Algeria. The majority of English language students have excessive anxiety when they speak in classroom or in public speaking. In the same line of thoughts, students face problems like; practicing speaking with their partners and feel afraid of making mistakes in pronunciation and grammar. They think that their friend will be laughing; this situation makes students have high anxiety. In this respect, this study could encourage English language students and teachers to learn and teach in collaborative atmosphere by using cooperative learning activities in the classroom. This is done when the teacher divides students into small groups of mixed level students by applying this collaborative learning technique. Student will be more active to share their opinion and their teachers can help students to reduce their speaking anxiety. Besides, it is proven by many researches that using cooperative learning in language teaching and learning bring many advantages. Collaborative learning builds social support for learners as it also leads to build interaction among students. Furthermore, it creates positive atmosphere for processing learning, as well as, constructs learning communities. Moreover, collaborative learning makes good critical thinking, improvement in classroom result, and also makes teachers more creative. Thus, it can be concluded that overcoming students' anxiety in speaking skill though collaborative learning is the optimal way.

4. Research Questions

If we take the development of communicative use of the target language as the primary goal of teaching a foreign language, the specific question would be asked is: Does the genuine comprehension of the principles and practices of cooperative language learning lead eventually to develop learners' oral skills and then reduce speaking anxiety?

- Does cooperative learning have any significant effect on reducing pupils' speaking anxiety while teaching middle students?

- When teaching English to middle level pupils, how effective is the cooperative learning technique at increasing pupils' motivation to learn as opposed to traditional instruction?

5. Research Hypotheses

We hypothesize that :

1- The adoption of cooperative learning practices, such as group discussions and collaborative projects, will lead to enhanced self-confidence and readiness to speak English among primary school pupils, reducing English speaking fear.

2- Long-term improvements in pupils' self-assurance and willingness to participate in English-speaking events will result from the impacts of cooperative learning on lowering speaking fear.

3- Primary school pupils who participate in cooperative learning activities will display larger increases in their English speaking skills compared to those who get traditional instruction.

6. Research Methodology of the Study

Regarding to the purpose of the study and in order to answer the research question , this study will based on a descriptive research design through which it would be possible to answer the research question. The use of both quantitative and qualitative methods will be used in order to understand the topic; Two data collection instruments will be used.

6.1 Data Collection Instruments

The validity and reliability of any scientific research is related to the appropriateness of the procedures and the tools used. In more details, researchers select instruments on the basis of their efficiency in collecting particular types of data and information. In the current study, the students' questionnaire and the teachers' interview were taken to be the bedrock instrument of data collection. The coming section will provide more details in this concern.

6.2 Pupils' Questionnaire

In this study, a questionnaire will be administered to pupils during the academic year 2022/2023. This questionnaire will be composed of one format of questions: yes or no questions so as the respondents could select the appropriate answers according to their viewpoints.

The purpose of the questionnaire is to gather valuable insights and opinions from the pupils regarding various aspects of their educational experience. By employing a concise "yes" or "no" structure, the questionnaire aims to streamline the data collection process while ensuring clarity and ease of response for the pupils.

The collected data from the questionnaire will be meticulously analyzed, providing valuable insights and trends that can inform decision-making processes at both the institutional and educational policy levels. The study aims to enhance the educational experience for pupils by incorporating their voices, opinions, and feedback into future improvements and reforms.

6.3 Teachers' Interview

The second instrument that will be incorporated in this study is the teachers' interview. In addition to the questionnaire administered to the pupils, conducting interviews with the teachers will provide a valuable perspective and further enrich the data collection process. The primary aim of these interviews will be to differentiate between teachers who actively implement cooperative learning methodologies in their classrooms and those who do not.

Through these interviews, we will be able to identify the factors that contribute to successful implementation of cooperative learning, as well as potential obstacles faced by teachers who do not utilize this approach. Those information can then be 6 used to develop targeted interventions, or support systems to promote the adoption and effectiveness of cooperative learning across classrooms. Furthermore, the teachers' interviews will serve as an opportunity to gather qualitative data, offering indepth insights into the complex dynamics of the classroom environment. This qualitative data will complement the quantitative data obtained from the pupils' questionnaire responses, providing a more comprehensive understanding of the overall educational landscape.

7. Data Analysis and Interpretation

The results obtained from the students' questionnaire will be written in the researchers fields notes to be analyzed later, as well as the teachers' interview will be recorded and then transcribed. By employing rigorous data analysis techniques, the researchers will be able to draw connections, identify correlations, and develop a holistic interpretation of the combined data set. The insights gained from analyzing the students' questionnaire responses and the teachers' interview transcripts will contribute to a deeper understanding of the effectiveness, challenges, and potential benefits of cooperative learning.

Overall, the systematic analysis of the collected data, both from the students' questionnaire and the teachers' interviews, will form the foundation of the research findings. The recorded information, transcribed interviews, and meticulously documented field notes will be instrumental in generating meaningful conclusions, supporting the research objectives, and providing valuable insights that can inform educational practices, policies, and future research endeavors.

CHAPTER ONE :

Literature Review

Chapter One: Literature Review

Introduction

Teaching English as a foreign language has witnessed several changes throughout the history. One of the major changes is the shift to leaner-centered approach to language teaching. The latter came with significant contributions to the field of education in general and language teaching in particular. As an elaboration, learner autonomy, active learning, blended learning, and cooperative learning are deemed to be the major findings of the new mode of teaching.

In this respect, cooperative learning is one of the optimal techniques used by teachers in the EFL context to enhance learning and improve academic achievements. As a matter of fact, making pupils work in collaboration can have numerous advantages as it helps them interact and communicate with each other and be active participants in the classroom. Equally important, it is proved through a wealth of research that cooperative learning is highly recommended to be used as a means to reduce anxiety among EFL learners since it allows them to work together and help each other which reduces anxiety.

In essence, it is worth noting that the ensuing chapter is about the literature review on cooperative learning and language anxiety in the EFL context. First, cooperative learning will be defined, its basic components and types will be introduced, and its main advantages and strategies will be elucidated. Besides, the second part is devoted to the concept of anxiety; its general definition, its categories, the foreign language anxiety and its components. Finally, the paper will identify the relationship between the cooperative learning and anxiety and between foreign language anxiety and the speaking skill.

1- Definition of Cooperative Learning

Cooperative learning is a technique that emphasizes the importance of collaboration among the students in the classroom; it plays a pivotal role in the teaching and learning process. According to Slavin (2014), "Cooperative learning refers to instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content" (p. 1). In simpler words, cooperative learning is deemed to be a method used by the teachers in which they classify the students in groups and they give them a set of tasks and activities to accomplish together. Similarly, "Cooperative learning is an approach to learning a subject through working together, allowing students to create a common goal to solve a problem or fulfil a task" (Christison, 1990, as cited in BERZENER & DENEME, 2021, p. 90). That is to say, the fundamental goal of implementing the cooperative learning is to make the students engage with each other to solve problems by activating the sense collaboration. In the same line of thoughts, Johnson et al. (1991) noted that "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (p. 5).

1.2. The Basic Elements of the Cooperative Learning

Researchers have proved that in implementing the cooperatives in lessons, the teachers are required to effectively integrate five crucial elements that encompass cooperative learning. Johnson et al. (1991), reported that there are five elements must be taken into consideration in order to successfully implement cooperative learning; positive interdependence, face-to face promotive interaction, individual accountability, social skills, and group processing.

1.2.1. Positive Interdependence

It refers to the students' belief that they are related to each other in the sense that one cannot succeed without the help of the other members in the group. In other words, every group member should "understands that each member's contribution is important in helping the group to achieve its goal" (Al-Yaseen, 2014, p. 92). For accomplishing this goal, the teacher can give each individual a specific role within the group. Besides, the teacher may provide positive reward interdependence by allocating giving each group five points; if all members participate in the activity, they would score above 90 percent correct. (Johnson et al, 1991). In other words, Salvin (1991, as cited in Berbar, 2019) explained that the group accomplishment is determined by each individual's pointes obtained and summed to the team score.

According to Johnson and his colleagues (1998, as cited in Nam, 2008), there are three types of positive interdependence; outcome, means, and boundary interdependence. First, outcome positive interdependence refers to goals and rewards. In simpler words, the group members will be willing to cooperate in order to gain a reward or rich a particular goal. Second, means interdependence is concerned with each member's actions in the group. It consists of resource interdependence; the learning resources are divided between the members, role interdependence, each individual has a specific role to play within the group, and task interdependence; each group member has a particular work to do in order to accomplish the task given. Third, boundary interdependence is related to the sub-groups within the same group; it is about determining which group members that have some control over the others within the same group. As aptly explained by Johnson et al. (2007, as cited in Berbar, 2019), boundary interdependence refers to "abrupt discontinuities among individuals that segregate individuals into separate groups" (p. 70)

1.2.2. Face-to-face Promotive Interaction

It is concerned with the students' engagement with one another during the tasks. The students are required to help and work together within the group by explaining, supporting, discussing with each other.. According to Gillies (2016), promotive interaction refers to "the willingness of group members to encourage and facilitate each other's efforts to complete their tasks in order for the group to achieve its goal" (p.41). In this respect, the students are required to communicate with each other during the task in which they explain to each other the instructions, they correct each other when committing mistakes, encourage each other to work better, and collaborate with each other to make their group win. By doing so, the interaction and active engagement within the group will be effectively fulfilled.

It is worth noting that it is highly recommended for teachers to form small groups. As noted by Johnson and Johnson (1999), "To obtain meaningful face to-face interaction the size of groups needs to be small (two to four members)" (p. 27). Besides, the group members should hold the ensuing characteristics in order to successfully interact with each other (Johnson et al, 1991):

- Assisting one another effectively and efficiently.
- Exchanging resources and information.
- Providing feedback to each other.
- Challenging each other's reasoning to foster decision making.
- Encouraging each other's efforts to fulfil the shared goals.
- Affecting each other's efforts.
- Being motivated to endeavour for achieving the mutual benefit.
- Trusting one another.
- Manifesting low anxiety and stress levels.

1.2.3. Individual Accountability

It refers to "the students' awareness that they are responsible for their roles within the group in which each group member should participate in the activities" (Al-Yaseen, 2014, p. 93). Couched differently, each group member should participate and make efforts to do the task given to the group since the success of the entire group is tied to the participation of each individual. In this regard, the group's goal cannot be achieved if one the individuals did not perform his/her role. Therefore, Johnson et al, (1991) proposed testing each member's performance in order to guarantee the individual accountability. As it apparent in Johnson's et al, (1991) claim, "Common ways of structuring individual accountability include giving a test to each student and randomly selecting one student's work to represent the efforts of the entire group"

(p. 7).

1.2.4. Social Skills

Interpersonal and small social skills play a focal role in the effective implementation of cooperative learning. Johnson and Johnson (1999) asserted that "Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively" (p.27). Putting it differently, the group members should be taught about the major social skills required for cooperative learning; "leadership, decision-making, trust-building, communication, and conflict-management" (Johnson & Johnson, 1999a, p. 71) are essential so that the group function effectively. In essence, the group members should know how to be leaders within the group, how to take the right decisions, how to trust one another how to communicate and interact with each other, and how to manage struggles when occur.

1.2.5. Group Processing

The last crucial element for effective cooperative learning is group processing. It refers to the extent to which the group members are able to reflect on their performance during tasks. It is kind of "formative assessment that focuses on students' feedback on the learning process" (Al-Yaseen, 2014, p. 93). By the same token, Johnson and Johnson (1999) claimed that group processing occurs when "group members discuss how well they are achieving their goals and maintaining effective working relationships" (p. 28). In simpler words, the fifth element is concerned with the extent to which the students within the group are aware of what is functioning in their group and what is not; and they make extra effort to correct what is mistaken. In this regard, Johnson et al (1991, p.8) suggested a set requirement for successful group processing:

1. Allowing sufficient time for it to occur.

2. Making it specific rather than vague.

3. Varying the format.

4. Maintaining students' involvement in processing.

5. Reminding students to use their social skills in processing.

6. Ensuring that expectations of the purpose of processing have been clearly communicated.

On the whole, implementing cooperative learning requires a careful understanding of its fundamental elements. In other words, the teacher must understand how to integrate the aforementioned elements during classroom activities. Johnson et al (1991) provided a concise explanation on how to effectively implement cooperative learning, they claimed:

> To be cooperative, a group must have clear positive interdependence and members must promote each other's learning and success face to face, hold each other individually accountable to do his or her fair share of the work, appropriately use the interpersonal and small-group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together (p. 25).

1.3. Types of Cooperative Learning

Johnson and his colleagues (1991) categorized cooperative learning into several types according to its application in the classroom. Two types of cooperative learning are commonly used in classes; formal cooperative learning and informal cooperative learning.

1.3.1. Formal Cooperative Learning

This type of cooperative learning occurs when the teacher selects small groups at the beginning and the students keep working in the same groups for several weeks. According to Johnson et al, (1991), "Formal cooperative learning groups might last for one class period to several weeks to complete a specific task or assignment" (p. IV). In this respect, Johnson and Johnson (2014) affirm that for applying formal cooperative learning, the teacher is required to perform several roles. First, setting particular lesson objective. Second, deciding about structuring the groups; the size, the students' roles, the materials, and the room arrangement. Third, teaching the students the academic concepts, the strategies needed during the activities, positive interdependence, individuals accountability, and the students' behaviours. Fourth, controlling the groups' performance and providing support to the students when necessary. Fifth, assessing the students' performance to ensure that groups are functioning effectively.

