An Investigation of Teachers’ and Learners ‘Attitudes towards the Role of Effective Implementation of Cooperative Learning to Reduce Students’ Anxiety. 
The Case of Third Year Students of English, Larbi Ben M’hidi University-Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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2017-2018
Dedication

In the name of Allah the most beneficent the most merciful

all the gratitude goes to him for helping his weak servant

accomplishing this work

I dedicate this work to the candle that have enlightened my life my tender and loving mother,

the one who stood beside me every single moment and made the women I am now

To my dear sister Houriya

To my dear friends, Kamilia, Rachda, Wafa, Khawla

To all my family
Acknowledgments

My deepest respect and thanks go to my honourable supervisor Dr. HAMADOUCHE Mokhtar, who enlightened me with his wise guidance, and assisted me until the end of my work. May ALLAH bless you and grant your wishes.

I would like also to express my gratitude and admiration to my examiner Prof. NEMOUCHI Abdelhak; my sincere appreciation for your priceless and wise evaluation.

I would like also to thank all my dear teachers, who inspired me and guided me all over my five years at Larbi Ben M’Hidi University.
Abstract

Anxiety plays a crucial role in foreign language learning because it is considered as a negative factor that may hinder the learning process, and an obstacle to achieving an adequate language proficiency. The present study is carried out to investigate both teachers’ and students’ attitudes towards the role of effective implementation of cooperative learning in reducing students’ anxiety. In this respect, two questionnaires have been designed. The first one was administered to twenty teachers and the second to sixty third-year students at the Department of English, Larbi Ben M’hidi University – Oum El Bouaghi. The results obtained from both questionnaires show that teachers and students have positive attitudes about the effectiveness of cooperative learning in reducing anxiety in the classroom. Eventually, it is recommended to implement cooperative in the different subjects taught at university. Furthermore, teachers are invited to develop more awareness about the different techniques of cooperative learning and the best ways to put them into practice inside the classroom.

Key Word: Cooperative Learning , Anxiety .
List of Abbreviations and Symbols

- **CL**: Cooperative Learning.

- **EFL**: English as a Foreign Language.

- **ESL**: English as a Second Language

- **i.e.**: it means.

- **SLA**: Second Language Acquisition.

- **STAD**: Students Team Achievement Division.

- **TGT**: Teams-Games-Tournaments.

- **TL**: Target Language.

- **Q**: Question.

- **%**: Percentage.
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General Introduction

1. Statement of the Problem

The affective and psychological factors play an important role in the process of learning, especially learning a foreign language. Anxiety, for instance, is a big obstacle that hinders many foreign language learners from achieving academic success and developing their language skills. Classroom observation and interviewing allowed us to say that there is a category of students at the Department of English, Larbi Ben M’hidi University who fail certain subjects, especially those focused on interaction and oral expression, because they are too anxious to participate and be involved in classes. One of the strategies that is capable of reducing students’ anxiety and therefore aiding them perform better in foreign language education is cooperative learning.

2. Aim of the Study

In order to shed light on the effectiveness of cooperative learning strategy in learning process, this study aims at investigating teachers’ and students’ attitudes towards the role of cooperative learning in reducing students’ anxiety. It attempts to investigate teachers’ and students’ awareness about the effectiveness of cooperative learning in decreasing students’ anxiety and enhance their academic performance and achievement.

3. Research Question and Hypothesis

The present research aims at addressing the following questions:

- What are teachers’ and students’ attitudes towards the role of cooperative learning in reducing anxiety?
- Are teachers aware about the different cooperative learning frameworks and do they implement them effectively?

- Are students satisfied about teachers’ implementation of cooperative learning?

In the light of these questions, it is hypothesized that teachers and students would have positive attitudes towards the role of effective implementation of cooperative learning in reducing students’ anxiety.

4. Research Methodology

In the present study, a descriptive method is opted for. Two questionnaires are administered to twenty teachers and sixty third-year students selected randomly from the Department of English at Larbi ben M’hibd University, Oum El Bouaghduring the academic year 2017/2018. The analysis of the questionnaire would allow for gauging teachers’ and students’ perception about the effectiveness of cooperative learning in reducing anxiety.

5. Structure of the Dissertation

This dissertation is divided into two main chapters. The first chapter is the theoretical part and it is also divided into two sections. The first section deals with cooperative learning, its definition, its types, its basic elements, its effectiveness and its assessment. Whereas, the second section reviews anxiety, its definition and types. It also tackles the theory related anxiety and how anxiety can hinder learning. At the end it tackles the impact of cooperative learning in reducing anxiety. The second chapter deals with the description and discussion of the questionnaires’ results. It ends up with limitations of the study and some recommendations for future research project.
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Section One: Cooperative Learning

Introduction

Cooperative learning (CL) has a number of applications in the foreign language classroom. The main objective of this strategy is to foster cooperation among students to solve a problem or achieve a common goal. This section deals with cooperative learning definition, components and strategies. It also attempts to cover the advantages of cooperative learning and shed some light on assessment strategies as well as teachers’ and students’ roles in a cooperative learning framework.

1.1.1 Definition of Cooperative Learning

Scholars have defined cooperative learning differently. For instance, Selvin (1980) describes cooperative learning as learners’ work together in groups in which they give each other a reinforcement to fulfill mutual goals. According to Artz and Newman (1990), CL is defined as: “a small group of learners working together as a team to solve a problem, complete a task or accomplish a common goal.” (p. 488). In other words, cooperative learning is a teamwork of learners who support each other to achieve specific goals. In the same context, Johnson and Johnson (1998) claims that cooperative learning is grouping students together in order to supplement their common learning goals. As a result, learners are responsible for their own and the group members learning. In general, cooperative learning is an educational approach based on arranging students into groups where they are supposed to work to solve tasks collectively toward academic goals.

Cooperative learning is therefore an opposing method to individual learning; students working cooperatively can help themselves by asking each other for information, evaluating
one another ideas and controlling one another work. Every one succeeds when the group succeeds.

1.1.2 Components of Cooperative Learning:

Jolliffe (2007) distinguishes five important elements of CL, namely positive interdependence, individual accountability, group processing, small group and interpersonal skills, and face-to-face interaction which are generally referred to as “PIGSF”.

1.1.2.1 Positive Interdependence

Learners are linked as one team. In the sense that, they need each other because they cannot succeed unless the whole group’s mates do, so positive interdependence or “sink or swim together”, is a shared aid between them in order to obtain aims and goals. It is divided into several structures; positive goal interdependence, in which members of the group should have a common goal, it is structured by sharing the responsibility of completing the product and scoring. Another one is role interdependence which is structured through assigning different roles for each student within the same group such as: reader recorder, encourage participation. And the last one is resource interdependence, resource information and material are limited so it is structured when each member takes a part of information or materials then they are combined as one source of knowledge (Mayer, 2014).

1.1.2.2 Individual Accountability

Individual accountability in cooperative learning is students learning together but performing alone i.e., each member of the group must be accountable for his/her contribution in accomplishing the work. Individual accountability is also based on the idea of “equal participation”. In true cooperative learning, every individual contributes equally for team’s
success. At the end, each individual of the group will be asked by the teacher to show the information got from the group task. Individual accountability can be fulfilled by giving each learner a certain role to accomplish (Johnson and Johnson, 1998).

1.1.2.3. Group Processing

Processing is taking time and procedures to analyze the group’s progress and performance as well as their ability to function as group. There are groups that need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. (Jollife, 2007)

1.1.2.4 Small Group and Interpersonal Skills

Communication and social skills have a great responsibility in cooperative learning. Without those skills students cannot function effectively. Learners are not born knowing interpersonal skills. So, teachers need to teach them these skills and give them motivation to use them within the team. Additionally, they should give the more socially skillful students rewards for highest achievement. (Johnson, Johnson, & Smith, 1991).

1.1.2.5 Face-to-Face Interaction

This element of cooperative learning includes two aspects. The first aspect is the physical proximity; it is also known as "eye-to-eye" and ‘knee-to-knee’. That is to say, students who are facing each other to exchange information or materials. The second aspect is thinking skills which allow an active involvement in the work. Positive interaction depends on many factors such as giving feedback for each other, sharing learning and life experiences, exchanging resources, and challenging each other to complete the task (Jollife, 2007).

1.1.3. Cooperative Learning Strategies
1.1.3.1 Jigsaw Strategy

Jigsaw is a technique of cooperative learning. In this strategy, students are divided into groups of three to five students each. These groups are labeled as students’ home groups where each member of a group learns an essential part of a whole of a topic (such as, a portion of a chapter). After students individually read their assigned selection, they meet with students in the other groups that were assigned the same material (called expert groups). During this meeting, students can help each other understand the reading or clarify the most important points. Eventually, students return to their home groups to teach each other what they have learned. According to Gaith (2004), jigsaw technique is most appropriate for teaching literature, biography, or a chapter in a book.

