

The Impact of Collaborative Learning on Reducing Language Anxiety in EFL Preparatory School Students Speaking performance

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أثر التعلم التعاوني في تقليل قلق اللغة وتحسين أداء التحدث لدى طلبة المرحلة الإعدادية متعلمي اللغة

الإنجليزية كلفة أجنبية

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المستخلص

أجريت هذه الدراسة لمعرفة أثر التعلم التعاوني على القلق اللغوي وأداء التحدث لدى طلاب المرحلة الإعدادية متعلمي اللغة الإنجليزية كلفة أجنبية. يواجه معظم طلاب اللغة الإنجليزية كلفة أجنبية القلق عند التحدث بالإنجليزية، وهذه المشاعر تؤثر سلباً على المشاركة الشفوية والكفاءة التواصلية بشكل عام. لمعالجة هذه المشكلة، تم استخدام تصميم شبه تجريبي، حيث درست مجموعة تجريبية باستخدام استراتيجيات التعلم التعاوني، في حين درست مجموعات ضابطة بأسلوب التدريس التقليدي المعتمد على المدرس. تم اختيار عينة عشوائية مكونة من 60 طالباً من مدرسة نور المعرفة الإعدادية للبنين للصف الخامس خلال العام الدراسي 2023-2024، ويمثل هذا حوالي 60% من العدد الكلي. تم استخدام تصميم اختبار-إعادة اختبار مع تطبيق اختبار أداء التحدث ومقياس القلق اللغوي قبل وبعد العلاج التعليمي. أظهرت نتائج الدراسة أن طلاب المجموعة التجريبية عانوا من قلق لغوي أقل بشكل ملحوظ، وأبدوا تحسناً واضحاً في أداء التحدث مقارنة بالمجموعة الضابطة. وتشير النتائج إلى أن التعلم التعاوني يخلق بيئة تعليمية داعمة وغير مهددة، مما يحفز المشاركة ويعزز الثقة بالنفس لدى المتعلمين بالإضافة إلى تحسين الكفاءة الشفوية في اللغة. وبناءً على ذلك، تؤكد الدراسة على ضرورة دمج أساليب التعلم التعاوني في تدريب مهارات التحدث باللغة الإنجليزية في المدارس الإعدادية. الكلمات المفتاحية: التعلم التعاوني، القلق اللغوي، مهارات التحدث، طلاب اللغة الإنجليزية كلفة أجنبية، المدارس الإعدادية.

Abstract

The present research is conducted to find out the effect of cooperative learning on anxiety and Speaking performance of EFL preparatory students. The majority of EFL students experience anxiety when speaking English and such an emotion negatively impacts the oral participation and overall communicative competence. To address this problem, it was decided that a quasi-experimental design will be used employing an experimental class learning through collaborative strategies and control classes learning via teacher's center methods. A random sample consisting of 60 students was chosen extract from Noor al Mareefa preparatory school for boys' student of fifth stage throughout the academic session 2023-2024 that represent; about 60 % of total number. Test-retest design with a pre- and post-treatment administration of the speaking performance test and language anxiety scale. It was concluded from the results of the study that students in the experimental group suffered significantly less language anxiety and showed marked improvement in their speaking performance than did students in the control group. The findings indicate that collaborative learning fosters a supportive and non-intimidating learning climate, which stimulates participation, self-assurance of learners could be built up as well as oral language proficiency. Thus, the research emphasizes the need for incorporating collaborative learning methodologies in EFL speaking training within preparatory school.

Keywords: collaborative learning, language anxiety, speaking skills, EFL students, secondary school.

1. Introduction

It is widely believed that learning to speak a foreign language is one of the most difficult aspects in studying for new language. Many students are very nervous about having to talk English in front of other people so the chances of them doing it well and wanting to do is hardly likely. This syndrome, known as foreign language anxiety, is widely recognized as a barrier to successful learning (Horwitz, Horwitz & Cope, 1986). Even students in Iraqi high schools with an English language program say they are terrified, ashamed and not very confident when it comes to speaking. This type of anxiety impedes children in speaking and inhibits their development of effective communication (Alrabai, 2015). One possible approach to reduce students' anxiety and increase the participation in EFL classes is cooperative learning. It refers to methods of teaching in which students work together in groups toward common learning goals. According to Johnson (2018), learners develop self-confidence, share ideas, and enhance language learning in a supportive environment through interaction and peer support. If we let our students collaborate, they can be more in control of their learning and talk to each other about what is important (Suwantarathip & Wichadee, 2010). Social and collaborative aspects of collaborative learning can help to alleviate emotional stress when communicating in a foreign language according to many gatherings up in the existing studies. Working together with fellow students helps participants in overcoming the fear of making mistakes and contributes to a positive and less threatening learning environment (Zheng, 2021). Furthermore, peer interaction, in a non-threatening atmosphere over time helps learners to cooperate by sharing linguistic tools and receiving feedback that leads to taming their anxieties when they speak and refining oral performance (Gillies, 2016). In spite of the growing global attention to collaborative learning, little research has been conducted on its psychological implications—particularly in terms of language anxiety—in the context of Iraqi university EFL (Gedikli & Başbay, 2020). Therefore, the purpose of the present study is to explore the influence of collaborative learning on reducing language anxiety among Iraqi secondary school students. It aims to offer empirical evidence on the effectiveness of such a strategy in creating an optimal classroom climate and promoting students' confidence and some sort of engagement in English speaking (Amini & Bicen, 2024).