1.3.2. Informal Cooperative Learning

The second type is termed "informal cooperative learning. It occurs when the teacher make small groups of students in which they work together in a short period of time. Johnson and his colleagues reported that "Informal cooperative learning groups are temporary, ad hoc groups that last for only one discussion or one class period" (p. V). The major aim of implementing informal cooperative learning is to make the learners engaged and attentive from time to time during the lesson. In essence, Johnson and Johnson (1999) noted that informal cooperative learning is the optimal choice for teachers if they want to achieve the ensuing purposes during the lesson:

- Focus student attention on the material to be learned.
- Set a mood conducive to learning.
- Help set expectations as to what will be covered in a class session.
- Ensure that students cognitively process the material being taught.
- Provide closure to an instructional session.

1.4. Benefits of Cooperative Learning

The use of cooperative learning in the classroom is proved to be an effective and successful method to promote the students' learning. As a matter of fact, the heart of cooperative learning is the students' activeness, communication, and interaction in the classroom. Couched differently, when students are involved in cooperative learning groups, they become more active in the learning process and they communicate and interact with their peers as well as their teacher. As aptly declared by Johnson and Johnson (1999), "Extraordinary achievement comes from a cooperative group, not from the individualistic or competitive efforts of an isolated individual" (p. 67).

In the same line of thoughts, cooperative learning plays a focal role in enhancing the students' motivation. Researchers have proved that involving students in cooperative learning groups makes them more motivated to learn. According to Dörnyei (1997as cited in Brabar, 2019), cooperative learning generates "a special motivational system" that activate learning (p. 487). Furthermore, implementing the basic elements of cooperative learning in the classroom is a strong source for fostering motivation. As confirmed by Zhang (2010), "In the cooperative groups, face-to-face promotive interaction and resource, reward, role interdependence can be powerful supports and encouragements for the insecure students. Learners are thus motivated to pursue larger academic success" (p.83).

By the same token, cooperative learning is deemed to be an effective method to establish a positive learning environment without stress, boredom, and anxiety. To elucidate, Salvin (1995, as cited in Al-Yaseen, 2014) noted that cooperative learning helps the students to enhance their communication skills and speak using the target language without the fear of committing mistakes in front of their classmates. Al-Yaseen (2014) further explained that "Cooperative learning is the opportunity for groups to work together and for students to talk to one another" (p.94). Equally important, cooperative learning is considered as a strong buffer against anxiety and stress. Putting it differently, Artzt and Newman (1990, as cited in Barbar, 2019) stated that anxiety decreases when students help and encourage one another to learn (p. 85).

1.6. General Anxiety

Anxiety is an affective factor and intrinsic feeling faced by humans in specific situations. It is a serious problem that may cause several illnesses to people. Psychologically speaking, anxiety is "The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system"

(Spielberger, 1983, p. 1, as cited in Brown, 2007, p. 148). That is to say, being anxious means being stressful, worried, nervous when encountered by hard or challenging situations; and "the fearful individual looks into the future and dreads an external catastrophe" (Moss, 2002, p.2).

1.7. Categories of Anxiety

Three major types of anxiety can be distinguished: State anxiety, trait anxiety, and specific-situation anxiety.

1.7.1. State anxiety and Trait Anxiety

As defined by MacIntyre (1995), "state anxiety is an immediate, transitory, emotional experience with immediate cognitive effect" (p.93). As its name indicates, it refers to the type of anxiety that appears in a given situation. As a matter of fact, state anxiety happens when individuals experience a bad event that makes them feel anxious at the moment. Scientifically speaking, Speilberger (1983) defined state anxiety as "a transitory emotional state or condition of the human organism that varies intensity and fluctuates over time. This condition is characterized by subjective consciously perceived feeling of tension and apprehension and activation of the autonomic nervous system" (p.). As an elaboration, a student can face state anxiety when he/she is asked to speak in front of the classmates or take a test suddenly. The aforementioned actions can cause the students to be anxious and nervous.

In contrast, trait anxiety is defined as "stable individual differences in a tendency to respond with an increase in state anxiety while anticipating a threatening situation" (Tovilović et al, 2009, p. 492). In simpler words, trait anxiety is deemed to be a characteristic of an individual's personality which can affect negatively the humans' behaviors and health in general. As noted by (Gidron, 2013, as cited in

Stickel, 2019) “trait anxiety is relatively stable over time and part of the personality domain neuroticism”. To elaborate, a student who feel anxious most of the time during the learning process, and has a tendency to worry about making mistakes in front of classmates.

1.7.2. Situation-specific Anxiety

The third type of anxiety is occurring due to a particular event or situation. MacIntyre and Gardner (1999, as cited in Barkat & Hadji, 2018) situation specific anxiety is “The probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety)” (p. 10). In simpler words, situation-specific anxiety is the individuals’ likelihood to be anxious and nervous if they encounter a situation that may trigger their stress and nervous. To elucidate, a student who experiences anxiety only in a specific activity in class, such as giving presentations or participating in oral discussions. This student may feel comfortable in other activities, such as reading, writing, or listening, however he/she experiences significant anxiety and stress when it comes to speaking or interacting with others in the target language.

1.8. Foreign Language Classroom Anxiety Theory

Anxiety is a psychological problem encountered by people in various situations. In Foreign language teaching context, it was proved by researchers that anxiety is widely experienced by the EFL students. HORWITZ and his colleagues (1986) noted that “Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language” (p. 125). Thus, learning a second or a foreign language can negatively influence the learners’ feelings and cause them to be anxious and stressful.

1.8.1. Definition of Foreign Language Anxiety

Foreign language anxiety (FLA) is defined by several researchers and scholars. All the definitions are centered on the fact that anxiety in language learning classrooms is a widely recognized phenomenon that needs to be reduced. According to Horwitz et al. (1986, as cited in Oteir & Al-Otaibi, 2019), language anxiety is deemed to be "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 310).

In similar thoughts, MacIntyre and Gardner (1999) distinguished foreign language anxiety from other types of anxiety in that it can negatively have an impact on the process of language learning (as cited in Brown, 2007). Putting it differently, language anxiety is a specific-situation anxiety in which the learners might encounter bad issues as a consequence of the influence of anxiety on their learning.

1.9. Components of Foreign Language Anxiety

In the EFL context, students can experience anxiety in several situations through the whole learning process. They can be anxious when communicating and interacting with the teacher and classmates, when they are doing activities, when they are asked by the teacher, when they are doing tests, or when they are going to be assesses. In this regard, Horwitz et al. (1986) distinguished three major sources of anxiety in the language classroom; communication apprehension, test anxiety, and fear of negative evaluation.

1.9.1. Communication Apprehension

The concept of communication apprehension refers to feeling anxious and shy when communicating with people (Horwitz et al., 1986). Similarly, Brown (2007)

explained communication apprehension as "the learners' inability to adequately express mature thoughts and ideas" (p. 162). As a matter of fact, many EFL learners feel uncomfortable to speak in the target language in front of their classmates; whether in discussions or in presentations. In this regard, it is believed that communication apprehension plays a focal role in raising the learners' foreign language anxiety since they do not master the foreign language appropriately in order to speak using it accurately. To elucidate, students with communication apprehension are more likely to be silent in the class; they refuse interacting with the teacher and peers, they do not participate in answering questions or doing activities, and they usually avoid speaking sessions. All the aforementioned actions are due to the feeling of anxiety they face.

1.9.2. Test Anxiety

It is widely recognized that tests are an essential part in language learning. Tests are usually seen as a hard challenge to perform and a big fear to face. As defined by Horwitz and his colleagues (1986), "Test-anxiety refers to a type of performance anxiety stemming from a fear of failure" (p. 127). By the same token, Aydin (2009) reported that test anxiety is "a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in various situations" (p. 129). That is to say, EFL learners often feel anxious and stressful before and during tests and exams since they fear in failing to get a good mark. Equally important, it is worth noting that test anxiety may occur due to numerous reasons. A learner can experience test anxiety since he did not prepare in a good way, he did not manage the time adequately, and he failed in organizing the lessons … and so on (Birjandi & Alemi, 2010).

1.9.3. Fear of Negative Evaluation

The third component of foreign language anxiety is the fear of negative evaluation. It is defined by Watson and Friend (1969, as cited in Berbar, 2019) as "apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 28). Putting it simply, some EFL learners feel anxious and stressful if they will be assessed by someone else, either the teacher or the classmates. Thus they tend to ovoid such situations since they believe that they will receive only negative evaluations.

1.10. Cooperative Learning and Language Anxiety

The relationship between anxiety and language learning achievement is negative (for example, Chan & Wu, 2004, as cited in Berbar, 2019, p.93).thus, many researchers looks for many ways to reduce this multi-faced construct. Johnson et al. (1991, as cited in Berbar, 2019), for instance, confirmed that, "Cooperation typically produces less anxiety and stress and more effective coping strategies to deal with anxiety than does competition" (p. 93).

According to Yeh (2008, as cited in babar,2019) studied the association between cooperative learning and anxiety among nine students in an EFL cram school. Yeh used a peer evaluation sheet and a communication apprehension questionnaire. The researcher presumed that cooperative learning could lower foreign language anxiety. The results demonstrated that a cooperative language learning setting assist learners to cope with communication apprehension (p.94).

In the study of Ma (2013, as cited in Berbar, 2019) studied the influence of cooperative learning on foreign language anxiety among Chinese non-English

freshmen. In this study included two classes: the first one as the control class in which using traditional way of teaching and the other as the experimental class in which using the cooperative learning method. The FLCAS was applied in both groups control and experimental to measure the levels of anxiety before and after the treatment. The findings detected that cooperative learning reduced not only communication apprehension and fear of negative evaluation but also feelings of general anxiety (p.95).

By the same token, Suwantarathip and Wichadee (2010, as cited in Berbar, 2019) scrutinized the effect of cooperative learning on anxiety and proficiency among forty EFL sophomore students enrolled at Bangkok University during the second semester of 2009. Suwantarathip and Wichadee found that "engaging students in cooperative tasks decreased anxiety and increased language proficiency" (p.94).

According to Khader (2011, as cited in Berbar, 2019) studied at Petra University, Jordan the effect of cooperative learning on oral communication apprehension among sixty-eight learners studying the social studies course. By using the quasi-experimental study, This quasi-experimental study included two classes randomly the first one is experimental class, while the second one is control group. McCroskey developed The Personal Report of Communication Apprehension, in order to measure the degree of anxiety. A pre-questionnaire was applied in both groups. After that, the control group was instructed through the traditional teaching method and the experimental group was subjected to the use of 95 cooperative learning while. A post-questionnaire was applied in both groups. The findings showed that the students in the experimental group experienced less communication apprehension than the students in the control group (p.94-95).

1.11. Foreign Language Anxiety and the Speaking Skill

By definition, the speaking skill is, according to Hedge (2000, as cited in Barkat and Hadji), “a skill by which they [people] are judged while first impressions are being formed”. Speaking is an important skill, in which learner can interact and communicate with others to achieve his goals (p.17).

According to MacIntyer and Gardner (1994, Barkat and Hadji) state that language anxiety is a type of anxiety that can be defined as “the feeling of tension and apprehension specifically associated with second language context, including listening, speaking and learning” (p.18).

In this regard, as stated by Tanveer (2007,as cited in berbar , 2019). “a speaker has to look for suitable lexis, has to construct an appropriate syntactic structure and needs to use a comprehendible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time” as well as “When communicating in the target language, the interlocutor may face a lack of grammatical knowledge and may have difficulties to retrieve the appropriate vocabulary to construct utterances. In language classrooms, speaking entails risk-taking and learners may get frustrated when they fail to use fluent and accurate language” (p.49).

In this study Young (1991,as cited in brabar,2019) declared that students foreign language suffer from some anxiety reactions toward speaking in the classroom including “distortion of sounds, inability to reproduce the intonation and rhythm of the language, and forgetting words or phrases just learned or simply refusing to speak and remaining silent” (p. 49). As confirmed by Horwitz et al.’s (1986, Berbar,2019) students certify that they feel low anxiety when they are during drilling, however they feel “freeze” during spontaneous speaking activities (p. 50). In Young study (1990, as cited in barbar,2019) about students’ perspective on anxiety and speaking, the

participants admit the student are more comfortable when they came to the classroom "prepared" and when they were not "the only person answering a question" (p.50).

In another study, Liu (2007, as cited in Berbar, 2019) examined the construct of language anxiety in oral English classrooms. The findings revealed that Chinese students get anxious when they are starting to speak in front of others. The results from the FLCAS indicated that half of the participants (50%) agreed with item 9 "I start to panic when I have to speak without preparation in English class" and 33.4% rejected item 18 "I feel confident when I speak English in class" (p. 51).

1.12. Ways to Reduce Foreign Language Anxiety

Many scholars find ways in order to reduce foreign language anxiety. According to Horwitz et al. (1986 as cited in berbar,2019) suggested that, "In general, educators have two options when dealing with anxious students: 1) they can help them learn to cope with the existing anxiety provoking situation; or 2) they can make the learning context less stressful" (p. 55).