1.1.3.2 Learning Together

Learning together is a CL method developed and researched by David and Roger Johnson at the University of Minnesota. This CL model organizes instruction according to the principles of positive interdependence, individual accountability, and group processing. Groups are formed on the basis of mixed ability as determined by past achievement as well as based on some demographic variables such as gender, race, ethnicity, and so forth. Positive interdependence among group members is structured through setting a common goal, assuming a common identity, getting the same reward and so forth. Individual accountability is structured through individual testing, random responses to teachers’ questions, and reporting on behalf of the group. Finally, learners do cooperation group processing to reflect on their achievement as a group and plan for further ones (Kluge, 1999).
1.1.3.3 Students Team Achievement Division (STAD)

It is cooperative learning method for mixed-ability groupings learners take individual tests or quizzes in order to define their mastery of the material under study. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group. Students Team Achievement Division is most appropriate in teaching language rules and mechanics of the target language (Slavin, 1991).

1.1.3.4 Team games Tournament (TGT)

It is considered as one of the cooperative learning techniques which was developed by Robert Slavin. In this technique, instruction is organized into five major components of lesson planning: class presentation, team study, tournament, determining individual improvement points, and team recognition. First, the teacher presents the material under study in a class presentation, then learners work together to continue the work in groups of four individuals. The teacher has to be sure that all team individuals have understood the presented material. After that, a tournament is kept at the end of the unit, in which team members typically of similar levels of capacity (high, average, low) try to succeed together to get points for their teams. At the end, the fulfilment of different groups is defined by calculating the average improvements gained by the individuals of the groups. Slavin (1995) believed that TGT is appropriate for teaching spelling and rules of language and the mechanics of the target language.

1.1.4. Teachers’ Role in CL

In cooperative learning, the teacher’s role is different in traditional strategies of the learning process. Despite the fact that cooperative learning strategy is considered as learner-centered approach, the teacher plays a crucial role to reach effective learning. While grouping
students, for instance, the teacher has to make sure that the learning process, cultural backgrounds and personalities are taken into account. In cooperative learning strategy, the teacher has to create a much more engaging atmosphere in the classroom, (Johnson and Johnson, 1994). To keep the smoothness and the balance of the interaction, and avoid any kind of deviance from the main aim of the classroom interaction, the teacher has to direct learners to look like a conductor of an orchestra keeping the harmony between learners’ functions and potentials in class. The teacher should also successfully manage the time as well as the space for learners to work cooperatively in a smooth manner. Moreover, the learners are always in need of the teacher to control their progress in class, manage their time and space, direct them through the process of learning, facilitate the content of instruction for them, and be one of the main recourses students might go back to for help or confirmation. Harel (1992) states that:

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

(p.169)

Similarly, the teacher asks students to reach the given goals via the building of what is being taught, supplies choices for activities of students’ needs and objectives, and encourages students to estimate what they learn. Additionally, teachers help their learners to use their own knowledge, and focus on high levels of comprehension. They help students to listen to different points of view of their group members, engage in critical thinking and participate in meaningful dialogue (Slavin, 2000).
1.1.5 Learner’s Role in CL

The learner plays a crucial and important role in the learning process. The most significant focus of CL is to help students to benefit from each other through sharing and exchanging ideas in the group. In this regard, Richards and Rodgers (2001) state that “the primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members” (p.82). This clarifies that the group members have to help each other and to share the work. Furthermore, everyone has to be responsible to fulfil the objective. In order to make cooperation between students more effective and useful, the teacher should give each group member a specific role to do such as turn taker monitor, noise monitor, and summarizer. The following table shows the common roles that learners play in cooperative learning:
Table 1: Possible Student Roles in Cooperative Learning Groups (Kagan, 1994; cited in Woolfolk, 2003, p. 496).

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<tr>
<th>Role</th>
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<td>- Encourager</td>
<td>- Encourages reluctant or shy students to participate.</td>
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<tr>
<td>- Praisers/Cheerleader</td>
<td>- Shows appropriate of other’s contribution and recognizes accomplishment.</td>
</tr>
<tr>
<td>- Gatekeeper</td>
<td>- Equalizes participation and makes sure no one dominates.</td>
</tr>
<tr>
<td>- Coach</td>
<td>- Helps with the academic content, explains concept.</td>
</tr>
<tr>
<td>- Question commander</td>
<td>- Makes sure all students' questions are asked and answered.</td>
</tr>
<tr>
<td>- Taskmaster</td>
<td>- Keeps the group on task.</td>
</tr>
<tr>
<td>- Recorder</td>
<td>- Writes down ideas, decisions and plans.</td>
</tr>
<tr>
<td>- Reflector</td>
<td>- Keeps group aware of progress (or lack of progress).</td>
</tr>
<tr>
<td>- Quiet captain</td>
<td>- Monitors noise level.</td>
</tr>
<tr>
<td>- Materials monitor</td>
<td>- Picks up and return materials</td>
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1.1.6 Advantages of Cooperative Learning

Cooperative learning is considered as an effective and efficacious educational strategy because it contributes in the improvement of the students’ achievement and gives more opportunities for interaction and communication. MC Groarty (1989) suggests six advantages for ESL students in cooperative learning classrooms. Firstly, increased frequency and variety of second language practice through different types of interaction. Secondly, possibility for progress or use of language in ways that encourage cognitive development and increased
language skills. Thirdly, taking opportunities to integrate language with content-based instruction. The fourth benefit is the freedom for teacher to master new professional skills, particularly those emphasizing communication. The fifth advantage is taking chances to include a greater variety of curricular materials to language and concept learning. The sixth and the last advantages is giving opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

There are also psychological benefits existed in cooperative learning learner increase self-esteem and enhances students’ satisfaction with the Learning experience. Furthermore, classroom anxiety is reduced by cooperative learning. Cooperative learning encourages students to be responsible in learning. According to Falchikov (2001), the development of critical attitude of mind is enhanced through cooperative interaction with peers. Slavin (1995) clarifies that:

Interaction between students on learning tasks will improve the student accomplishment. Students will benefit from one another because in their discussion of the content, cognitive conflict will arise, unacceptable reasoning will be exposed, and higher quality understanding will emerge. (p.18)

Crandall (1999) for his part argues that “cooperative learning, like other group work, creates a more positive affective climate in the classroom, while it also individualizes instruction and raises student motivation” (p.233). In other words, he demonstrates the necessity and value of cooperative learning in creating a much more creating healthy climate in the classroom. He encourages the role of cooperative learning in developing different features of language learning involving decreasing anxiety and improving self-esteem.
1.1.7 Assessment of Cooperative Learning

According to jollife (2007), assessment is one of the issues and challenges for teachers when using cooperative learning is how to assess students' individual achievement. There are two key elements for the assessment. The first element is involving students in the assessment to assess themselves and peers. The second element is balancing group grades with individual assessment because students should be assessed according to their contribution.

1.1.7.1 Assessment of Cooperative Learning Skill

To be able to judge the effectiveness of the applied cooperative learning method, EFL students’ performance should be assessed. So, cooperative learning is considered an effective strategy to help students to assess their development skills. According to Jollife (2007) said that:

Whilst there is evidence that skills themselves contribute to the learning, for example the skills of help-seeking and help-giving impact on how much pupils learn from group work, generally process and product need to be separated. This will be supported by distinguishing the learning objective from the cooperative learning skill(s) being developed in lessons and evaluating them separately. (p.87)

In other words, skills have a major role in the process of learning. For example, the skills of help seeking and help-giving affect how much students learn from the group work. In order to assess learners, process and product need to be separated. This can be achieved through distinguishing the learning objective from cooperative learning skills.
1.1.7.2 Peer Evaluation

Both teachers and learners should share the responsibility for the assessment because it develops productivity and learning. Many studies have shown that it gives the learner a sense of ownership, and it helps the teachers to set targets for the learners’ development. One important element is giving the learners criteria in order they assess themselves and peers, these criteria can be translated into grades or scores (Jollife, 2007).

Conclusion

Learning foreign languages is a complex process that requires changing in teaching methods to meet the learners’ needs. For this, the implementation of cooperative learning is one of these strategies and it is believed that this strategy is appropriate and it can help students to enhance their skill in learning process because this strategy has shifted attention from teacher-centered to learner-centered education.
Chapter One: Cooperative Learning and Anxiety

Section Two: Anxiety

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Introduction

This section explains the nature of the term anxiety and its different definitions. It discusses the types of anxiety and the different theories related to it. Moreover, it covers the main sources of anxiety and how can cooperative learning be effective in reducing its effects.

1.2.1 Definition of Anxiety

Anxiety is an adaptive way to cope with the various stressors and challenges in the world. According to Mussen et al (1974) “anxiety is not a pathological in itself but a necessary and normal psychological and mental preparation for danger ...anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results p. 387). In other words, every one sometimes experiences anxiety in one form or another and in varying degrees.

It involves a pattern of physiological and psychological reactions like feeling of stress and emotions. Assuch, anxiety can seriously inhibit the ability of concentration and dealing with things in a more positive way. It is considered as an unpleasant state evoking avoided behaviours and defenses. It can also be defined as a specific emotion necessary for an individual to prepare himself for potential danger and threatening situations.