1.1 Statement of the Problem

Despite taking the language for many years in middle and high school, most Iraqi students are unable to speak English fluently. They often don't want to speak in front of people out of fear from mistakes and embarrassment as well as a study-reflective low self-esteem. These feelings are well-known as foreign language anxiety and have been identified as one of the main obstacles to English oral communication (Horwitz, Horwitz, & Cope 1986). Students in 'teacher-centred' classrooms (which are essentially guided by constant anxiety-inducing fears of failing and passing grammar drills tests) where there is a strong focus on grammar rules rather than group cooperation also report higher levels of stress. This, in many cases limits their involvement and impacts negatively on their speaking skill (Alrabai, 2015). Numerous studies have revealed the beneficial nature of cooperative learning in terms of promoting students' engagement and reducing anxiety in language classrooms (Gillies, 2016). Student pairs, small groups: Encouraging students to work together in pairs or small groups so they can bounce ideas off of one another and speak without inhibition contributes to a less-stressful speaking environment. This culture of sharing encourages speaking and self-confidence (Zheng, 2021). However, very little research exists on how cooperative learning affects the level of student's anxiety in speaking and confidence in speaking among Iraqi EFL learners. The combination of traditional teacher-centered methods used by most teachers, with nearly 80% using the native tongue and 70% being the major speakers in class (MacIntyre, 2017), still generates an oral test anxiety among many students that makes them reluctant to talk or less motivated to be involved orally. Addressing this gap is crucial. Evaluating the use of collaborative learning strategies might furnish teachers with tactful techniques for dealing with speaking apprehension. So, not only lessening the language anxiety can help students to participate more in classroom activities, it can also help them develop better communication skills and more favorable attitude towards learning English (Gedikli, & Başbay, 2020).

1.2 Aims of the Study

The present study seeks to accomplish the following objectives:

1. To investigate how collaborative learning contributes to reducing language anxiety among Iraqi secondary school students during EFL speaking classes.
2. To compare students' levels of speaking anxiety when taught through collaborative learning strategies versus traditional, teacher-centered instruction.

3. To examine the influence of collaborative learning on learners' oral participation and their self-confidence in English-speaking tasks.

1.3 Hypotheses of the Study

1. There is no statistically significant difference in language anxiety levels between the experimental group and the control group in EFL speaking classes following the implementation of collaborative learning.
2. There is no statistically significant difference in oral participation between students in the experimental group and those in the control group after engaging in collaborative learning activities in EFL speaking classes.
3. There is no statistically significant difference in speaking confidence between the experimental and control groups in EFL classes as a result of applying collaborative learning strategies.

1.4 Limits of the Research

The limitations of the research are:

1. Fifth – grade preparatory female students at Al-Noor Al-Maarefah Secondary School for Girls / Baghdad for the academic year (2023–2024) / the first semester.
2. Units selected from the prescribed English textbook for the fifth preparatory stage.

1.5 Plan of the Research

1. A Sample of (fifth) grade preparatory female students from Al-Noor Al-Maarefah for Girls Secondary School in Baghdad have been randomly selected, and divided into two equal groups: the experimental group and the control group each one (30) students.
2. Matching the two groups according to age, parents' academic achievement, students' English language scores in the year prior to the study, and pretest.
3. Constructing a pre-post achievement test.
4. At the end of the learning phase both groups receive an identical (built upon) test.
5. Determining how valid, reliable, difficult these tests are.
6. Statistically analyzing the collected data and explaining the results.
7. Discussing results, drawing conclusions, and proposing recommendations and suggestions for further studies.

1.6 Definition of the basic terms

1.6.1 Collaborative Learning

Peer learning is a pedagogical method in which students team up with one another, ideally as a pair or small group to work together towards common learning objectives. This approach focuses on the activity, mutual assistance and collaborative problem solving that can promote cognitive understanding and emotional growth (Johnson & Johnson, 2018).

In this study the experimental group engaged in cooperative learning as a teaching technique and continues for six weeks. These activities consisted of pair talk, small-group problem solving and interactive role plays. The teacher guided the activity but did not control the classroom and encouraged students to work together on speaking tasks.

1.6.2 language anxiety

Language anxiety is the stress or fear associated with using a foreign language (Horwitz, Horwitz & Cope, 1986). Oral participation is an indicator to what extent students participate in speaking activities (Gillies, 2016). Speaking confidence refers to Pupils' feeling about their own skill and comfort while they speak in English (Zheng, 2021). The operational definition of language anxiety is language anxiety that assessed with the Foreign Language Classroom Anxiety Scale (FLCAS) before and after intervention

Chapter Two Literature Review

2.1 Foreign Language Anxiety

Foreign language anxiety (FLA) is one of the most frequent affective barriers in the process of learning a new language. It refers to feelings of stress, fright and worry related either to acting, or learning a second language (Horwitz et al., 1986). Several studies showed that high anxiety would lower the speaking performance, oral participation and language learning motivation among students (Alrabai, 2015). Foreign language anxiety is a fear of additional target language mistakes in the presence of peers is common among secondary students, which may inhibit their participation in class and hinder communicative competence (Hanh & Huyen, 2024).