Aida (1994, as cited in Berbar, 2019) encouraged teachers to create "a friendly, supportive atmosphere" and assist learners develop "effective study and learning strategies" (p. 56). Phillips (1992, as cited in Berbar, 2019) presented several ways to quieted anxiety related to classroom oral practice. The author supported teachers to discuss anxiety with their students .as well as, Teachers should also let their students know about how long it takes to learn a foreign language and making mistakes is normal. Also, testing students in pairs or small groups may reduce anxiety .In addition, Phillips advised teachers to assist their students to find ways to cope with anxiety during language learning (p.55).

Conclusion

On the whole, the relationship between cooperative learning and language anxiety is an important topic to investigate among researchers, scholars, and teachers. Cooperative leaning is a significant technique that helps the EFL learners to be more active and interactive in the classroom. This technique is the optimal way to make the learners with all their differences work together. In this regard, anxiety is to a great extent decreased when pupils collaborate and interact with each other during the lesson. Hence, the subsequent chapter is allocated for the study carried out to investigate the effect of cooperative learning on reducing speaking anxiety in the EFL Algerian context.

CHAPTER TWO :

RESEARCH METHODS AND PROCEDURES .

Chapter Two: Research Methodology

Introduction

This chapter is a portray of the practical phase of the study, this study focuses on two factors of major importance related to pupils anxiety and cooperative learning , it attempts to reveal the procedure through which the research questions could be addressed. To achieve the purpose, we have relied on two different data collection tools which are a questionnaire conducted to (56) third year English puplis of Okba Ibn Nafii and Nadjaoui Said at Sidi Demed primary schools and an interview conducted with teachers (10) from different schools. This chapter aims at giving a detailed description of the steps followed throughout this research. It describes the research design, research tools, sampling method, and data collection instruments and data collection procedures.

2.1. Research methods

Methodically speaking, two main approaches are considered in data collection and interpretation: quantitative and qualitative. A basic distinction between quantitative and qualitative studies is that the former entails numeric information, while the latter includes data that are not numeric. The nature of the current research implies the need of both quantitative and qualitative approaches

2.2. Research design

The current study relied on a mixed method approach (qualitative and quantitative) to collect the requisite data and carry out the investigation of the impact of cooperative learning to reduce speaking anxiety for English learners. This approach involved both qualitative and quantitative methods to gather data and investigate how cooperative learning can reduce speaking anxiety among English learners. By combining qualitative techniques such as interviews and observations, we obtained detailed insights into participants' experiences, perceptions, and emotions regarding speaking anxiety. Additionally, we used quantitative methods such as surveys and assessments to collect numerical data, enabling us to statistically analyze changes in speaking anxiety levels before and after implementing cooperative learning strategies.

This comprehensive approach provided a more complete understanding of the 27 effectiveness of cooperative learning in reducing speaking anxiety for English learners.

2.2.1. Research Tools

In this study, two different research tools were adapted, which are the pupils' questionnaire and a teachers' interview. The questionnaire will be administrated randomly to 56 third year English pupils of Okba Iben Nafii school and Nadjaoui Said in sidi demed. Besides, the interview was addressed to 10 teachers in charge of teaching. Both of the questionnaire and the interview are very important data collection tools through which we could elicit a better understanding of students' difficulties in learning English.

2.2.2 Sampling and research participants

This section focuses on the sampling strategy employed and the selection of research participants for the study, which investigates the impact of cooperative learning on reducing speaking anxiety among English learners. It discusses the rationale behind the chosen sampling method, the characteristics of the research participants, and the ethical considerations involved in obtaining informed consent.

2.2.3.1. The sample of the study

In order to get answers for our questionnaire, third year pupils of primary schools Okba Iben Nafii school and Nadjaoui Said in the academic year 2022/ 2023 are selected.

The questionnaire was delivered to 56 pupils; their ages range from 7 to 10 years old. Arabic is their mother language and English is their second foreign language. It is worth noting that the participants were chosen randomly. The third year primary school students in this study are chosen as a representative sample following a convenience technique. The sample was appropriate to the research work, for their accessibility and availability. Besides, a questionnaire and interview are selected as tools for data collection. Teachers' opinion and comments on the interview's questions are very important to test the hypothesis and conduct the investigation. Similarly, the pupils' attitudes towards cooperative learning and speaking anxiety are crucial to answer the research questions.

The research entailed two kinds of participants; students and teachers. The population of this study consists of third (3rd) year English pupils of primary school in 28 the academic year 2022/2023. The participants were 56 pupils of English aged from 7 to 10 years old. It is worth noting that the reason behind selecting third year students is that at this level they are more likely to experience such psychological obstacles like fear stress and anxiety.

2.2.3.2 Sampling techniques

The sample of the current study was randomly selected from third year primary school pupils and teachers in different schools in Medea.

2.2.3.3 Participants

The research entailed two kinds of participants, pupils and teachers. The population of this study consists of third year English pupils of primary school in the academic year 2022/2023, the participants were 56 pupils of English ,aged from 8 and 10 years old in which (20) were males and (36) were females to be the representatives of the total population ,The reason behind selecting third year pupils

is that at this level are more likely to experience such psychological problems like anxiety.

2.2.4 Data collection instruments

In any type of research, there must be a research problem that requires a relevant data to be collected and different sources of evidence relevantly. This study is based on a qualitative and quantitative data collection instrument, which are the students' questionnaire and the teachers' interview that were administrated to teachers and third year primary school pupils of Okba Iben Nafii school and Nadjaoui Said schools, during the academic year 2022/2023..

2.2.4.1 Pupils 'questionnaire

The questionnaire is a written form and it is either open ended or close ended questions. Brown (2001) states that "a questionnaire is any written instruments that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers "(p.111). Moreover, the goal behind this questionnaire was to measure and detect the major factors about the impact of cooperative learning to reduce speaking anxiety of third year primary school of Okba Iben Nafii school and Nadjaoui Said.

2.2.4.2 Teachers 'interview

The second instrument that has been implemented in this study is the teachers' interview. In this latter, 15 questions were included and administered to ten primary school teachers of English. its main target is to collect data about students' anxiety in class. Moreover, the structured interview was made up of 15 questions divided into four sections. The first section deals with personal information like age, gender, teachers' qualification, teachers' years of service and experience. The last questions attempt to elicit teachers' opinion on their interactions with their pupils. The second 29 section sheds light on the implementation of cooperative learning during learning English in the class. The third section is about anxiety on Speaking performance so as to know the extent to which teachers are aware about the impact of anxiety on their

pupils. The last is about cooperative learning activities on speaking performance. This section aims at identifying the teachers 'overview about the cooperative learning.

2.2.5 Data collection procedures

The population of our questionnaire was third year primary school pupils studying English at Okba Iben Nafii school and Nadjaoui Said in sidi demed who were already informed that their answers will be very important in developing the current research and will be used for academic purposes. Before collecting data, the research questionnaire was revised by the dissertation' members and then, was proposed to the supervisor to confirm its validity. After that the investigation of the questionnaire was successfully conducted. Moreover, the second research tool that was implemented in this study was a structured interview addressed to ten English teachers from different primary schools. Hopefully, both instruments have been administered in good conditions and interesting result were achieved.

2.2.6 Presentation of the results

The following sections will demonstrate details related to data analysis of the selected research tools.

2.2.6.1. Data analysis

To provide a clear view of the results and answer the two major research questions that were set before, the analysis of the research data was based on the findings of the two main research tools which are the questionnaire and the interview. This significant step is made to carry out the process of data analysis as well as to have a clear comprehensive idea about the issue under investigation. The current study relies on a mixed method of both qualitative and quantitative data analysis methods where the students' questionnaire will be analyzed quantitatively and the teachers' interview will be analyzed qualitatively.

2.2.6.2. Data analysis of the pupils 'questionnaire

The structured questionnaire was divided into four sections. The first section aims at collecting information about the participants. The second section entitled 30 cooperative learning. The third part entailed "Anxiety on English speaking performance", and provided a set of 21 questions about the pupils' interaction on the basis of this psychological factor and their feeling. It also attempts to identify the major causes of anxiety. The fourth section is concerned with cooperative learning activities on speaking performance. Thus, the statistical data were manually gathered, calculated and classified in the form of tables and graphs for a better presentation and analysis.

1.2.6.3Data analysis of the teachers 'interview

The second conducted tool is the teachers' interview administered with ten primary school teachers of English from different primary schools in Medea. It consists of fifteen (15) questions divided into four sections. The first part is related to gathering personal information The second section deals with collecting teachers' opinions and thoughts about cooperative learning. The third part entitled "anxiety on speaking performance" aims to investigate the effect of anxiety on pupils 'speaking performance from teachers 'view point. And discover the teachers' perceptions about anxiety and its effects on their learners in the learning process. Moreover, last section it is about cooperative learning activities on speaking performance which aims at discovering the teachers' opinion about the influence and the effect of cooperative learning activities on oral performance. At the end of this interview all the data provided is qualitatively analyzed based on content analysis.

Conclusion

This chapter is a description of the steps followed for collecting the data needed for this research as it is the practical side of the dissertation. As well as , This chapter begins with an introduction and a research design where we provided a general description of the current study, and then we shed the light on the main research tools used for data collection a structured questionnaire along with an interview were the appropriate tools utilised to achieve both of qualitative and quantitative data based on the answers of the participants. Further , The last section relates to the data collection procedures.

CHAPTER THREE :

RESULTS AND DISCUSSION

Chapter three: RESULTS AND DISCUSSION

Introduction

The teachers and the learners are the main variables of this study For that we have conducted a questionnaire for the pupils and an interview for the teachers ,Their opinions and experiences are very important to test the stated hypothesizes .In addition , Our questionnaire took place in the primary schools. Moreover, Our study consisted of 56 third year pupils We used it to investigate the impact of cooperative learning to reduce speaking anxiety in English language learning and to explain the nature of the relationship between the two factors, These participants were selected to represent the whole population of third year English pupils of primary school, during the academic year 2022 / 2023 while the interview was addressed to four (10) teachers of English ,The teachers will benefit us through their opinions about the impact of both pupils' anxiety and cooperative learning they may observe through pupils 'performance.

3.1. Analysis of the Pupils Questionnaire

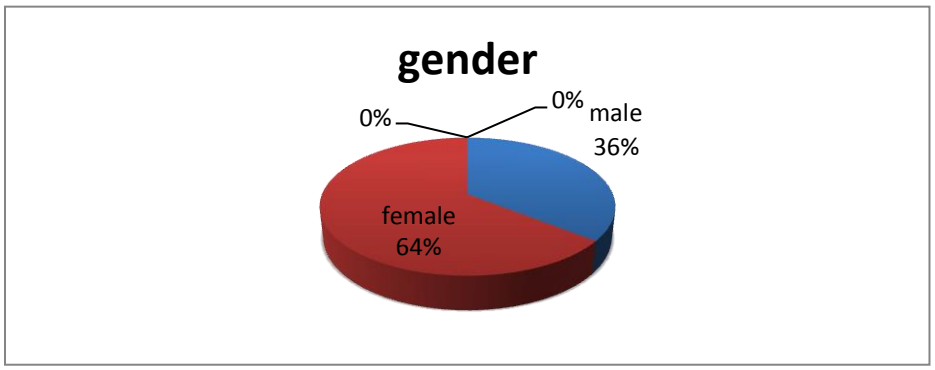
Section one: Biographical Information

Question One: Gender

Table3. 1: Pupils' Gender

Gender	Number of pupils	Percentage
Female	36	64%
Male	20	36%
Total	56	100 %

Figure 3. 1: Pupils 'Gender



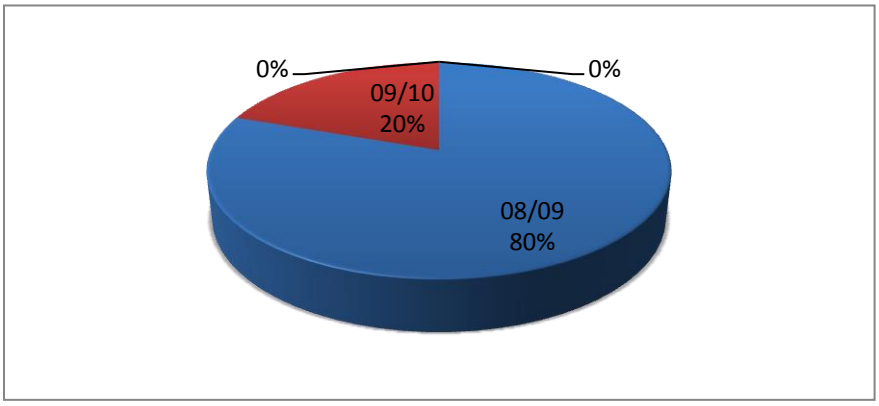
From Table 1 and Figure 1, it is obvious that the majority of the participants are females. There are 36 females (64%), while the number of males is 20 (36%). So girls are more than boys.

Question Two: Age

Table3. 2: Pupils 'Age .