MacIntyre (1999) asserted that anxiety is not a mere fear from future but it is “a self-related cognition: thought of failure, worry over how one is performing in the situation, and self-deprecating thoughts” (p. 35). In other words, from MacIntyre’s viewpoint, anxiety emanates from the person’s negative self-perception, expecting the inevitable failure on any occasion, doubting in his own capacities when engaged in any activity, and belittling himself. Thus, it is apparently clear that each researcher was endeavored to provide a definition according to his reasoning and perception of what exactly anxiety is. As a conclusion, anxiety
is one of the psychological problems and the controversial concepts that elevated the interest and curiosity of psychologists.

Anxiety is a common psychological problem for most English foreign language students. We noticed that they feel stressed out, and unhappy when they are in class, or when they want to reach optimal performance. In general, there are several definitions suggested by scholars for instance, MacIntyre (1999) asserted that anxiety is not a mere fear from future but it is “a self-related cognition: thought of failure, worry over how one is performing in the situation, and self-deprecating thoughts” (p. 35). In other words, from MacIntyre’s viewpoint, anxiety emanates from the person’s negative self-perception, expecting the inevitable failure on any occasion, doubting in his own capacities when engaged in any activity, and belittling himself. Thus, it is apparently clear that each researcher was endeavored to provide a definition according to his reasoning and perception of what exactly anxiety is. As a conclusion, anxiety is one of the psychological problems and the controversial concepts that elevated the interest and curiosity of psychologists. Yet, huberty (2008) is defined anxiety as:” a unique emotional state characterized by a feeling of distress and tension about real or anticipated threats that may manifest in cognitive, behavioural, psychological patterns” (p. 38). So the students get anxious and they fear of language learning context which means the amount of stress and tension that the individual feels when the situation requires using foreign language.

**1.2.2 Types of Anxiety**

Anxiety is a normal emotion which faces each individual in his life in different occasions. whereas, this feeling has a huge effect on the language learning is considered " a complex made up of constituent that have different features “(dorneyei,2005, p.198).so, anxiety contains different types and forms, the two major ones is trait and state anxiety.
1.2.2.1 State and Trait Anxiety

Anxiety is a state of inner unrest or uneasiness often described as "nervousness." Worry, jitteriness, sweating, an increased heart rate, rapid breathing and other feelings and symptoms commonly accompany anxiety (Bruce Lydiard, 2001). A long-held and still popular distinction between "state" and "trait" anxiety allows anxiety to be thought of in two ways: as a temporary emotional state that nearly everyone experiences and as a consistent personality attribute. Starting with state anxiety which is considered situational and a temporal sensation of apprehension that arises due to encountering a certain threatening situation i.e., it is an emotional reaction to a specific provocative situation. Spielberger (1972) defined it as “a transmitting emotional state or condition of the human organism that varies in intensity and fluctuates” (p. 33). In other words, state anxiety arises momentarily due to confronting a threat. However, its severity and effects on the person alter depending on the situation.

The other type of anxiety is called trait anxiety. It is contrary to state anxiety trait anxiety is innate, very intensive, and occurs in unlimited number of situations. Moreover, it is considered a permanent feature of personality. Macintyre and Gardner (1989, as cited in Williams & Andrade, 2009) claimed that the feeling of trait anxiety appears casually for people who had experienced it before, even if the situation does not involve anxiety at all. So, trait anxiety is a personality characteristic, and a permanent feeling of apprehension which arise in variety of situations.

1.2.2.2 Facilitative and Debilitative Anxiety

Facilitative anxiety is the positive anxiety that helps the students to do well. It works as a motivate factor that enhances the learners’ performance and allows the input to stick deeper in
mind. Therefore, experiencing the correct amount of anxiety can be beneficial, and encourage students to achieve their goals. However, debilitating anxiety is the great amount of anxiety that influence negatively the students’ performance and achievements. It has harmful effects that lead to negative outcomes. Hence, an unnecessary worry and tension will make the individual unable to use his capacities appropriately in order to remember what have been learnt before, or to develop his information and previous input (Woodrow, 2006).

### 1.2.3 Theories of Anxiety

Previously, several researchers were focused on the importance of anxiety. Each assembly of theorists viewed anxiety from a distinct perspective. Therefore, a number of theories of anxiety have been introduced, and each one brought its unique assumptions.

#### 1.2.3.1 The Existential Theory

Basically, the existential theory considers anxiety as a natural and an unavoidable feeling of apprehension. On this consideration, Strongman (1995) asserted that anxiety results from. Reaching maturity and taking the responsibility of making choices in life. Kirkergaad (as cited in Strongman, 1995) made distinction between the two notions, fear and anxiety. Hence, he asserted that fear is related to a particular object, it is experienced in a specific moment, and it goes away by removing the person from that context. Yet, anxiety emerges after possessing self-awareness, and it arises because of internal conflicts and uncertainty about the results when life obliges people to make choices. In a nutshell, the existential theory of anxiety considers it as a natural phenomenon that arises when reaching maturity, which requires people to be responsible in making life choices. In other words, existential anxiety arises when people deeply contemplate their existence. This contemplation leads to thoughts and feelings of freedom and responsibility.
1.2.3.2 The Learning/ Behavioural Theory

The learning/ behavioural theory of anxiety is based on the foundations of the behaviourist theories. According to Eysenck (1979), this theory is the umbrella of the learning/ behavioural theory of humans’ personalities which is classified on three kinds: extrovert, introvert, and neurotic personalities. Therefore, with reference to introvert people, Eysenck (1979) claimed that they exhibited introversion because of social learning. This implies that introverts have been socialized to be shy and reticent from the early stages in their lives. By consequence, they are highly noticed to have a tendency to be anxious from social insertion. Hence, this proves that anxiety is learned. To sum up, according to the learning/ behavioural theory anxiety learned through stimulus-response and reinforcement of behaviours.

1.2.3.3 Psychoanalytic Theory

Mainly, Anxiety is at the core of the psychoanalytic theory of affects (feelings), and from the beginning of psychoanalytic thought has been recognized as central to an understanding of mental conflict. Freud (1949) defines the qualities of the psychical process as being either conscious or unconscious. Psychoanalytic theory proposes that personality characteristics are mostly a reflection of the contents of the unconscious part of the mind. Freud believed that the unconscious is a part of our biological nature and that it operates naturally, just as do all our biological functions. Freud suggested that certain ideas and thoughts are repressed (repression is one of many defense mechanisms), that is, pushed out of awareness and into the unconscious. According to Freud’s theory, when those ideas and thoughts are threatening to us. Repression works something like our immune system: It protects us from dangerous things. In the case of personality, dangerous things include anything that threatens self-esteem or feelings of comfort and pleasure. When we have
thoughts or ideas that are threatening, they are pushed out of consciousness because awareness of them produces anxiety. They make us feel nervous. Thereby, through repression, our unconscious protects us from anxiety

1.2.4 Sources of Anxiety

Foreign language anxiety is the feeling of worry and nervousness experienced by non-native speakers, when learning or using a second or a foreign language. These feeling may interrupt the desire to develop any second language context whether associated with the productive skills of speaking and writing, or the receptive skill, of reading and listening. Foreign language anxiety is attributable to different cause. The primary source of language anxiety, explicated by Horwitz et al (1986), are communication apprehension, fear of negative evaluation and test anxiety. According to them, foreign language anxiety consists of “self-perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al 1986, p. 128, cited in Dörney 2001, p. 364).

Communication apprehension, on the one hand, is quite relevant to the conceptualization of foreign language anxiety. Learners who exhibit communication apprehension do not feel comfortable in the target language (TL) in front of others due to limited knowledge of the language. Fear of negative evaluation, on the other hand, is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. As a result, they keep silent most of the time and refuse to participate in language classroom activities.
1.2.5 Anxiety as a Hindrance to Learning

Learning a second language means acquiring new techniques that are used in this foreign culture. This can be seen as a threatening to a learner’s consciousness, rather than encouraging him to perform well. Some learners come over many difficulties when learning a second language because a lot of emotional factors that are experienced by learners in foreign language learning, and which affect their ability like: intelligence, motivation, attitudes and anxiety.

Anxiety stand as one of the main influential factors for effective language learning (Brown, 2007). Anxious students have been shown to be less likely to volunteer answer in class and to be hesitant in expressing personally relevant information in the target language. Moreover, Spielberger (2005) predicted that the existing of several variables can affect the learning process. Two of these variables trait anxiety i.e. the case of some learner to become anxious in any situation and the other one is state anxiety for instance when the learner has to present oral production in front of his classmates.

Therefore, since the harmful effects of on anxiety on achievement are evident, efforts should be made to lower the level of anxiety in the class. This can be done if teachers or educational board attempt to create a more relaxed atmosphere and to have a less authoritative attitude towards their students (Spielberger et al., 2005).