Age	Number of pupils	Percentage
8/9	45	80%
9/10	11	20%
Total	56	100%

Figure 3.2: Pupils 'Age.



Based in Table 2 and Figure 2, it was found that the majority of the informants (80%) are aged between 8 and 10 years old. Besides, only 20% of pupils are 09/10 years old. It is noticed that the majority of learners are children.

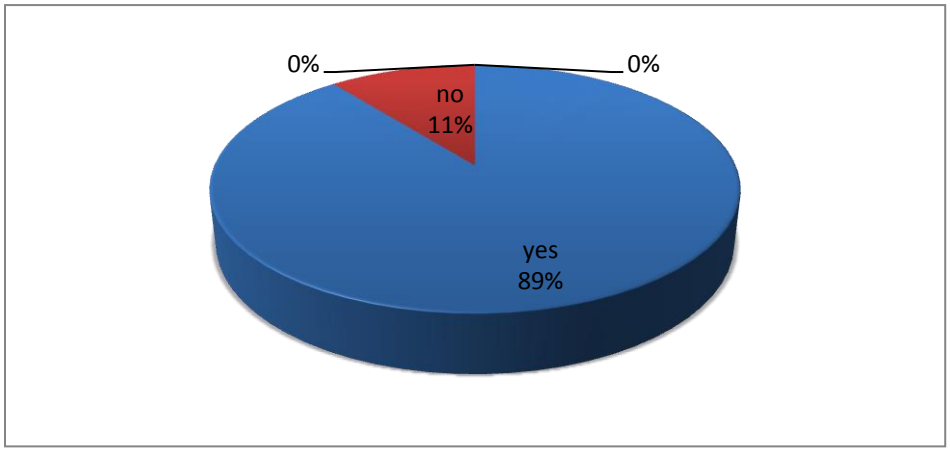
Section two: Cooperative Learning.

Question one: Do you like working with your classmates?

Table 3. 3: Pupils desire to work with their classmates.

Options	Number of pupils	Percentage
Yes	50	89%
No	6	11%
Total	56	100%

Figure 3. 3: Pupils desire to work with their classmates.



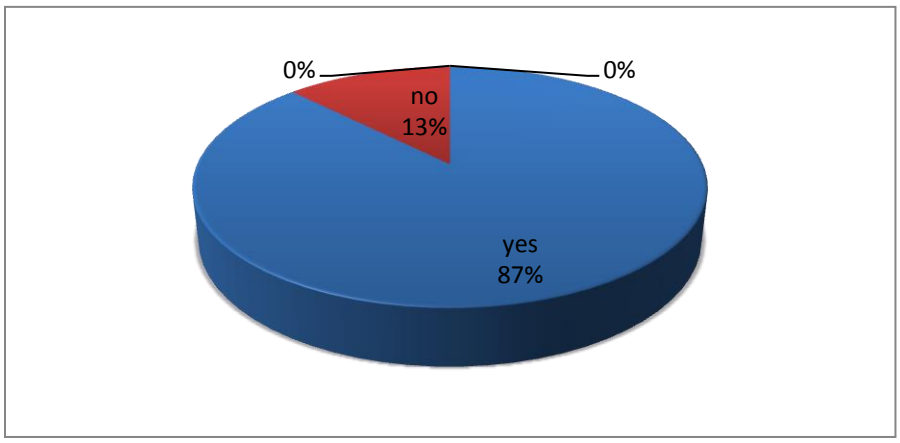
The aim of this question is to discover whether the pupils prefer working with their classmates or individually. It is apparent from Table 3 and Figure 3 that 50 pupils (98% of the participants) like working with their classmates. However, only 6 pupils (11%) do not prefer working with their peers in the classroom.

Question two: Does working in groups help you develop your understanding during lessons.

Table 3.4: Working in groups develop understanding lessons

Options	Number of pupils	Percentage
Yes	49	87%
No	7	13%
Total	56	100%

Figure 3.4: Working in groups develop and understanding.



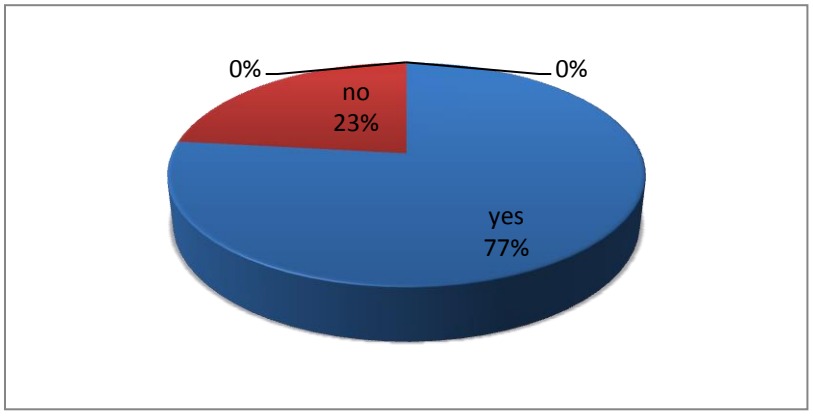
The purpose of this question is to explore whether the pupils like the group work during the sessions or not. Table 4 and Figure 4 clearly demonstrate that the overwhelming majority of the respondents (87%) claimed that they like working in groups since it helps them develop their understanding during lessons. In contrast only 7 pupils (13%) see that studying with their classmates in groups do not facilitate understanding.

Question three: Do group work activities help you feel more confident?

Table 3.5: Confident among group work activities.

Options	Number of pupils	Percentage
Yes	51	91%
No	5	9%
Total	56	100%

Figure 3.5: Confident among group work activities.

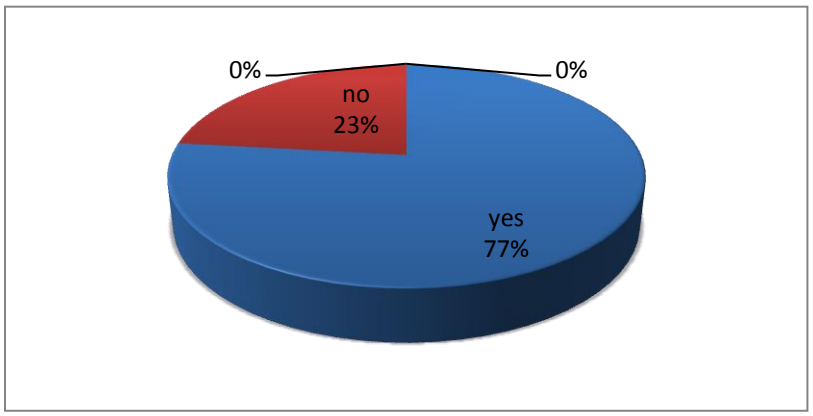


The aim of the fourth question is to explore whether the informants' learn new information when working in groups during the lessons. Table 6 and Figure 6 elaborate that 43 pupils (77%) find group working beneficial for learning new information. In contrast, 13 of them (23%) claimed that they do not learn new knowledge when working in groups.

Table 3. 6 : Learning new information during group work**.**

Options	Number of pupils	Percentage
Yes	43	77%
No	13	23%
Total	56	100%

figure 3.6: Learning new information during group work.



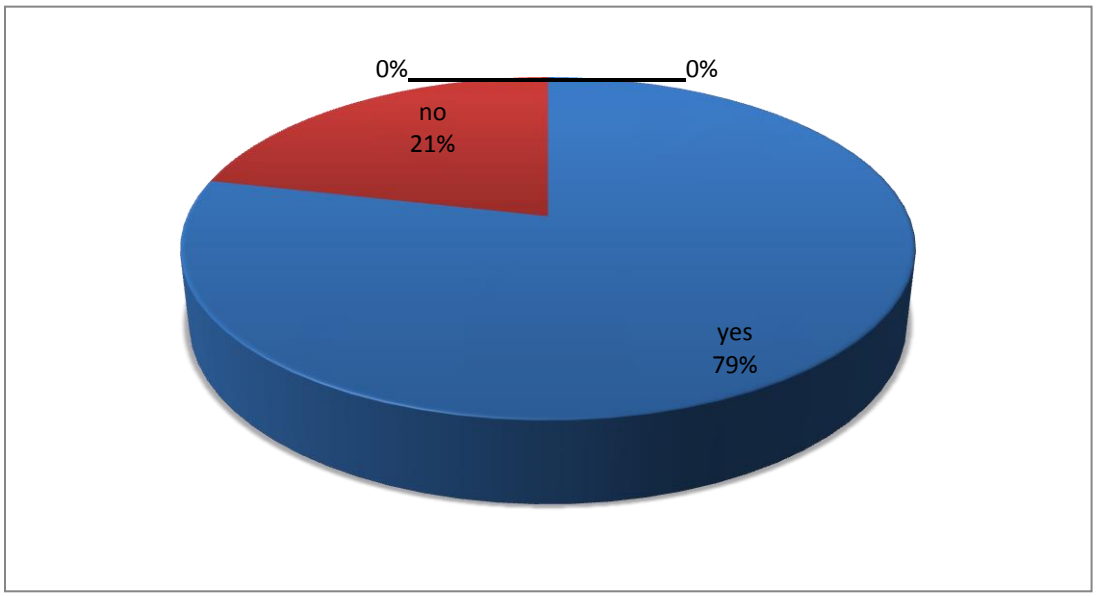
The aim of the fourth question is to explore whether the informants' learn new information when working in groups during the lessons. Table 6 and Figure 6 elaborate that 43 pupils (77%) find group working beneficial for learning new information. In contrast, 13 of them (23%) claimed that they do not learn new knowledge when working in groups.

Question five: Do you feel comfortable when you study in groups?

Table 3.7: Pupils feel comfortable about study in groups.

Options	**Number of pupils**	**Percentage**
Yes	44	79%
No	12	21%
Total	56	100%

Figure 3. 7: Pupils feel comfortable about study in groups.



The fifth question seeks to find out whether they feel comfortable when working in groups with their classmates. It is apparent from Table 7 and Figure 7 that 44 pupils (79%) said that they do feel comfortable when working with their classmates in groups. However, 12 of the pupils reported that they are uncomfortable with group working.

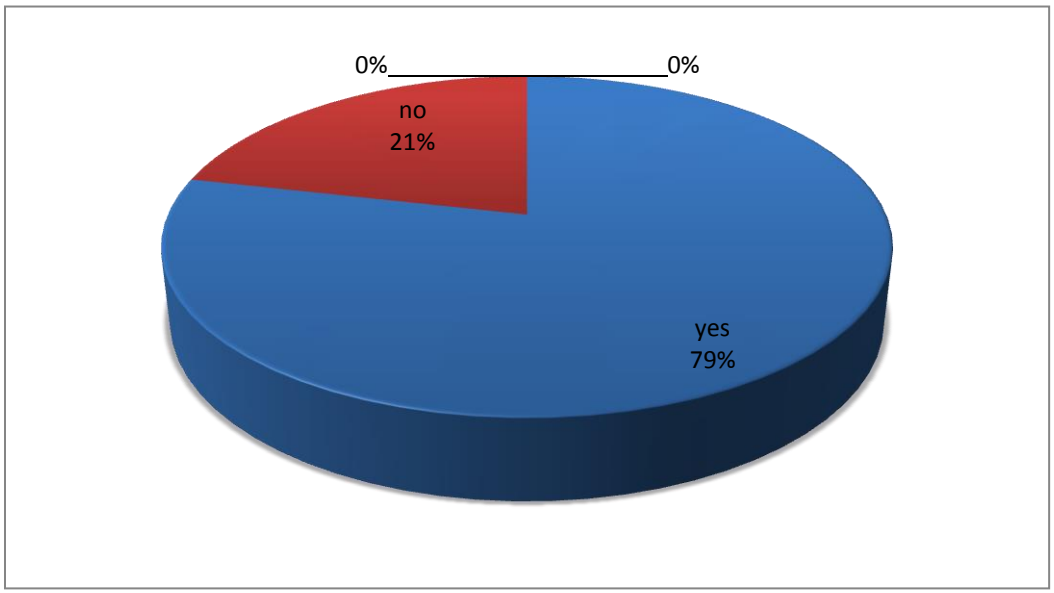
Section Three: Anxiety on English Speaking Performance.

Question one: Do you feel anxious when you speak in front of others?

Table 3.8: Pupils feel anxious during speaking in front of others **.**

Options	Number of pupils	Percentage
Yes	44	93%
No	12	7%
Total	56	100%

Figure 3.8: Pupils feel anxious during speaking in front of others.