1.2.6 Cooperative Learning to Reduce Anxiety

Anxiety in the classroom is considered a negative factor that minimize the learner’s proficiency where the anxiety has a passive role in foreign language learning has been demonstrated in several studies showing a negative correlation between high levels of anxiety and learning achievement. Therefore, many pieces of research were done to find out the way
to help students have less anxiety. Worde (2003) investigated students’ perspectives on foreign language anxiety and his finding revealed that student believed some sense of community may help to reduce anxiety. In other words, they feel less anxious when working with partners and in small groups. Working in cooperative learning environment is believed to reduce anxiety (Kagan, 1994). Cooperative learning helps to create supportive environment, students are not much stressed and have reduced anxiety in class. Worde (2003) states that when students feel alone with no friends, they are “more self-conscious. Working in groups or having studying partners is suggested as one way for students to interact because working in groups, students have more opportunities to talk and to share ideas, so they can see how their classmates think and create new ideas. Additionally, cooperative learning minimizes competitiveness and individualism but heighten opportunities to actively construct or transform the knowledge among students (Johnson, & Johnson, 1995).

Consequently, cooperative learning plays a crucial role in language anxiety reduction because it establishes a learning community and a supportive classroom atmosphere i.e., creates a healthy environment for optimal motivation and a cooperative atmosphere helps to reduce fear of errors. In addition, provision of praise and rewards decreases anxiety and encourages students to participate more and more. Eventually, cooperative learning can be considered as an effective method to reduce anxiety.

**Conclusion**

Anxiety is a complex construct and a psychological problem that is typified by feelings of uneasiness and frustration. This latter can be a permanent characteristic, a temporal worry under certain threatening situations or a context-bound sensation. Furthermore, a distinction is made between anxieties in general and foreign language anxiety, which is a situation-specific anxiety that arises in educational settings where an additional language is
being learnt. Correspondingly, this latter can be either motivational (facilitative), or demotivational (debilitative) to language learning. Moreover, there are some theories related to anxiety as existential anxiety, behavioral/learning theory and psycho analytic theory. Finally, anxiety has an effect that hinders learning and researchers provide ways to decrease anxiety.
Chapter two : Field Work

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Chapter Two: The Fieldwork

Introduction

Teachers and learners have a significant role in changing the teaching’s techniques in order that they achieve their common objectives. So, the present chapter is devoted to the presentation and the analysis of the data obtained from the questionnaires which are submitted to both, teachers’ and third year students at Larbi Ben M’Hidi University. The questionnaires are used to collect data about students’ and teachers ‘attitudes towards the role of effective implementation of cooperative learning to reduce students’ anxiety. The results will direct us to confirm or reject the hypothesis, this chapter presents the two research samples, the method used to get data and the reason behind choosing it, in addition to the description, analysis and interpretation of results.

2.1 Research Sample

In the present study the target population is third year students at Larbi BenM’Hidi University for the academic year 2017-2018. The population is made of 224 students. The reason behind the selection of such population was based on the richness level of perception, experience and they are supposed to reached a certain level of proficiency in English. So, cooperative learning provides opportunities for students to learn the required skills for their future real work environment. Sixty (60) were chosen randomly from the total number of population because of the limited time and since it is hard to make the study for the whole population. The whole sample has answered the questionnaire.

The sample of teachers consists of 20 teachers of all modules without any specification.
2.2 Research Method

Because the present research aims at investigating teachers’ and learners’ attitudes towards the role of effective implementation of cooperative learning to reduce students’ anxiety, the questionnaire is chosen to be the only tool of data collection. It is considered as a practical and useful means to gather data about this research. It enables researchers control and cover large number of population. In this study two questionnaire are designed. The first one is administered to third year students. However, the second one is administered to English teacher at Larbi Ben M’Hidi University.

2.3 Students’ Questionnaire

2.3.1 Description of Students’ Questionnaire

The students’ questionnaire contains 21 questions grouped into five sections. The first section covers students’ background information (Q1-Q3). The second section is about learners’ attitudes towards cooperative learning (Q4-Q9). The third section covers the learners’ attitudes towards anxiety (Q10-Q16). The fourth section is concerned with the effectiveness of cooperative learning on reducing anxiety (Q17-Q20). Finally, the last section is concerned with further suggestions /comments. The questions diverse between multiple choices, yes/no questions and close ended questions. Questions were arranged from the general to the most specific.

2.4.2 Analysis of students’ Questionnaire

Section One: General Information

Q1. Gender:

<table>
<thead>
<tr>
<th></th>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Male</td>
<td>Male</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>b. Female</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27
The results of this question reveal that there is a notable difference in the gender sample. The majority of learners who participate in the questionnaire are females (65%). However, the minority are males (35%). This indicates that girls prefer to study foreign languages rather than boys who like studying scientific branches such as mathematics and biology.

**Q2. Age:**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>58</td>
<td>96.7</td>
</tr>
<tr>
<td>25-30</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 3. Learners’ Age**
Table 2 shows that there are two categories of age. However, the majority of learners who have participated in the questionnaire belong to "20-25" category (96.67%); whereas, (3.33%) who belong to “25-30”. That indicates they have repeated year or they have studied other branches before.

**Q3:** Is studying English at university your choice?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>68.33</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>31.67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 4. Learners’ Choice for Learning English at the University*
Figure 3. Learners’ Choice for Learning English at the University

The table above indicates that the majority of learners who have participated in the questionnaire (68.37%) have chosen to study English at the university. These results may reflect that they are having a strong desire to study languages. The minority are (31.67%) who have not chosen studying English at the university. Thus, they are imposed by the higher ministry of education or by their parents.

Section Two: Learners’ Attitudes towards Cooperative Learning

Q4: What are the most interesting cooperative learning techniques applied in the class?

a. Group Work  

b. Class Discussion  

c. Using Games  

d. Role Playing  

e. Think pair share
The results of the table 4 show that the learners who have participated in the questionnaire are very interested and like the techniques that applied by the teacher while teaching in the class. So, they have chosen more than one technique. The majority of them prefer group work (46.67%) then think pair share (35%). However, they are less interested in class discussion (10%) and role playing (6.7%) and games (1.67%).
Q5: Do you feel better while you are working cooperatively?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>71.7</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 6. Learners’ Feeling while Working Cooperatively**

As shown in the table and the figure above the majority of learners’ (71.67%) like working in cooperative way because group work serves the learning needs of students. Refine understanding through discussion and explanation, give and receive feedback on performance and develop stronger communication skills. While (28.3%) of learners’ reject the idea of working in group because is harder than doing it on your own, also they inadmissibility working on group due to inefficiency in decisions.

Q6: In cooperative learning do you encounter difficulties?

<table>
<thead>
<tr>
<th>Options</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Table 7. Learners’ Attitudes towards the Difficulty Encountered in Cooperative Learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>26.7</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
<td>73.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6 above indicates that the majority of learners (73.33%) consider that cooperative learning is not difficult task, but the rest of them (26.67%) have different views. That indicates they do not face any problems during the group work. In addition, they do not know the difference between the traditional group work and cooperative learning and its aspects.

Q7: If yes, are these difficulties related to?

a. Different gender
b. Lack of participation
c. Personal conflicts
d. Your ideas never take into account
e. All of them
Table 8. Learners’ Difficulties in Cooperative Learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different gender</td>
<td>5</td>
<td>29.41</td>
</tr>
<tr>
<td>Lack of participation</td>
<td>7</td>
<td>41.18</td>
</tr>
<tr>
<td>Personal conflicts</td>
<td>2</td>
<td>11.76</td>
</tr>
<tr>
<td>Your ideas never take into account</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8 shows that the learners who have answered that group work is a difficult task have faced many problems during it. The majority of them (41.18%) suffer from members who do not participate. This indicates that the learners’ personality. (29.41%) suffer from different gender (17.65%) when their ideas never take into consideration. (11.76%) suffer from personal conflicts.

Q8: How do you react in cooperative learning?

a. Very motivated b. Motivated c. Not motivated
<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very motivated</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>Motivated</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Not motivated</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 9. Learners’ Reaction to Cooperative Learning**

![Pie chart showing learner's reactions]

**Figure 8. Learners’ Reaction to Cooperative Learning**

According to the table’s results, (5% or 5%) of students are motivated to work cooperatively and (46.67% or 46.67%) are very motivated. However, only (3.33% or 3.33%) of them are not motivated to work cooperatively. On the whole, students' attitudes towards cooperative learning are generally positive which motivates them to learn. Yet, it should be noted that the degree of motivation can be affected by the way the teacher proceeds with this technique.

**Q9: How the teachers assess the activities in the group?**

a. According to each one participation. [ ]

b. Giving one mark to whole group [ ]
Table 10. Learners’ Assessment during Cooperative Learning Activities

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to each one participation</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>Giving one mark to whole group</td>
<td>33</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 9. Learners’ Assessment during Cooperative Learning Activities

The table 10 and the figure 9 show that (55%) of students were assessed by giving one mark to the whole group because the group works together cooperatively and exchanged ideas and information in order to fulfil the cooperative learning goals. The minority have chosen teacher assessment according to each one participation (45%) because they know more about who participates in the task. One of them has selected both. Since, they are important.

Section Three: Learners’ Attitudes towards Anxiety

Q10: Do you feel relaxed in your class?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 11. Learners’ Attitudes towards Relaxation in the Class

<table>
<thead>
<tr>
<th>Yes</th>
<th>41</th>
<th>68,3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>19</td>
<td>31,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 10. Learners’ Attitudes towards Relaxation in the Class

As shown in the table and figure above (68.33%) of participants feel relaxed in the class because of the incorporation of learners’ together and exchange their ideas in discussion to obtain correct answer. Whereas, (31.67%) of them don’t feel relaxed in the class because they are not sociable, they are afraid to participate because of the lack of self-confidence to make errors.

Q11: If no, it is because of:

a. Teacher makes you anxious  
   [ ]

b. You don’t feel comfortable with your classmates  
   [ ]

c. Teacher makes you unconfident when criticise you harshly  
   [ ]

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher makes you anxious</td>
<td>8</td>
<td>16,3</td>
</tr>
</tbody>
</table>
You don’t feel comfortable with your classmates 32 65.3
Teacher makes you unconfident when criticise you harshly 9 18.4
Total 49 100

Table 12. The Reasons behind Anxiety in the Class

Figure 11. The Reasons behind Anxiety in the Class

The table and the figure above demonstrate that (65%) of learners don’t feel comfortable with the classmates while (18.37%) feel unconfident when the teacher criticise them harshly and (16.33%) of learners’ feel anxious in the class because of the teacher’ personality (strict and severe).

Q12: Anxiety while taking an exam or test hinders me from doing well.

a. Always b. Usually
c. Sometimes d. Rarely
e. Never

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>18</td>
</tr>
</tbody>
</table>
Table 13. The Hindrance of Learning through Anxiety

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually</td>
<td>22</td>
<td>36,7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>14</td>
<td>23,3</td>
</tr>
<tr>
<td>Rarely</td>
<td>4</td>
<td>6,7</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>3,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 12. The Hindrance of Learning through Anxiety**

The results in the Table 13 indicate that (36.67%) is the highest percentage of the learners who always suffer from anxiety followed by and (30%), who said that nervousness usually hinders them from doing well in a test or an exam. Whereas, (23.33%) said that anxiety during the exam is really blocking their ability to do well in the exam, then (6.67%) said rarely, only (3.33%) said never.
Q13: When do you feel anxious? (you may tick more than one)

a. When the teacher corrects your mistakes
b. When you do not do well in exams
c. Before starting the exam
d. When working with your classmates to solve a task

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the teacher corrects your mistakes</td>
<td>13</td>
<td>21,7</td>
</tr>
<tr>
<td>When you do not do well in exams</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Before starting the exam</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>When working with your classmates to solve a task</td>
<td>8</td>
<td>13,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 14. The Anxious Moments of Learners

The results recorded in Table 14 above shows that (40%) of the participants feel anxious before taking exams, while (25%) feel anxious when they do not do well in exam, and then
(21.67%) of learners’ feel anxious when the teacher corrects their mistake, and only (13.33%) of students’ feel anxious when working in group to solve a task. This reveals the fact the majority of students considers anxiety as a negative factor, rather than positive to do well in the language learning process.

**Q14:** Does your teacher apply some techniques to decrease students’ anxiety?

- a. Yes ☐
- b. No ☐

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>73.3</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>26.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 15. Techniques used by Teachers to Reduce Anxiety**

![Figure 14. Techniques used by Teachers to Reduce Anxiety](image)

The results from table above show that the majority of teachers (73.33%) apply some techniques to minimize learners’ anxiety because the anxiety is considered as an impediment to learn. While (26.67%) of them did not apply any strategy.
Q15: What are those techniques?

a. Teacher provides you feedback

b. Teacher motivates you

c. Teacher encourage you by rewarding

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides you feedback</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Teacher motivates you</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>Teacher encourage you by rewarding</td>
<td>23</td>
<td>38.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 16. Anxiety Reduction Techniques**

![Pie chart showing percentages](image)

**Figure 15. Anxiety Reduction Techniques**

It seems from the results the most used technique while teaching to decrease anxiety is motivating the learners with (41.67%) of the students’ responses. (38.33%) of students said that when the teacher encourages us with rewards this gives us a huge stimulation to work more and more and this encouragement and motivation from the teacher plays a great
role to reduce our stress and nervousness. While (20%) of students believe that when the teacher provides feedback this can help them to feel less anxious.

**Q16: Do you feel anxious while working on groups?**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Usually</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Rarely</td>
<td>18</td>
<td>30</td>
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<tr>
<td>Never</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 17. Frequency of Feeling Anxious during Groups**

![Pie chart showing the frequency of feeling anxious during group work]

This question aims at finding out the learners’ opinion about their feeling of anxiety while working on groups. The results above indicate that the high percentage (35%) agreed
upon the fact of feeling anxious through working on group is never, while (30%) of learners’ rarely feel anxious through working on group and (16.67%) of students experience this feeling sometimes while (10%) of learners’ usually feel anxious when working on group, (8.33%) of participants said always. As a result, the majority of learners demonstrate that working on groups reduce anxiety because they corporate together to solve tasks, exchange ideas and information and benefits from different points of views.

Section Four: The Effectiveness of Cooperative Learning in Reducing Anxiety

Q17: Does your teacher apply cooperative learning to create good atmosphere to minimize anxiety?

a. Yes☐
b. No☐

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>49</td>
<td>81.7</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 18. Implementation of Cooperative Learning to Minimize Anxiety

Figure 17. Implementation of Cooperative Learning to Minimize Anxiety

44
The results presented in both the table 18 and the figure 17 are obtained that the great majority of learners’ (81.67%) they asserted that the teacher tries to establish a relaxed atmosphere in the class. This type of atmosphere is an important affective factor in learning. Not only it does contribute to eliminating and creating motivation in learners, but it also encourages creative use of English and meaningful learning because in existence of such an atmosphere, students are not inhibited to learn and take an active role in learning. However, (18.33%) of participants have said that the teachers did not establish a relaxed atmosphere due to the problems that faced with discipline because the large number of students in class.

**Q18:** If yes, this implementation is according to:

a. praise students

b. Acknowledge what student can do

c. Check that students are comfortable with learning

d. Encourage students to participate

e. Establish a good relationship with introvert students

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise students</td>
<td>20</td>
<td>33,3</td>
</tr>
<tr>
<td>Acknowledge what student can do</td>
<td>4</td>
<td>6,7</td>
</tr>
<tr>
<td>Check that student are comfortable with learning</td>
<td>10</td>
<td>16,7</td>
</tr>
<tr>
<td>Encourage students to participate</td>
<td>23</td>
<td>38,3</td>
</tr>
<tr>
<td>Establish a good relationship with introvert students</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 19. Effective Strategies to Reduce Anxiety*
Figure 18. Effective Strategies to Reduce Anxiety

The results point out that the effective strategy can be demonstrated that (38.33%) of students’ have been encouraged to participate, (33.33%) of students praise to reinforce their skills and develop their ability, whereas (16.67%) of students’ are comfortable with learning, (6.67%) of them have acknowledge what students can do, and (5%) of students said that, the teacher apply cooperative learning to establish a good relationship with introvert students.

Q19: Does group work promote you to avoid stress?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>83.3</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 20. Avoidance of Anxiety through Group Work

Figure 19. Avoidance of Anxiety through Group Work
According to the table and figure above, (83.33%) of learner answered ‘yes’ they like working on group. Only (16.67%) of students answered ‘no’ they did not like working on group. Group work is beneficial strategy in cooperative learning which develops higher level thinking skills and promotes student-faculty interaction and familiarity also develops oral communication skills, social interaction skills and promotes positive relationship between learners.

**Q20.** When the learners cooperating with each other they feel more motivated than once who work individually which decline anxiety

a. Strongly agree ☐

b. Agree ☐

c. Don’t know ☐

d. Disagree ☐

e. Strongly disagree ☐

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>23</td>
<td>38.3</td>
</tr>
<tr>
<td>Agree</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>Don't Know</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 21.** The Learners’ Predilection

**Figure 20.** The Learners’ Predilection
From the results obtained from table 21 it is clear that the majority of students (45%) agree that they feel motivated while are cooperating with each other and (38.33%) strongly agree. While (11.67%) they don’t know if the learner motivated when work cooperatively rather than individually and (3.33%) disagree. Hence, students believed that working cooperatively is beneficial more than working individually because one hand does not clap.

Section five: Further Suggestion / Comments

In this section, students are asked to add further comments and suggestions concerning the study. We assumethe major points:

- I see that cooperative learning is very useful paradigm of teaching rather than old paradigm of teaching.
- Personally, I find that cooperative learning is an appropriate technique which motivates learners in learning English.
- I think that, within the university level, the teachers have to adopt the cooperative learning strategy with different English language skills (speaking, listening, reading and writing).
- Since the anxiety considered as a factor that hinder learning, cooperative learning is an effective strategy to reduce this anxiety level.