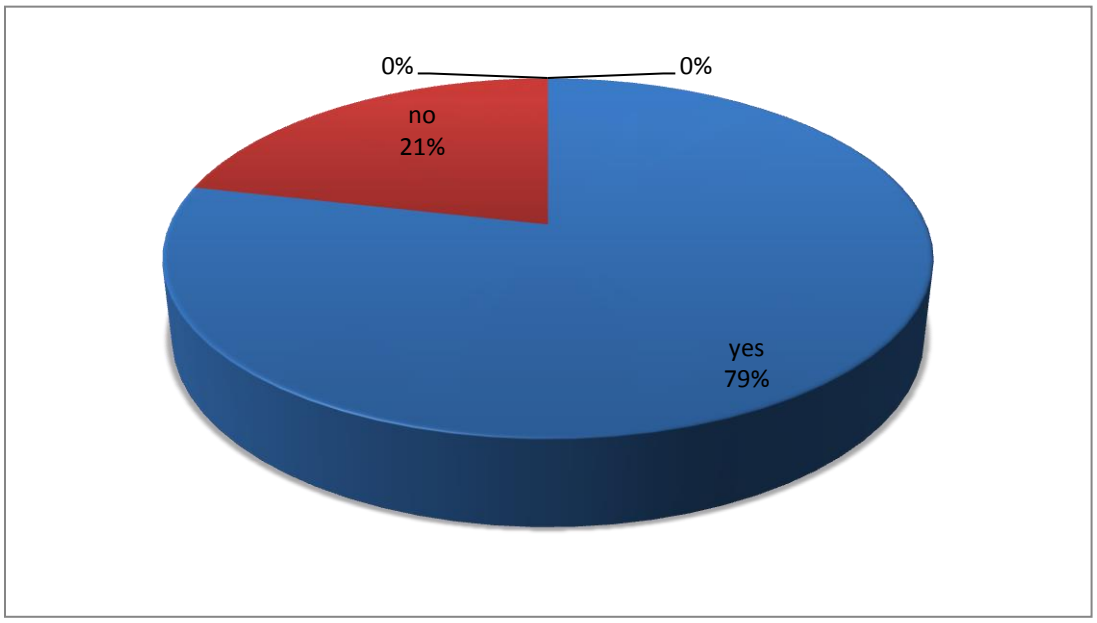
The aim of this question is to investigate whether the pupils feel anxious when speaking in front of others. Table 8 and Figure 8 clearly elucidates that 44 students (93%) suffer from anxiety when speaking in front of their classmates. Notwithstanding, only 12 students (7%) do not feel anxious when speaking.

Question two: Do you feel nervous when you face and communicate with your teacher of English?

Table 3.9: Pupils feel nervous during facing teacher of English.

Options	**Number of pupils**	**Percentage**
Yes	44	79%
No	12	21%
Total	56	100%

Figure 3.9: Pupils feel nervous during facing teacher of English.



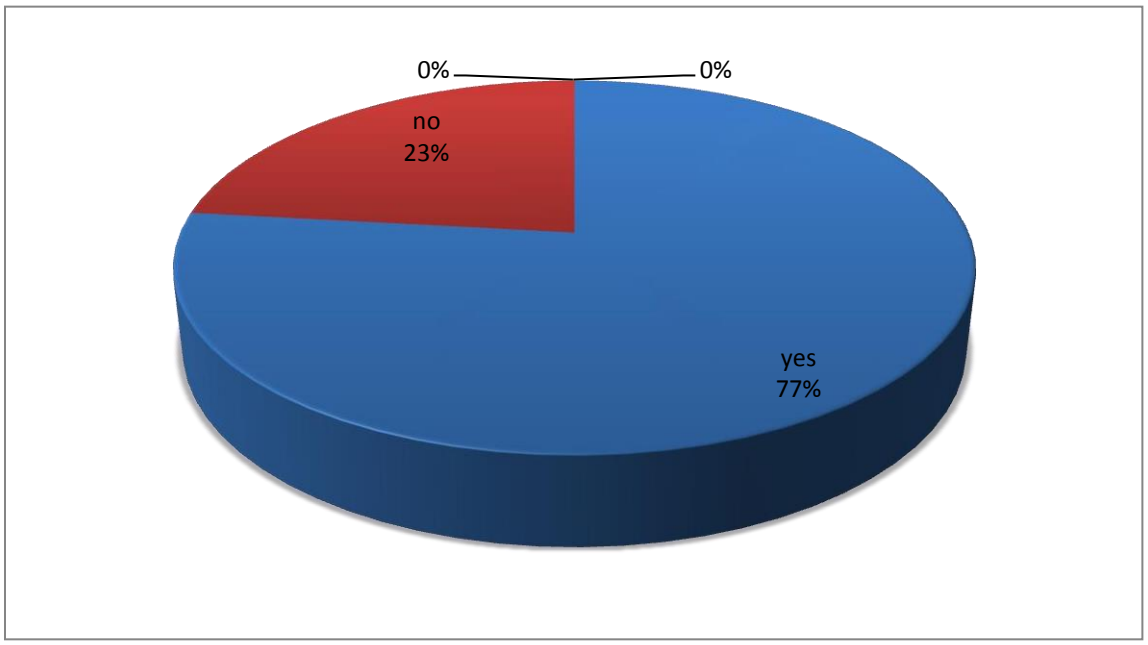
The purpose of this question is to explore the relationship between the pupils and their teacher of English. It was elaborated from Table 9 and Figure 9 that 79% (44 students) feel nervous when communicating with their teacher of English. However, only 21% of them (12 students) do not feel nervous while talking with their teacher.

Question three: Do you think that speaking is the main cause of your anxiety in class?

Table 3. 10: Speaking is the main cause of anxiety in class.

Options	Number of pupils	Percentage
Yes	43	77%
No	13	23%
Total	56	100%

Figure 3.10: Speaking is the main cause of anxiety in class **.**



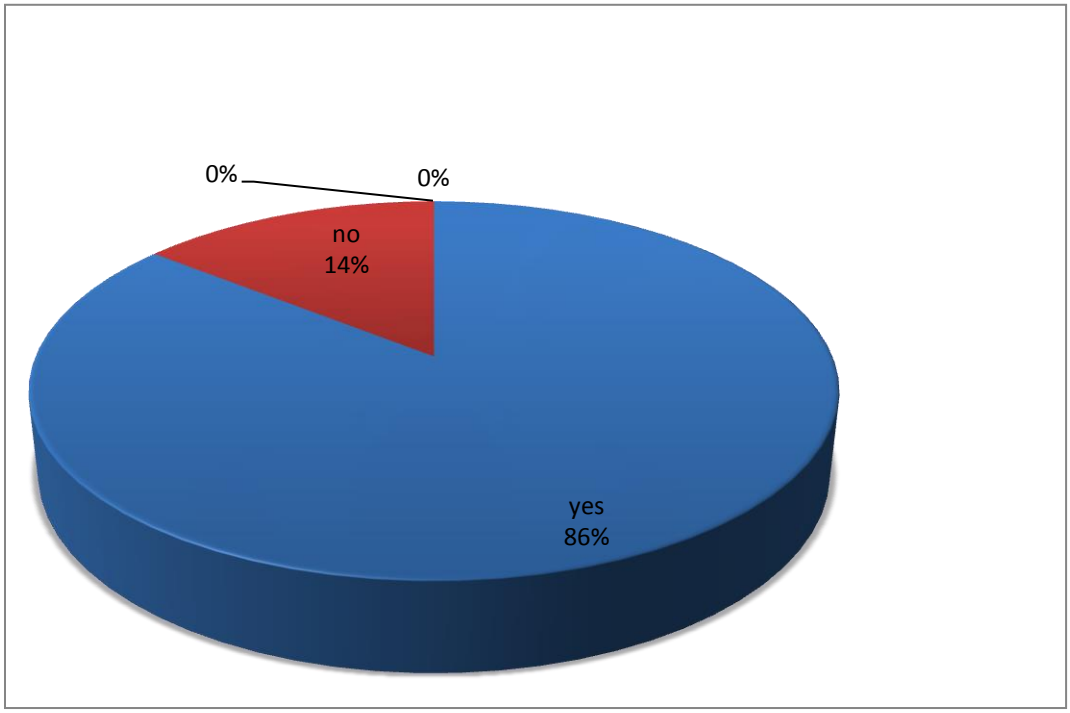
Answers of this question determine whether or not speaking is causing anxiety in the class. According to Table 10 and Figure 10, 43 of the pupils (77%) reported that speaking is a major cause of anxiety in the classroom. However, 13 students (23%) claimed that speaking is not the main cause of their anxiety when learning.

Question four: Do you avoid speaking English in front of others because you feel anxious?

Table 3. 11: Pupils feel anxious during speaking in English **.**

Options	**Number of pupils**	**Percentage**
Yes	48	86%
No	8	14%
total	56	100%

Figure 3. 11: Pupils feel anxious during speaking in English



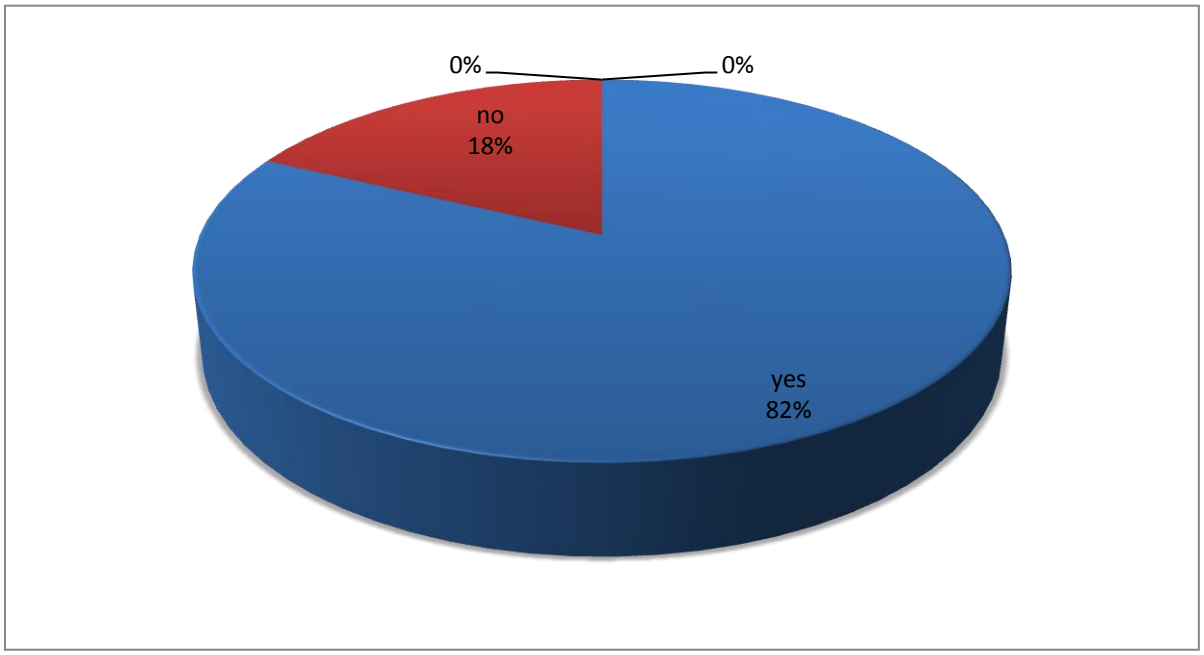
It is apparent from Table 11 and Figure 11 that the majority of the students (86%) try to avoid speaking English in front of their classmates because of anxiety. Notwithstanding, only 8 students (14%) keep speaking English in the classroom whatever they feel.

Question Five: Do you worry about making mistakes in your English class?

Tabel 3. 12: Pupils worry of making mistakes in English class.

Options	**Number of pupils**	**Percentage**
Yes	46	82%
No	10	18%
Total	56	100%

Figure 3. 12: Pupils worry of making mistakes in English class.



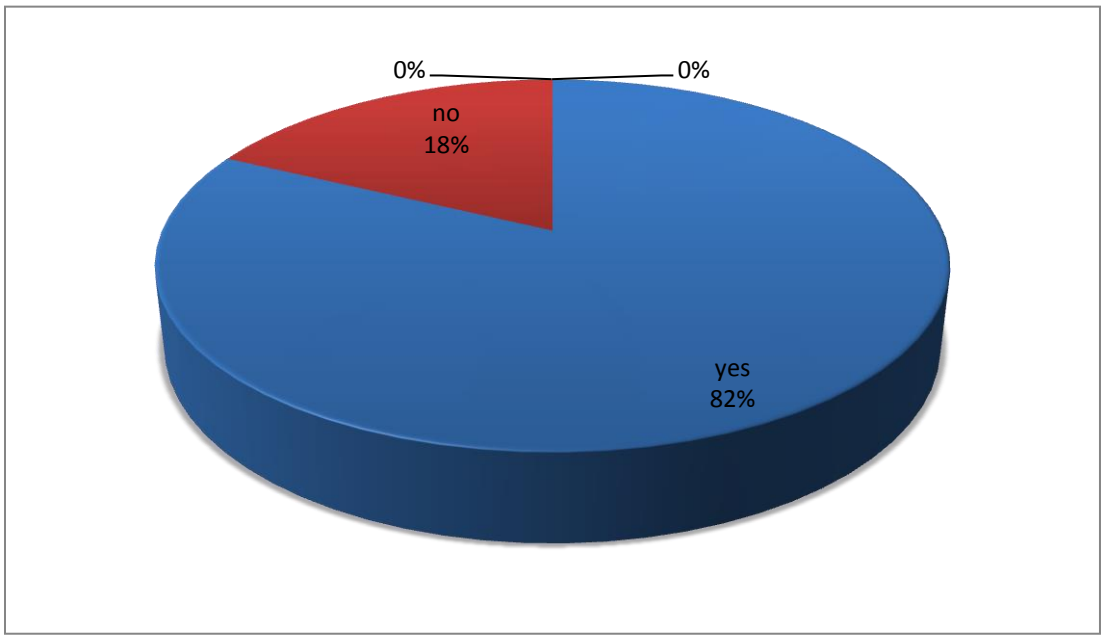
This question seeks to find whether the pupils are afraid of making mistakes during the English sessions. Table 12 and Figure 12 elaborated the majority of the pupils (82%) are worrying about committing mistakes in their English class. However, only 10 students (18%) do not feel worried when making mistakes.