2.3.3 Discussion of students’ questionnaire results:

The data gathered through the questionnaire have shown many results. It was observed that the majority of participants have selected groupwork as a useful technique because it helps them to exchange their ideas with others. Also noticed that most of the participants agree that working cooperatively enhance students’ motivation, develops higher level thinking skills, develops social interaction skills, and decreases the level of
anxiety. Therefore, it confirms that students’ have positive attitudes towards cooperative learning strategy.

The analysis of the questionnaire also revealed that most of the EFL students agree that cooperative learning strategy has an effective role to reduce students’ anxiety.

2.4 Teachers’ Questionnaire

2.4.1 Description of the Teachers’ Questionnaire

Teacher questionnaire contained 21 questions grouped into five sections. Questions diverse between multiple choices, yes/no questions, close ended questions. The first section covered background information (Q1-Q3). The second section concerned with teachers’ attitudes towards cooperative learning (Q4-Q8). The third section covered teachers’ attitudes towards anxiety (Q9-Q15). The fourth section was concerned with the effectiveness of Cooperative Learning in Reducing Anxiety (Q16-Q20). Finally, the fifth and the last section were concerned with further suggestions/comments.

2.4.2 Analysis of the Teachers’ Questionnaire

Section One: Teachers’ Background Information

Q1. Please, specify your gender

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2. Teachers’ Gender
The results from the table 22 and figure 21 showed that the majority of teachers are female with (65%) and the minority are male (35%). This indicates that they prefer studying foreign languages more than males. Thus, they are teachers of English and they dominate the English department at Larbi Ben M’Hidi University.

Q2. What degree do you hold?

a. Bachelor (licence)  

b. Master  

c. Magister  

d. Doctorate  

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Magister</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Doctorate</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 23. Teachers’ degrees
Figure 22. Teachers’ degrees

It is important to ask a question to know about teachers’ educational qualification, the results obtained from Table 23 showed that (50%) of teachers hold magister degree. However, only 07 teachers hold a doctorate degree (they represented 35%) and 03 teachers hold master degree with (15%). Whenever, no one hold a bachelor (licence). This implies that they have high level. Thus, they are aware of the importance of Cooperative Learning in reducing EFL Learners’ anxiety. In addition, teaching at the university level requires high qualification to meet the learners’ needs.

Q3. How long have you been teaching English?

a. 1-5 years  b. 5-10 years  c. 10-15 years  d. More than 15 years

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>5-10 years</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>10-15 years</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Section Two: Teachers’ Attitudes towards Cooperative Learning

Q4. How often do you use cooperative learning in your teaching?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very frequently</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Frequently</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 25. Frequent Use of Cooperative Learning
Figure 24. Frequent Use of Cooperative Learning

It is clear from the results that the majority of teachers (40%) use cooperative learning with frequently and (35%) of them use it sometimes while (20%) use it very frequently just (5%) of teachers’ never use cooperative learning as a teaching techniques. All the participants in the questionnaire use cooperative learning as a teaching technique. So, they are aware about its significant and they make learners take the charge of learning. In addition, they will provide us with essential information about it.

Q5. How can the use of cooperative learning enhance your teaching? (you may tick more than one box)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It saves time</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>It develops social skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It motivates students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It saves effort  3   15
It boosts the learning process  5   25
It develops social skills  6   30
It motivates students  3   15
All of them  1   5
Total  20   100

Table 26. Teachers’ Reasons behind Using Cooperative Learning

Figure 25. Teachers’ Reasons behind Using Cooperative Learning

The results from the table above show that there is diversity in the sample responses. The majority of the participants (30%) have selected the progress of social skill and (25%) boosts the learning process. However, the teachers use cooperative learning because it saves efforts and motivate learners with equal percentage (15%) as well as other reason behind using cooperative learning in teaching that saving time with (10%). While (5%) of teachers use cooperative learning because it realizes all of the aforementioned reasons. So, cooperative learning is useful and important techniques in learning process.

Q6. What is the most difficult techniques within cooperative learning? (Order the options from the 1 “the most difficult” to 3 “the easiest”)
Table 27. Teachers’ Difficult Techniques

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Class discussion</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Roleplaying</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 26. Teachers’ Difficult Techniques

It is clear from the results that there is a notable difference in this sample. The majority of teachers (45%) have chosen group work as the most difficult teaching techniques because working in groups requires the teacher to be a good controller in order to avoid messing up the class and working in groups creates distraction and it tends to be a noisy activity and it requires teachers’ effort to monitor and guide the students. Group work is not easy to apply with students who more motivated to talk than to work together. Others, (30%) of them have selected class discussion as the most difficult teaching technique. For this, some
students who have high level dominate almost the whole time that should be devoted to all the members, but with the teacher control this difficulty will overcome. Also, Group work and role playing are learners’ centered, but in class discussion the teacher has an important role. The rest of them (25%) have chosen role playing as the most difficult one where role playing takes much time and the students need to be actors. So, they must be accurate and fluent.

Q7. As a teacher, what is the role that you play during cooperative learning activities?

a. A monitor

b. A guide

c. Others, please specify

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A monitor</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>A guide</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 28. Teachers’ Roles During Cooperative Learning Activities.

Figure 27. Teachers’ Roles During Cooperative Learning Activities.
The results from the table 28 and figure 27 showed that the majority of the teachers (70%) think that the teacher should play the role of guide during cooperative learning activities that indicates that cooperative learning is supposed to bring out the best of the students through discussion the teacher should just guide them and all the work should be done by them. So, they are aware about giving the responsibility of learning to learners. However, the minority of them (30%) have selected a monitor because they think that the teacher should participate in the work.

Q8. What is the main problem that you face while applying cooperative learning? (You can tick more than one box)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of the native language</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Group selection</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Absence (lack of class attendance)</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Lack of participation</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>A difficulty in assigning roles</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Assessment</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 29. Teachers’ Problems during Implementing Cooperative Learning*
It is clear from the results that there is a notable difference in the sample. The majority of teachers (25%) have faced the problem of absence members and (20%) of teachers’ faced problem of both lack of participation and in assessment. Also, teachers’ faced two different problems with same percentage (10%) a difficulty in assigning role and in group selection where as (10%) of teachers have chosen the use of native language. So, there is the problem of interference between the second language and the mother tongue.

**Section Three: Teachers’ Attitudes towards Anxiety**

**Q9.** Anxiety plays a negative role in foreign language teaching?

- a. Strongly agree
- b. Agree
- c. Don’t know
- d. Disagree
- e. Strongly disagree

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 30. Negative Role of Anxiety**
Figure 29. Negative Role of Anxiety

In this question, teachers were asked about their opinion concerning the negative role of anxiety in foreign language teaching. The results above table 30, figure 29 showed a great tendency (40%) agree that anxiety play a negative role in learning process, (35%) of them are strongly agree because they know the bad effects of anxiety while (15%) of teachers are disagree and (5%) of teachers who are don’t know and strongly disagree. Consequently, anxiety has negative role on learning according to agreement of majority while who are disagree they did not experience the feeling of anxiety.

Q10. How often do you consider students’ anxiety level when you divided groups/tasks?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Rarely</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 31. Teachers Thinking on Students’ Anxiety Level
Figure 30. Teachers Thinking on Students’ Anxiety Level

The table and the figure above showed that the teachers divided students in groups taking into consideration their anxiety level, (45%) of teachers rarely take into consideration students’ anxiety level. Whereas, (30%) they think sometimes about their learners’ anxiety level and (15%) never do so, only (10%) of teachers always think about the learners’ anxiety level when divided into groups.

Q11. If you have chosen (a) or (b), please explain how

............................................................................................................................................................

............................................................................................................................................................

Teachers explain how react with students’ anxiety level. some of their answers are quoted as follow:

- I always try to help them to be involved in the teaching / learning process
- I select the members they work with; give them easier tasks; motivate them; give them more guidance.
- Students are affected with several factors that make them anxious like being shy. So I will establish a good relationship with introvert students

From the answers given by teachers, we noticed that in a way or another teachers always try to create a good environment to help students in learning.

Q12. Do you think that the teacher plays a role in increasing students’ anxiety?

a. Yes □ .................................................. b. No □ ..................................................

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 32. Teachers’ Roles in Increasing Students’ Anxiety

As it is indicated in table 31, (60%) of teacher can increase the students’ anxiety while (40%) of teacher answered ‘no’ this reveals that the teacher can play positive role to reduce anxiety and a negative role to increase anxiety as well.

Q13. If you think that the teacher can contribute to student anxiety, is it when

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constantly correcting students’ errors</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Criticizing their mistakes</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Neglecting them when they are too anxious to participate</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 33. Negative Role of Teacher to Increase Learners’ Anxiety
Figure 32. Negative Role of Teacher to Increase Learners’ Anxiety

The table and the figure above reveal that the negative role of teachers (45%) of teachers’ correct student’s errors continuously and criticize learners’ mistakes whereas, (10%) of teachers’ neglecting them when they are too anxious to participate. the results obtained demonstrated that teacher can contribute students’ anxiety when he is followed this factor in class. because this method discourages learners’ skills and slow down their level of thinking skill because all this factor concern with anxiety.

Q14. Do you treat anxious students in a specific way?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 34. Anxiety Treatment
Figure 33. Anxiety Treatment

Teachers were asked if they treat anxiety according to specific way. We noticed from the table above (table 34) that the majority of teachers (65%) treat anxiety in specific way while the minority (35%) of teachers did not do any reaction to treat anxiety.

Q15. If yes, please explain how

...............................................................................................................................
.........................................................................................................................

This question is designed to get information about the way that teacher followed to treat students’ anxiety. Their answers are quoted as follow:

- Encouraging them to participate, tolerating some of their mistakes, positive feedback.
- I try to make them relax.
- Make it simple for them saying it is good to take it easy and that participation and active learning is for their good.

- By trying to make them comfortable and providing them with an atmosphere includes humour.

- I try to talk them alone at the end of the session trying to discuss the reasons behind their anxiety to look for solution if possible.

- I try to give them more space, encourage them and make them feel comfortable by showing them that their participation is really important for me.

- Positive feedback from time to time meant for encouragement, avoiding constant connection of mistakes introducing humour (creating comfortable atmosphere).

From the answers given by teachers, we noticed that teachers do their best to treat students’ anxiety.

Section Four: The Effectiveness of Cooperative Learning on Reducing Anxiety

Q16. The implementation of cooperative learning would help reducing students’ anxiety?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Don't Know</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 35. Reducing Anxiety through Implementation of Cooperative Learning

| Total | 20 | 100 |

Figure 34. Reducing Anxiety through Implementation of Cooperative Learning

In this question, teachers were asked about the implementation of cooperative leaning to reduce anxiety. The results obtained from Table 35 showed that (45%) of teachers agreed that application of cooperative learning reduce anxiety and (30%) of them strongly agreed with the statement; however, (15%) resided with no opinion. while, (5%) for both disagreed and strongly disagreed. In fact, cooperative learning in a way or another minimize anxiety.

Q17. The implementation of cooperative learning would improve students’ social skill and involvement?
Table 36. Improving Students’ Social Skill through Cooperative Learning

Figure 35. Improving Students’ Social Skill through cooperative learning

The table and figure above showed that half of respondents (50%) strongly agreed that improving students’ social skill could be done through cooperative learning and (30%) agreed the statement, only (10%) resided with know opinion. However, (5%) disagreed and strongly disagreed this implementation of cooperative learning.

Q18. Do you use some methods to decrease your students’ anxiety?

a. Yes ☐

b. No ☐
<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 37. Method Used to Decrease Anxiety**

According to the table and figure above. The majority of teachers’ (55%) answered ‘yes’ they rely on some methods to decrease students’ anxiety. While (45%) of them they answered ‘no’. As a results, teachers’ were aware of the significant role of methods to enhance and improve learning process and decline anxiety.

**Q 19.** The students will feel more comfortable when working in group than when working alone?

a. Strongly agree □
b. Agree □
c. Don’t know □
d. Disagree □
e. Strongly disagree □
The results the table and figure above showed that (50%) of learners agreed that they prefer to work on group rather than working individually and (30%) of them agreed this method, (15%) resided with no opinion, (5%) disagreed this method they prefer to work individually.

We can deduce that working on group more effective than working individually because working on group gives opportunities to learners to develop their learning process.

20. The introduction of some fun in the class (through games, role play) would have a great effect in attracting anxious students to be involved?

a. Strongly agree  

b. Agree  

Table 38. Learner Attitudes towards Working on Cooperatively rather than Individually

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Don't Know</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 37. Learner Attitudes towards Working on Cooperatively rather than Individually
c. Don’t know  

d. Disagree  

e. Strongly disagree  

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Don't Know</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 39.** Reduce Anxious Feeling’ through Introduction of Fun

**Figure 38.** Reduce Anxious Feeling’ through Introduction of Fun

From table 39 and figure 38 it is clear that the majority of teachers (50%) introduce some fun to attract student and reduce anxiety and (35%) answered by strongly agree i.e., they encourage the technique. However, (10%) disagree this technique and (5%) resided with no opinion. As a result, we deduce that, the majority support this technique to attract learners’ and motivate them because of the variety of techniques through cooperative learning to minimize anxiety.

**Section Five: Further Suggestions and Comments**

On the light of the results from the questionnaire administered to teachers, we can notice that:
- Teachers of English should be able to create an interesting atmosphere in classroom by managing the class and using appropriate techniques depending on students’ needs.

- Teachers of English should be able to motivate their students in learning English, because motivation is the most important factor in learning.

- Teachers of English should be more creative on assisting students in learning English, especially in teaching process.

- Teachers of English should follow up some strategies to reduce students’ anxiety.

- Anxiety is a negative factor in learning. So, teachers should support all the methods that enhance learning and encourage learners to develop their social skill and level of thinking skill.

**2.4.3 Discussion of teachers’ questionnaire results:**

On the light of the results obtained from the teachers’ questionnaire, we note that:

- All teachers are using cooperative learning as teaching technique to capture the learners’ interests.

- The majority of teachers use cooperative learning in order to develop social skills (30%) and (25%) boosts learning process and enhance the learners’ English language.

- The most of teachers (45%) think that group work is the most difficult teaching technique.

- All teachers have positive attitudes towards shifting the responsibility of learning from teacher to learner-centered.
- The majority of teachers’ (45%) agree that anxiety plays a negative role in foreign language teaching.

- The majority of teachers’ (60%) can increase students’ anxiety through criticizing their mistakes harshly or neglecting them when they participate.

- Cooperative learning is the most useful strategy to reduce students’ anxiety through praise them, encourage them to reinforce their social and thinking skills.

**Conclusion**

The present study aimed to investigate teachers’ and learners’ attitudes towards the role of effective implementation of cooperative learning to reduce students’ anxiety. After analysing and discussing the results of the both questionnaires. After analysing and discussing the results of the questionnaires, the results we have obtained confirmed our hypothesis, in the sense that the results highlighted the value of cooperative learning to reduce students’ anxiety. This indicated that the majority of EFL teachers’ and learners believed that cooperative learning an effective strategy that support new paradigm of teaching which enhance thinking level skill and develop social skill. The outcomes mirror teachers’ and learners’ positive attitudes towards the role of effective implementation of cooperative learning to reduce students’ anxiety.
General Conclusion

the present study is undertaken to shed light on the effectiveness of cooperative learning as well as investigating both teachers' and learners' attitudes towards the role of effective implementation of cooperative learning to reduce students' anxiety. The first chapter is the theoretical part. It has presented some theoretical background about some issue related to our study. This chapter contains two main sections: the first section tackles the first variable, cooperative learning, whereas, the second section tackles the second variable, anxiety. However, the second chapter is devoted to the practical part. includes the analysis of data collected from the teachers’ and students’ questionnaires, in order achieve precision. We have opted the third-year students of Department of English, University of Larbi Ben M’Hidi, Oum El Bouaghi as our sample. The analysis of the questionnaires revealed that teachers and students have positive attitudes towards the role of cooperative learning plays in reducing students’ anxiety.

Limitations of the Study

1. The main problem is time constraint. Extended time would be very helpful for conducting this study on larger sample of students and teachers to get results that are more reliable.

2. Concerning the research method, it would be better if we have dealt with an experiment. However, due to time constraints we dealt with a descriptive study.
Pedagogical Implications

After the presentation of the collected results and their analysis, we propose the following pedagogical implications:

1. Teachers should be aware of the importance of the criteria of forming the groups. So, they should not form the groups randomly.
2. Teachers should take training to apply cooperative learning in order they achieve better results.
3. Teachers of English should be able to motivate their students in learning English because motivation is the most important factor in learning process on anxiety reduction.
List of References


Retrieved from https://doi.org/10.1016/S0149-2918(00)89070-0


Appendix A: Students’ Questionnaire

Dear Student,

We would appreciate it if you help us by answering the following questions in survey conducted in the English Department of Larbi Ben M’hidi University. This questionnaire is designed to gather data as a part of research work carried out in the frame work of a master degree. It at investigating teachers ‘and learners’ attitudes towards the role of effective implementation of cooperative learning to reduce students’ anxiety. Please answer each statement by ticking the corresponding box(es) and make a full statement whenever necessary.

Cooperative Learning

An educational strategy where students of different levels of readiness work cooperatively towards a common goal. While it can be a successful strategy, it comes with its own challenges.

Anxiety

The term anxiety refers to feelings of worry, nervousness, apprehension, or fear commonly experienced by people when faced with something they view as challenging in a test, speaking in public, performing in public, a job interview, divorce, layoff, or any number of other stress inducing events.