Question Six: Do you feel confident in speaking English in oral sessions?

Table 3. 13: Pupils feel confident during speaking English in oral sessions.

Options	Number of pupils	Percentage
Yes	46	82%
No	10	18%
Total	56	100%

Figure 3.13: Pupils feel confident during speaking English in oral sessions.



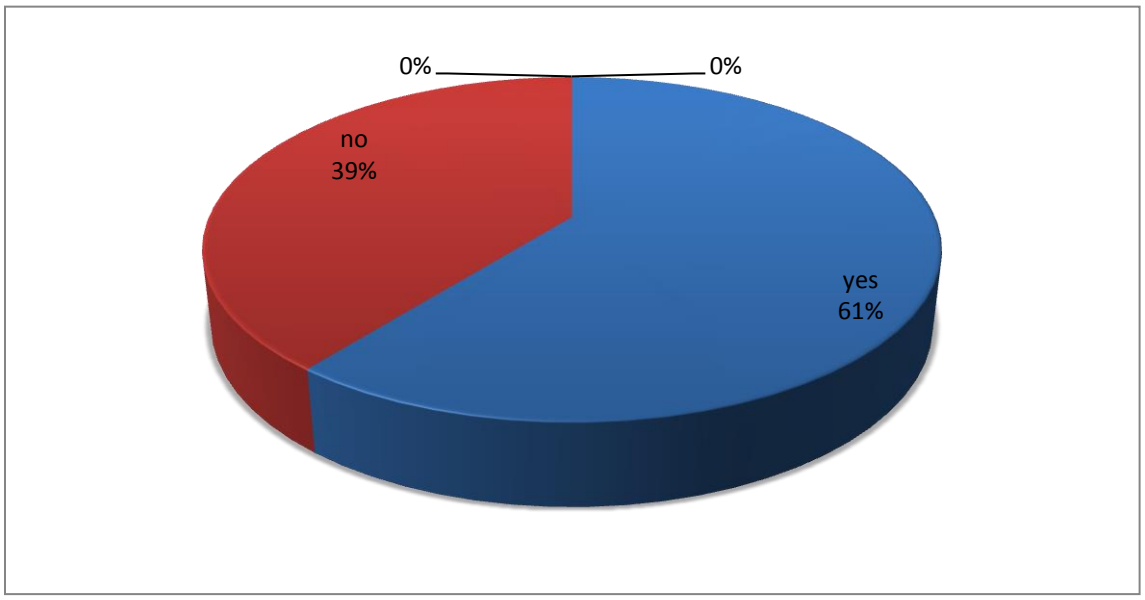
The sixth question aims to discover whether or not the pupils are confident in oral sessions. It is portrayed in Table 13 and Figure 13 that 46 pupils (82%) said that they feel confident when speaking English in oral sessions. However, 10 students (18%) are not confident during oral sessions.

Question Seven: Do you feel that other students perform better in class?

Table 3. 14: Pupils performance in class.

Options	Number of pupils	Percentage
Yes	34	61%
No	22	39%
Total	56	100%

Figure 3.14: Pupils performance in class.



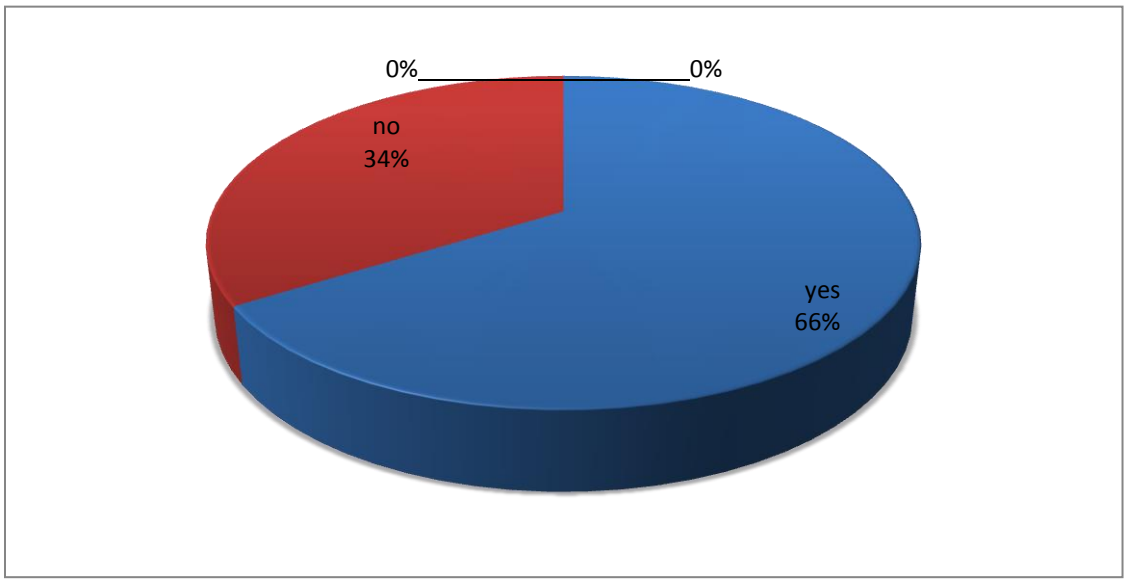
The question seeks to explore if the pupils would assert that their peers perform better than them in the English class. Table 14 and Figure 14 elucidate that 34 students (61%) believe that there are other students who perform better than them in the English class. In contrast, 22 pupils (39%) view that their classmates do not perform better than them.

Question Eight: Do you panic when you have to speak in class without any preparation?

Table 3.15: Pupils panic while speak in class.

Options	Number of pupils	Percentage
Yes	37	66%
No	19	34%
Total	56	100%

Figure3. 15: Pupils panic while speak in class .



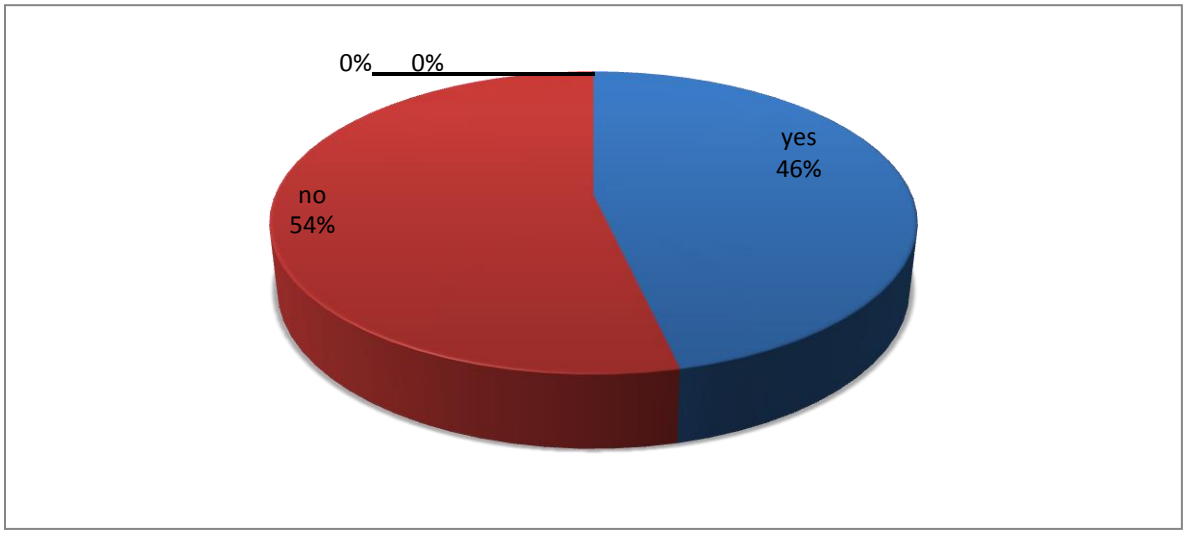
The question seeks to explore whether the pupils feel the panic if they have to speak English without preparation. According to Table 15 and Figure 15, 37 participants (66%) claimed that they do panic when speaking in class without preparing beforehand. However, 19 students (34%) reported that they do not face this feeling.

Question Nine: Do your classmates start bullying you when you speak in class?

Table 3.16: bulling in class.

Options	Number of pupils	Percentage
Yes	26	46%
No	30	54%
Total	56	100%

Figure 3. 16: bulling in class.



The purpose of this question is to figure out whether the pupils face bullying in the English class. It is apparent from Table 16 and Figure 16 that only 26 students (46%) reported that they encounter such a bad behavior when they speak English in class. Notwithstanding, 30 students (54%) said that there is no bullying in their English class.

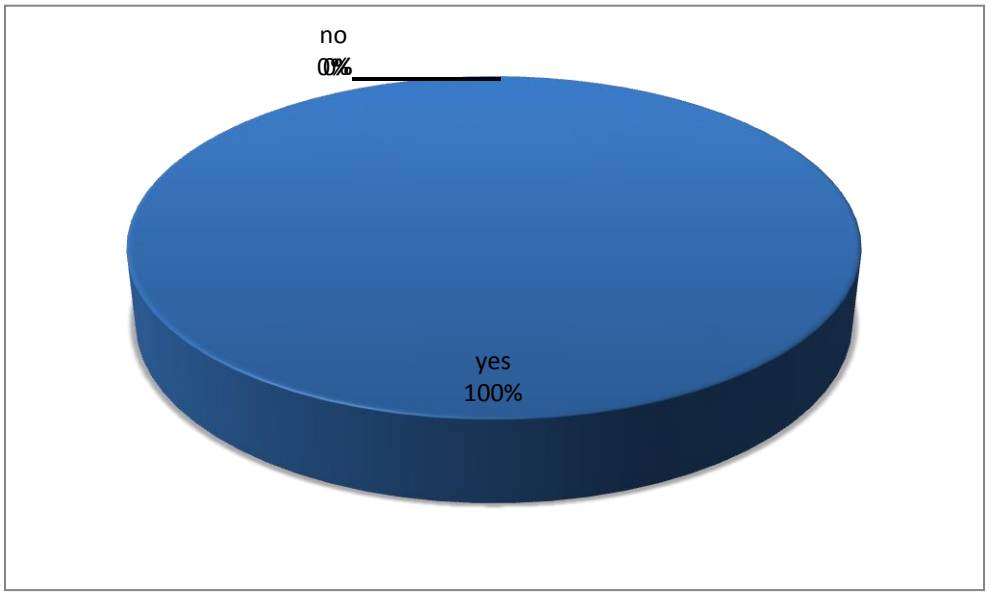
Section Four: Cooperative Learning on Speaking Performance.

Question One: Do you feel more confident speaking English after participating in cooperative learning activities?

Table 3.17: Pupils feeling after practicing cooperative learning **.**

Options	**Number of pupils**	**Percentage**
Yes	56	100%
No	00	00%
Total	56	100%

Figure 3.17: Pupils feeling after practicing cooperative learning .



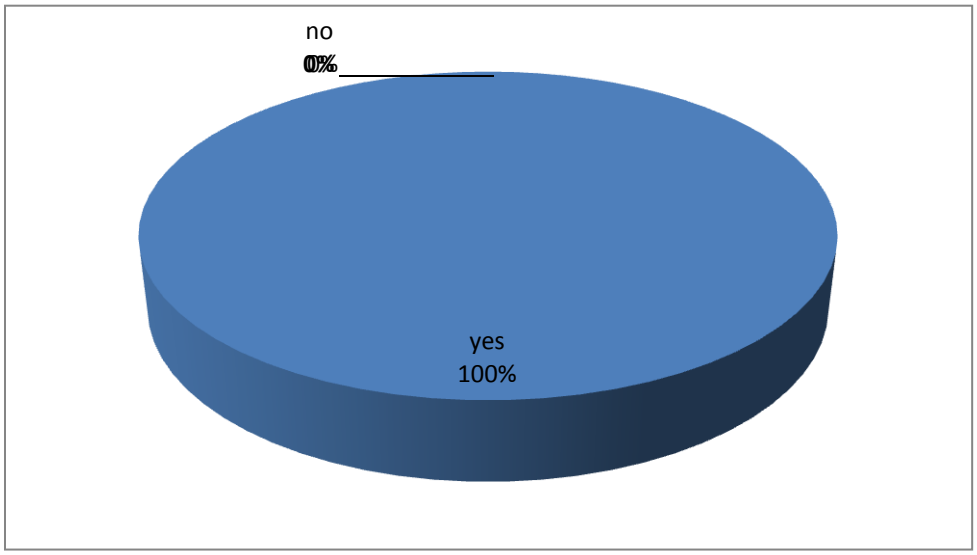
The aim of this question is to investigate whether cooperative learning is making the students more confident to speak English. From Table 17 and Figure 17, it is manifested that there is a total agreement among the participants (100%) that they feel more confident to speak English after participating in cooperative learning activities.