Ms. BETTICHE Nour El Houda
Supervisor: Mr HAMADOUCHE Mokhtar
Field: Teaching English as a Foreign Language
Faculty of Letters and Languages
Department of English
Larbi Ben M’hidi University-Oum El Bouaghi
Section One: General Information about The Participants

Q1: Gender:
   a. male. □  b. female □

Q2: Age:
   a. 20-25 □  b. 25-30 □

Q3: Is studying English at university your choice?
   a. Yes □  b. No □

Section Two: Learners’ Attitudes towards Cooperative Learning

Q4: What are the most frequent techniques applied by teacher while teaching?
   a. Group Work □
   b. Class Discussion □
   c. Using Games □
   d. Role Playing □
   e. Think pair share □

Q5: Do you feel better while you are working cooperatively?
   a. Yes □  b. No □

Q6: In cooperative learning do you encounter difficulties?
   a. Yes □  b. No □
Q7: If yes, are these difficulties related to?

a. Different gender 5
b. Lack of participation 7
c. Personal conflicts 2
d. Your ideas never take into account 3
e. All of them 0

Q8: How do you react in cooperative learning?

a. Very motivated
b. Motivated
c. Not motivated

Q9: How the teacher assess the activities in the group?

a. According to each one participation
b. Giving one mark to whole group

Section Three: Learners’ Attitudes towards Anxiety

Q10: Do you feel relaxed in your class?.

a. Yes b. No

Q11: If no, is because of:

a. Teacher makes you anxious
b. You don’t feel comfortable with your classmates
c. Teacher makes you unconfident when criticise you harshly
Q12: anxiety while taking an exam or test hinders me from doing well.

   a. Always   [ ]
   b. Usually   [ ]
   c. Sometimes   [ ]
   d. Rarely   [ ]
   e. never   [ ]

Q13: When do you feel anxious?( you may tick more than one)

   a. When the teacher corrects your mistakes   [ ]
   b. When you do not do well in exams   [ ]
   c. Before starting the exam   [ ]
   d. When working with your classmates to solve a task   [ ]

Q14: Does your teacher apply some techniques to decrease students’ anxiety?

   a. Yes   [ ]
   b. No   [ ]

Q15: What are those techniques?

   a. Teacher provides you feedback   [ ]
   b. Teacher motivates you   [ ]
   c. Teacher encourage you by rewarding   [ ]
Q16: Do you feel anxious while working on groups?

- a. Always
- b. Usually
- c. Often
- d. Rarely
- e. never

Section Four: The Effectiveness of Cooperative Learning in Reducing Anxiety

Q17: Does your teacher apply cooperative learning to create good atmosphere to minimize anxiety

- a. Yes
- b. No

Q18: if yes, this implementation is according to:

- a. praise students
- b. Acknowledge what student can do
- c. Check that students are comfortable with learning
- d. Encourage students to participate
- e. Establish a good relationship with introvert students

Q19: does group work promote you to avoid stress?

- a. Yes
- b. No
Q20: When the learner cooperating with each other they feel more motivated than once who work individually which decline anxiety

a. Strongly agree  

b. Agree  

c. Don’t know  

d. Disagree  

e. Strongly disagree  

Section five: Further Suggestion and Comments

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........................................................................................................................
........................................................................................................................
........................................................................................................................
........................................................................................................................
Teacher’s Questionnaire

Dear Teacher,

This questionnaire is designed to gather data as a part of research work carried out in the framework of master degree. It aims at investigating teachers’ and learners’ attitudes towards the role of effective implementation of cooperative learning to reduce students anxiety.

We would be very grateful if you take part in this questionnaire. Please answer each statement by ticking the corresponding box (es) and make full statement whenever necessary.

Thank you in advance for your collaboration.

Ms BETTICHE Nour El Houda

Supervisor: Mr HAMADOUCHE Mokhtar

Field: Teaching English as a Foreign Language

Faculty of Letters and Languages

Department of English

Larbi Ben M’hidi University-Oum El Bouaghi
Section One: Background Information

1. Please, specify your gender
   a. Male □  b. Female □

2. What degree do you hold?
   a. Bachelor (licence) □
   b. Master □
   c. Magister □
   d. Doctorate □

3. How long have you been teaching English?
   a. 1-5 years □
   b. 5-10 years □
   c. 10-15 years □
   d. More than 15 years □

Section Two: Teachers’ Attitudes towards Cooperative Learning

4. How often do you use cooperative learning in your teaching?
   a. Very frequently □
   b. Frequently □
   d. Sometimes □
   e. Never □

5. How can the use of cooperative learning enhance your teaching? (you may tick more than one box)
   a. It saves time □
   b. It saves effort □
   c. It boosts the learning process □
   d. It develops social skills □
   e. It motivates students □
   f. All of them □
6. What is the most difficult techniques within cooperative learning? (Order the options from the 1 “the most difficult” to 3 “the easiest”)

   a. Group work
   b. Class discussion
   c. Role playing

7. As a teacher, what is the role that you play during cooperative learning activities?

   a. A monitor
   b. A guide
   c. Others, please specify

8. What is the main problem that you face while applying cooperative learning?

   (You can tick more than one box)

   a. The use of the native language
   b. Group selection
   c. Absence (lack of class attendance)
   d. Lack of participation
   e. A difficulty in assigning roles
   f. Assessment
Section Three: Teachers’ Attitudes towards Anxiety

9. Anxiety plays a negative role in foreign language teaching?
   a. Strongly agree □  b. Agree □  c. Don’t know □
   d. Disagree □  e. Strongly disagree □

10. How often do you consider students’ anxiety level when you divide groups /tasks?
    a. Always □  b. Sometimes □  c. Rarely □  d. never □

11. If you have chosen (a) or (b), please explain how

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........................................................................................................................................................................

12. Do you think that the teacher plays a role in increasing students’ anxiety?
    a. Yes □  b. No □

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

   a. Constantly correcting students errors □
   b. Criticizing their mistakes □
   c. Neglecting them when they are too anxious to participate □

14. Do you treat anxious students in a specific way?
    a. Yes □  b. No □
15. If yes, please explain how

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...............................................................................................................................

Section Four: The Effectiveness of Cooperative Learning on Reducing Anxiety

16. The implementation of cooperative learning would help reducing students’ anxiety?
   a. Strongly agree ☐  b. Agree ☐  c. Don’t know ☐
   d. Disagree ☐  e. Strongly disagree ☐

17. The implementation of cooperative learning would improve students’ social skill and involvement?
   a. Strongly agree ☐  b. Agree ☐  c. Don’t know ☐
   d. Disagree ☐  e. Strongly disagree ☐

18. Do you use some methods to decrease your students’ anxiety?
   a. Yes ☐  b. No ☐

19. The students will feel more comfortable when working in group than when working alone?
   a. Strongly agree ☐  b. Agree ☐  c. Don’t know ☐
   d. Disagree ☐  e. Strongly disagree ☐
20. The introduction of some fun in the class (through games, role play) would have a great effect in attracting anxious students to be involved?

   a. Strongly agree  
   b. Agree  
   c. Don’t know  
   d. Disagree  
   e. Strongly disagree

Section Five: Further Suggestions and Comments

21. Please, add any comments or suggestions

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Résumé

L’anxiété joue un rôle décisif et crucial quand à l’apprentissage de la langue étrangère. Parce qu’elle considérée comme un facteur négatif qui peut empêcher le processus d’apprentissage C’est un obstacle réel pour achever une compétence linguistique adosute. la présente étude est réalisée afin des d’étudier a la fois les attitudes des l’enseignent et des élèves envers le rôle de la mise en eouvre effective de l’apprentissage coopératif pour réduire l’anxiété des élèves. a ce propos deux questionnaire ont été élaborer, le premier a été administré a les enseignent et la deuxième a 60 étudiants du départements de L’Arbi Ben M’Hidi Oum El bouaghi sur la base des résultats obtenue de deux questionnaires ont montré les enseignants et les élèves ont des attitudes positives quand a l’efficacité de l’apprentissage coopératif, pour réduire l’anxiété en classe. Eventuellement il est recommandé d’établir et instaurer la coopération dans diverse et différent matière, par ailleurs les enseignants sont invités a développer une meilleure prise en compte et vigilance par rapport aux différentes techniques de l’apprentissage coopératif et les meilleurs moyens de la mettre en pratique en classe.
القلق يلعب دورا حاسما في تعلم اللغة الأجنبية لأنه يعتبر عاملًا سلبيًا يعيق عملية التعلم، وعادةً ما يساهم في التعلق. الكفاءة اللغوية الكافية يتم تحقيقها بمواجهة كل من المعلمين والطلاب نحو دور التنفيذ الفعال للتعلم التعاوني في الحد من قلق الطلاب. في هذا السياق، تم تصميم استبيانين. كانت تدار أول الاستبيانات 1-20 المعلمين والثانية إلى ستين طالبا في السنة الثالثة في قسم اللغة الإنجليزية، جامعة العربي بن مهدي - أم البوقي. النتائج المتحصل عليها من كلا الاستبيانين يظهر أن المعلمين والطلاب لديهم اتجاهات إيجابية حول فعالية التعلم التعاوني الحد من القلق في الفصول الدراسية. في نهاية المطاف، من المستحسن تنفيذ التعاون في المواد المختلفة التي تدرس في الجامعة. علاوة على ذلك، يُدعى المعلمن إلى تطوير المزيد من الوعي حول التقنيات المختلفة للتعلم التعاوني وأفضل الطرق لوضعها موضع التنفيذ داخل الفصل الدراسي.

المفتاحية: التعلم التعاوني، القلق