Question Two: Do you think that speaking English in groups can help in reducing your anxiety?

Table 3. 18: Speaking English in groups to reduce anxiety **.**

options	**Number of pupils**	**Percentage**
Yes	56	100%
No	00	00%
Total	56	100%

Figure 3. 18: Speaking English in groups to reduce anxiety .



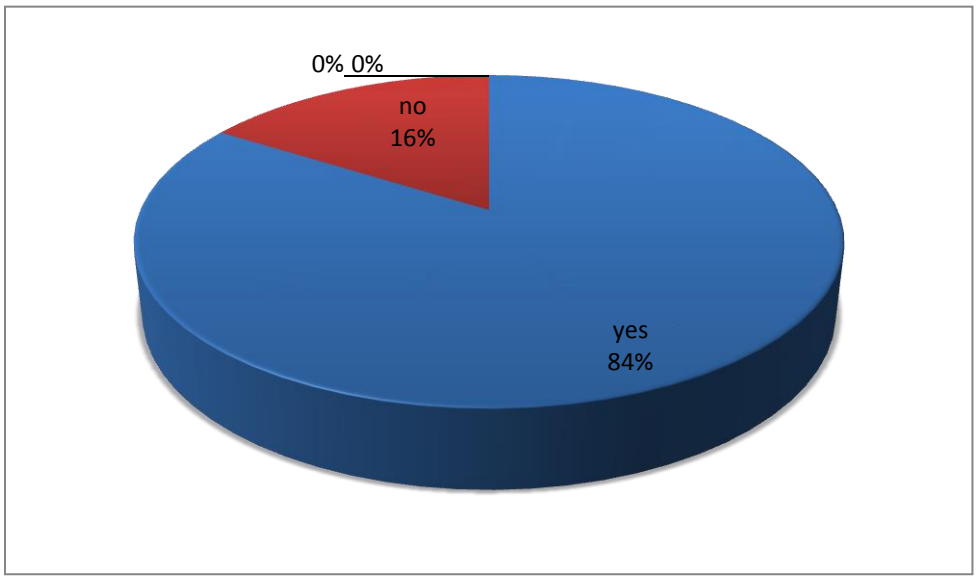
The question aims at discovering whether the pupils believe that group work can be an optimal way to reduce their anxiety when speaking English. It is demonstrated in Table 18 and Figure 18 that all the participants (100%) believe that working in groups with their classmates can be an effective solution for decreasing anxiety when speaking English.

Question Three: Do you easily interact with excellent pupils?

Table 3.19: Interaction with excellent pupils in class .

Options	**Number of pupils**	**Percentage**
Yes	47	84%
No	9	16%
Total	56	100%

Figure 3. 19: Interaction with excellent pupils in class.



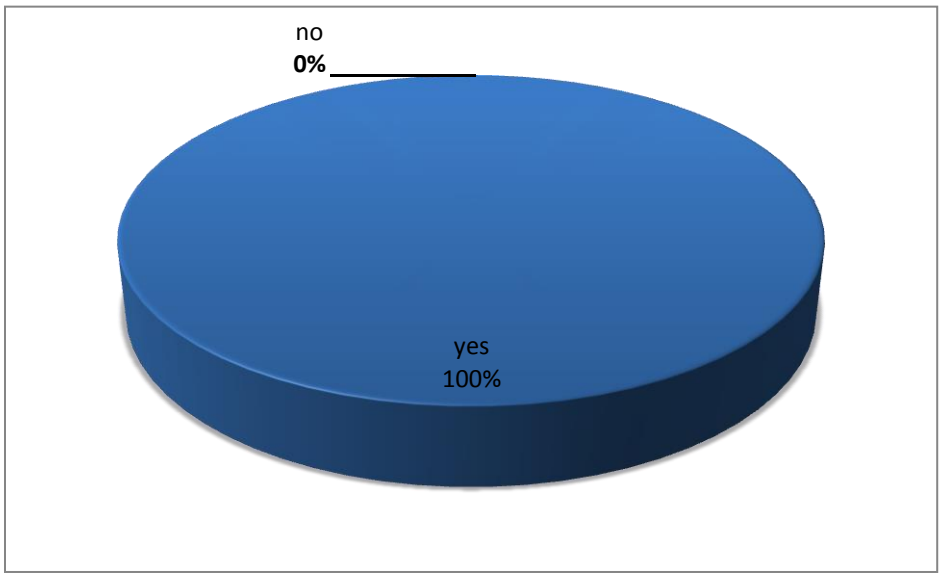
The question aims at exploring the relationship between excellent pupils and the average pupils in the classroom. It is clearly demonstrated from Table 19 and Figure 19 that most of the subjects (84%) view that they can easily interact with their excellent peers in the classroom. Notwithstanding, 9 students (16%) believe that they face some difficulties in engaging with their classmates who are better than them in level.

Question Four: Do you enjoy discussions in English class?

Table 3.20: Enjoying discussions in English class.

Options	Number of pupils	Percentage
Yes	56	100%
No	00	00%
Total	56	100

Figure 3. 20: Enjoying discussion in English class.



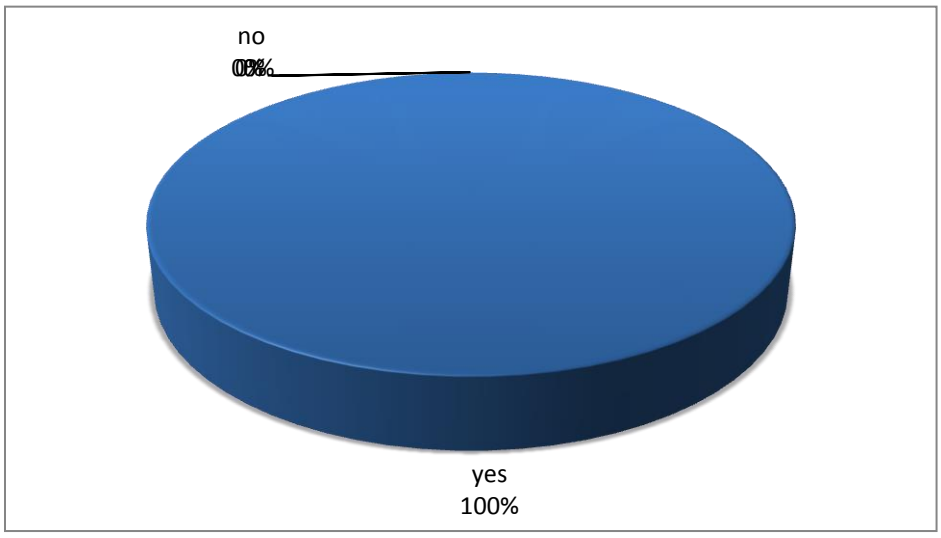
The question seeks to find whether the pupils enjoy discussing using the English language in the classroom. It is apparent from Table 20 and Figure 20 that the whole sample of participants (100%) claimed that they do enjoy discussions in the English class.

Question Five: Do you enjoy learning English language in groups?

Table 3.21: Desire to learn English language in groups .

Options	Number of pupils	Percentage
Yes	56	100%
No	00	00%
Total	56	100%

Figure 3. 21: Desire to learn English language in groups .



The last question in the questionnaire aims at investigating whether the participants do enjoy learning the English language in groups. It clearly portrayed from Table 21 and Figure 21 that all the informants (100%) reported that learning English in groups is really making them enjoy the learning process.

3.2. Teachers 'interview

3.2.1. Analysis of the Interview

Section One

01- Gender

The majority of the respondents are females (7 females) and only 3 participants are males.

02- Teachers' Qualification

It is apparent from the informants' responses that 5 teachers claimed that they hold a master's degree in English and the other 5 teachers have a bachelor's degree.

This indicates that there is a big significant difference between teachers' qualifications. It can be concluded that their background knowledge about the English language and the effective language teaching can help to investigate the issue of learners' speaking anxiety. Putting it differently, their views and opinions can be very useful for the current study.

03- How long have you been teaching English?

The responses obtained from the interview manifested that the teachers have different experience in teaching English. Four teachers reported that they started teaching English at the primary school as their first experience since 4 to 6 months. However, six teachers said that they have a large experience in teaching English since 3 to 10 years in private schools and public schools.

04- How do you evaluate your interaction with your students' in class?

It is elaborated in the informants' responses that all the teachers are aware of the importance of building a good relationship with their students and encouraging

them to interact with each other in the classroom. In fact, each teacher demonstrated various techniques and strategies to establish a strong relationship with their students.

First, they provide their students with the opportunities to express their thoughts and opinions as well as asking questions. Besides, they encourage them to participate in class discussion and they actively listen to their opinions. Furthermore, the teachers tend to observe their pupils levels and performance in a regular way to spot their strengths and weaknesses. Equally important, they assess their students individually and take into account their various learning styles, interests, and goals. Moreover, they stressed the need to provide positive and corrective feedback to each pupil in order to gauge their progress.

Section Two: Cooperative Learning

1- **What does cooperative learning mean to you, and how would you define it?**

Based on the responses of the participants, it is apparent that the teachers have knowledge about cooperative learning. All the teachers emphasized the major principle of cooperative learning; that is, creating an environment of cooperation and solidarity among the pupils. They defined it as the technique which focuses on making the students work together in the classroom, learn from each other, and help each other. In the same line of thoughts some teachers highlighted that it's an instructional strategy that is based on the learner-centered approach to language teaching that fosters social interaction and communication among the pupils. They believe that cooperative learning helps the pupils to develop their social skills, and the sense of responsibility towards their peers.

1- **What benefits have you observed about implementing cooperative learning in your classroom?**

The aim of this question is to discover the benefits noticed by the teachers when implementing cooperative learning in their classroom. It is apparent from the teachers' responses that there are several outcomes reached when applying

cooperative learning. First, the pupils feel more comfortable and confident to interact with each other. Second, they become more actively engaged in the classroom and more motivated to learn and improve their comprehension. Third, the students developed their social, communication, and emotional skills as they work collaboratively with their classmates. Equally important, the classroom environment becomes more positive, inclusive, and comfortable which is the appropriate atmosphere for effective learning.

2- Can you give an example of an effective cooperative learning activity you have already used in class?

The teachers participated in the study listed some of the cooperative learning activities that they use in the class. The jigsaw activity, games, puzzles, role plays group projects, literature circle, and group discussions are the most used classroom activities that are based on the cooperative learning principles. As it is explained by the teachers, the aforementioned activities help the pupils to develop their skills as well as their academic achievement. In other words, they promote the sense of responsibility and encourage them to participate and engage with their classmates. Besides, these activities help the pupils to foster the teamwork skills and research skills.

3- How can you ensure that all pupils are actively engaged and well participating in cooperative learning activities?

It is manifested in the teachers' responses that they apply several strategies to ensure that all their pupils are actively engaged and well participating in the cooperative learning activities. To elaborate, they tend to support and guide each student during the activities, provide clear instructions. Moreover, they concentrate on the pupil with low self-confidence and push them to interact. Furthermore, they often assess and monitor the students' performance and progress in the class. Additionally, they usually provide feedback to the students individually.

Section Three: Anxiety on Speaking Performance:

1- Have you ever noticed that your pupils feel anxious while speaking?

All the teachers participated in the study agreed that their students feel anxious most of the time while speaking in the classroom. They reported that the

pupils cannot speak properly because of shyness and lack of self-confidence. They added that they address such a serious problem by creating a supportive and non-judgmental classroom environment. Besides, they provide constructive feedback and create a safe space where mistakes are seen as learning opportunities. By relying on these solutions, they aim to alleviate their anxiety over time.

2- In your opinion, how can you notice speaking anxiety in your pupils? Can you mention some symptoms?

According to the participants' responses, there some notable symptoms observed in their pupils when experiencing speaking anxiety. They reported that it is essential to observe their body language, verbal cues, and changes in behavior to identify signs of speaking anxiety. The anxious pupils often hesitate and pause frequently while speaking since they struggle to find the exact vocabulary to express their thoughts. Moreover, they show anxiety in form of shyness, speaking in a low voice, increased heart beats, and sweating. The teachers further explained some noticed symptoms such as fidgeting, trembling hands, and shallow breathing. Besides, most anxious pupils tend to avoid eye contact with their peers and the teacher. As a matter of fact, the teachers noted that if they want to overcome this serious issue is by creating a supportive environment where pupils feel comfortable expressing themselves. Couched differently, it is crucial to provide a safe and encouraging atmosphere for them to overcome their anxiety.

1- According to you, what are the factors that can probably cause learners' anxiety while speaking?

The informants presented some of the common factors that cause speaking anxiety. The fear of making mistakes is one of the main factors that make the

students anxious while speaking since they fear of getting bullied by others or negatively evaluated. Besides, low self-confidence and lack of self-esteem are affecting negatively the students and make them more nervous and anxious while speaking in front of their classmates. Additionally, a highly competitive classroom environment or a lack of supportive feedback and encouragement can further exacerbate speaking anxiety. Thus, the teachers are aware of the factors that influence negatively the students while speaking which make them aware of the serious need to avoid these factors.

2- **Question 04: Do you welcome pair or group work in your classroom? Why ?**

It is demonstrated in the subjects' responses that all the teachers agree on utilizing group and pair works in the classrooms for several reasons. They reported that they are useful in provide the pupils with more opportunities to practice English speaking. Furthermore, they help the students to raise their confidence as well as establishing a good relationship with their peers. Moreover, they promote their engagement and motivation to improve their performance. Equally important, they allow the students to engage in real-life conversations and enhance social and communication skills. On the whole, pair and group works affects positively the students' performance and decrease the speaking anxiety.

Section Four: Cooperative Learning Activities on Speaking Performance

1- **Question 01: According to you, are cooperative learning activities useful to cope with speaking anxiety, and why?**

This question seeks to investigate whether or not the cooperative learning activities are useful to cope with speaking anxiety. All the teachers participated in the study reported that cooperative learning activities are highly beneficial for the students to decrease their anxiety. In fact, this type of

activities provides the students with a supportive and non-judgmental environment and makes the students feel more comfortable to speak without fear. Equally important, the cooperative learning activities develop effective communication skills such as active listening, expressing ideas clearly, and engaging in meaningful discussions. Additionally, they are considered choice for the teacher to support the pupils and provide the right feedback for them.

2- **Question 02: What kind of activities do you think are useful for your pupils?**

Based on the teachers' answers, several kinds of cooperative learning activities are suggested to use with the pupils. Firstly, games and puzzles are deemed to be an optimal way to make the language learning more enjoyable and engaging in a fun and interactive manner. They are helpful in developing their vocabulary and grammar knowledge. Secondly, role plays and dialogues help the pupils to speak freely and in an enjoyable way. Thirdly, group projects are a great opportunity for the pupils to actively engage in the learning process as they search for the information by themselves and share them with their peers. As a matter of fact, the project-based activities foster their skills in planning and creativity.

1- **Question 03: What are your suggestions to deal with your learners' anxiety? Can you explain?**

The teachers participated in the study presented a set of suggestions that used to rely on in order to their pupils' anxiety. they stressed the serious need for building a trusting relationship with their pupils for the sake of alleviating anxiety and make the learners feel comfortable and safe. Furthermore, they proposed that they should create a supportive and inclusive classroom environment that values each student's unique abilities and contributions; this can include providing clear expectations and guidelines, offering praise and constructive feedback, and creating opportunities for

students to work collaboratively. Besides, celebrating progress can boost students' confidence and help them manage their anxiety effectively. Lastly, it is essential that the teachers work on promoting a growth mindset and emphasizing that mistakes are part of the learning process can alleviate learners' anxiety.

Conclusion

This chapter presents the analysis and the interpretation of the data gathered from the different stages of the research with regard to the theoretical and practical and the literature review presented in chapter one and two. The data collected from a students' questionnaire and a teachers' interview were carefully analyzed, interpreted and represented statistically and descriptively in figures and charts. From these results, it was found that cooperative learning is useful to cope with speaking anxiety in English language learning. To conclude, this chapter confirms the hypotheses proposed in the beginning of the research that cooperative learning reduce speaking anxiety in English language affect students' oral performance.

CHAPTER FOUR :

GENERAL DISCUSSION, IMPLICATIONS AND LIMITATIONS

Chapter four: GENERAL DISCUSSION, IMPLICATIONS AND LIMITATIONS

Introduction

The goal of this research is to investigate and identify the impact of cooperative learning to reduce speaking anxiety in English language learning In addition, The present section is concerned with the discussion of both teachers' and students' questionnaires results. Also the limitations that the researchers faced while conducting the study. Finally, it includes some further suggestions to recommend to other researchers so that they can conduct similar studies.

4.1 The Interpretation of the Results obtained from the Questionnaire

The data obtained from the questionnaire revealed that the majority of the pupils (Okba Ibn Nafii and Ndjaoui Said) do like working in groups with their classmates due to several reasons. They agreed that group working helps them to understand the lessons in a better way. Moreover, they believe that engaging in activities that require group work makes them more confident and more comfortable. More importantly, the pupils see that working in groups is deemed to be a great opportunity for them to learn new information and expand their knowledge.

In the same line of thoughts, the pupils confirmed that speaking is the major cause of anxiety in the English class. The majority claimed that they feel anxious and nervous when speaking English in front of their classmates. That's why they usually tend to avoid speaking English. Furthermore, it was revealed that some pupils worry about making mistakes in the English class since they encounter bullying from their peers; especially if they do not prepare themselves beforehand.

On the whole, the results obtained from the pupils' questionnaire proved that they find cooperative learning a great opportunity to practice speaking confidentially since they think that that group work help in decreasing the amount of anxiety. Besides, it was

revealed that group work makes the pupils more confident in which they enjoy discussing with their classmates and interact easily with their excellent peers.

4.2 Discussion of the results

The focus of this research is on investigating teachers and students' perceptions and attitudes towards the impact of cooperative learning in reducing speaking anxiety and whether there is a correlation between students' speaking anxiety and cooperative learning. In order to reach this aim and answer the research questions, a questionnaire is administered to 56 third year primary school pupils. Besides, an interview was addressed to ten teachers of English from different schools in the state of Media. Hence, we gathered the data.

The data obtained from the questionnaire revealed that the pupils welcome working in groups in the classroom and find it more useful in overcoming anxiety while speaking English. In the same line of thoughts, the teachers' interview provides useful information about the teachers' attitudes and views towards the psychological difficulties they encounter while teaching English to primary school pupils. The results confirm the research hypotheses. In other words, the pupils found difficulties and they feel anxious during speaking class. In addition, all the teachers report that their students, they anxious when they are asked to speak, they also confirm that when anxiety exists in students learning they will face difficulties and they show poor oral performance.

4.3 Limitation and Recommendation

4.3.1 limitation of the study

Different difficulties and obstacles were faced while conducting this research . in which moving from school to another .As well as, one English

teacher work in 07 or 06 primary schools , and in order to apply an interview with ten teachers from different places The thing that made the process of exchanging Information seems difficult and hard, In this research two important data collection instruments were used ; A questionnaire was administrated to 56 pupils of English primary schools, another data collection instrument were used in form of a structured interview oriented to English teachers from different schools ,while conducting this interview it was difficult to reach 10 English teachers. Because they were not available all the time because one teacher teach in 07 or 06 schools. Finally, we could reached 10 of them in different days. The other prominent factors that hinder the fulfillment of the research were the unavailability of the printed sources in the library of the university, especially those which are related to our research topic ,since it is discussed for the first time in Medea University.

4.3.2Recommendation of the study

Teachers and pupils are the most important variables in the process of learning a foreign language .Moreover, the importance of this study for pupils and teachers is to discover the correlation of speaking anxiety and cooperative learning in English language on pupils' . Therefore, we propose the following suggestions in order to help both teachers and pupils of English language of primary school in reducing foreign language anxiety and achieving better learning and speaking performance by using cooperative learning activities .

4.3.1.Recommendation for primary school administration

1- Responsibles at the administrations should minimize the pupils 'number in each class.

2- . responsibles at administrations should provide technology in order to encourage the learner perform well.

3- Responsible at Administrations made a special class for the foreign languages to learn and teach in relaxed atmosphere in the class for both teachers and pupils to feel comfortable.

4.2.2.Recommendation for primary English pupils and teachers

1- Teachers should be aware about the psychological factors that affect their pupils.

2- Teachers should build a good relationship with their pupils in order to enjoy the class and interact positively with them.

3- Teachers should encourage group work activity that helps them develop their speaking skill.

4- Teachers should prepare the appropriate atmosphere in class for the pupils to feel comfortable.

5- teachers should motivate pupils to work in pairs and groups in order to exchanges ideas and thoughts with each other.

6- The researchers recommend that pupils should know that speaking is an important task in learning a foreign language.

7- Students should know that feeling anxious is a normal aspect while performing in front of others, and anyone can experience it.

8- Pupils should know that they may make mistakes, but they should not be shy.

9- Teachers need to give equal attention to learners and not ignoring neither advanced nor weak learners.

10- Educators have to be friendly with learners and motivate them to be optimistic about learning.

11- Students should join group work with other students for getting new information from classmates.

12- Students need to keep stress and anxiety apart.

13- Students should be motivated to study English language.

Conclusion

This chapter discussed the recommendation and the limitations that face the researchers in this study . Finally, the last section of this chapter encompassed further suggestions that were given to teachers , pupils and administration of primary schools to help them conduct their studies.

GENERAL CONCLUSION

General Conclusion

The present study explored the impact of cooperative learning to reduce speaking anxiety on EFL pupils' learning. The case study of this research was conducted at two primary schools at primary schools in the province of Medea 'Sidi Demed' to investigate the impact of cooperative activities in order to minimize anxiety on pupils' process of learning. Moreover ,This dissertation consisted of four chapters: the first chapter provided an overview about learning and teaching English, detailed information about Cooperative Learning .In addition, The second chapter is about the methodology, In order to collect data researchers used quantitative method in which the researchers sheds light on two main data gathering tools a teachers' interview and a pupils' questionnaire in the province of Medea at two primary schools at Sidi Demed . Furthermore, The third chapter deals with the data analysis, It analyzed the data that was gathered from the questionnaire and the teachers' interview. The results show that learners are different in many aspects. According to the pupils' questionnaire, learners they are anxious when they start speaking in English language as foreign language in front the others but when they learn in group work the anxiety is decreasing in their learning. In addition, Teachers admitted that the importance of group work by using games, play roles …, so on. Further, the fourth chapter present several implications and recommendations for teachers and learners and administrations of primary schools to raise their awareness about the phenomenon of anxiety in classes. The chapter also presents the limitations that face the researchers to find the truth as well as suggestions for further research.

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APPANDICES

Pupils' Questionnaire

Dear pupil,

This questionnaire is designed for academic research. Your contributions are of great importance to accomplish this work. Your answers will be kept strictly anonymous and confidential . Please answer as honestly as you can. Thank you for your help and collaboration.

Section One: Biographical Information

Gender: Tick the right choice.

Male ☐ female ☐

Age: Tick the right choice .

How old are you?

8/9 ☐

9/10 ☐

Section Two: Cooperative Learning

1- Do you like working with your classmates?

Yes ☐ No ☐

2- - Does working in groups help you develop your understanding during lessons?

Yes ☐ No ☐

3- Do group work activities help you feel more confident?

Yes ☐ No ☐

4- Do you learn new information when you work in groups ?

Yes ☐ No ☐

5- Do you feel comfortable when you study in groups ?

Yes ☐ No ☐

Section Three: Anxiety on English Speaking Performance

1- Do you feel anxious when you speak in front of others?

Yes ☐ No ☐

2- Do you feel nervous when you face and communicate with your teacher of English?

Yes ☐ No ☐

3- Do you think that speaking is the main cause of your anxiety in class ?

Yes ☐ No ☐

4- Do you avoid speaking English in front of others because you feel anxious ?

Yes ☐ No ☐

5- Do you worry about making mistakes in your English class ?

Yes ☐ No ☐

6- Do you feel confident in speaking English in oral sessions?

Yes ☐ No ☐

7- Do you feel that other students perform better in class?

Yes ☐ No ☐

8- Do you panic when you have to speak in class without any preparation?

Yes ☐ No ☐

9- Do your classmates start bullying you when you speak in class?

Yes ☐ No ☐

Section Four: Cooperative Learning on Speaking Performance

1- Do you feel more confident speaking English after participating in cooperative learning activities?

Yes ☐ No ☐

2- Do you think that speaking English in groups can help in reducing your anxiety?

Yes ☐ No ☐

3- Do you easily interact with excellent pupils?

Yes ☐ No ☐

4- Do you enjoy discussions in English class?

Yes ☐ No ☐

5- Do you enjoy learning English language in groups ?

Yes ☐ No ☐

Interview Questions for EFL Teachers

Teacher Interview

Dear teacher,

The following interview was designed to investigate the impact of cooperative learning to reduce speaking anxiety on learners 'oral production . Your participation will be of great help. Thank you devoting your time to share your valuable insights and experiences with me during the interview.

Section One: Biographic Information

Gender:

• Male

• Female

Question 01: Can you tell us a little about yourself and your professional background?

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Question 02: How long have you been teaching English language?

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Question 03: Can you evaluate your interaction with your students in class?

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Section Two: Cooperative Learning

Question 01: What does cooperative learning mean to you, and how would you define it?

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Question 02: What benefits have you observed about implementing cooperative learning in

your classroom?

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Question 03: Can you give an example of an effective cooperative learning activity you

Have already used in class?

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Question 04: How can you ensure that all pupils are actively engaged and well participating in cooperative learning activities?

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Section Three: Anxiety on Speaking Performance:

Question 01: Have you ever noticed that your pupils feel anxious while speaking?

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Question 02: In your opinion, how can you notice speaking anxiety in your pupils? Can you mention some symptoms ?

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Question 03: According to you, what are the factors that can probably cause learners' anxiety while speaking?

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Question 04: Do you welcome pair or group work in your classroom? Why ?

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Section Four: Cooperative Learning Activities on Speaking Performance

Question 01: According to you, are cooperative learning activities useful to cope with speaking anxiety, and why?

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Question 02: What kind of activities do you think are useful for your pupils ?

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Question 03: What are your suggestions to deal with your learners' anxiety? Can you explain?

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