2.2 Language Anxiety in EFL Contexts

Language anxiety refers to those feeling of strain, discomfort or apprehension that are related to language learning, and is particularly associated with speaking activities (Horwitz et al., 1986). It is believed to be one of the most prevalent emotional obstacles that influence on learners' oral performance, participation, and

motivation (Alrabai, 2015). It has been found that students with high language anxiety avoid speaking, participate less in classroom activities and fail oral exam (Goda, et al., 2016). In Iraqi secondary schools, students are prone to fear of peer perception and embarrassment that deters their oral participation and obstructs communication (OUALI, 2014). As such, reduction of language anxiety is necessary to encourage active participation and facilitate the development of speaking ability.

2.3 Collaborative Learning in EFL Classrooms

Cooperative learning is a teaching strategy where students work together in small groups through a common task. This approach focuses on collaboration, support for each other and collaborative problem-solving (Johnson & Johnson, 2018). Not only cognitive outcomes, such as language proficiency, but also affective ones, for example, diminished anxiety and more motivation have been proven to be improved through cooperative learning in EFL settings (Suwantarathip & Wichadee, 2010).

Typical cooperative tasks are pair discussion, group work, role-plays and think-pair-share tasks; all these activities provide a possibility of 'active engagement' and 'peer interaction' (ORHAN-KARSAK, 2021).

2.4 Collaborative Learning as an Intervention

Collaborative learning refers to a collective instructional approach in which students interact in dyads or small groups with the same objectives, mindset matters because it teaches the value of cooperation, aiding one another and working out solutions together (Johnson & Johnson, 2018). Study after study has found that learning together benefits both the mind and the heart. It improves comprehension, critical thinking, and linguistic accuracy, while reducing anxiety and increasing motivation (Gillies, 2016). The approach of cooperative learning when practiced forms a comfortable environment within which students may practice the language without fear of criticism, thereby reducing anxiety and enhancing confidence (Slavin, 2014). A substantial number of empirical studies have found that team learning can be beneficial in lowering language anxiety. Small group work can provide students with opportunities to help each other, and to share ideas and trial new thinking without fear of recrimination – thereby potentially boosting confidence and participation (Zheng, 2021).

2.5 Related previous studies

Several previous studies have investigated the role of collaborative learning in reducing language anxiety and enhancing speaking performance among EFL learners at different educational levels.

2.5.1 Johnson and Johnson (2018)

This research investigated the impact of cooperative learning techniques on speaking anxiety of EFL learners. The subjects were high-school students who divided into experimental and control groups. The speaking test and the foreign language anxiety questionnaire were employed as Instruments by the researchers. It was revealed that students under conditions of cooperative learning activities experienced lower anxiety and made better speaking performance over their counterparts who were directly instructed in the traditional way.

2.5.2 Alrabai (2019)

Collaborative Learning and Speaking Anxiety of Saudi EFL Learners: An exploratory Study. A quasi-experimental design was applied, and students of private schools were recruited. The data were collected from classes, speaking tasks and anxiety scale. The results showed that collaborative learning fostered a supportive climate in the classroom, where students spoke more confidently and were less afraid of making mistakes.

2.5.3 Tran and Lewis (2020)

The purpose of this research was to explore the influence of group work and peer interaction on EFL learners' oral output. The subjects were EFL learners at the pre-intermediate level. The tools were a pre-/post-speaking test, and the students' reflections. Findings revealed that students significantly improved in fluency, interaction and anxiety when responsibility and peer support were shared.

2.5.4 Hussein (2022)

The effectiveness of cooperative speaking activities in lessening language anxiety was investigated in a group of Iraqi EFL preparatory students. The research was a quasi-experimental design using speaking performance tests and anxiety scale of language. The results also indicated that the students who were instructed through collaborative learning techniques performed better in speaking ability and expressed less level of anxiety; indicative of the appropriateness of collaborative learning in Iraqi EFL situation.

5. Discussion of the Related Previous Studies

The above reviewed studies all highlight the positive function of CLT in lowering language anxiety and improving speaking skills among EFL students. Although their contexts, participants and research tools might

vary in the three studies, the consistent result is that cooperative learning fosters a supportive language learning atmosphere to reduce learners' anxiety of critical evaluation and promote oral production. Johnson and Johnson (2018) showed that collaborative learning methods noticeably reduced speaking anxiety, reinforcing the idea of shared responsibility and peer interaction in alleviating psychological anxiety that is often associated with individual speaking activities. Likewise, Alrabai (2019) underscored the role of classroom environment; he found that cooperative learning creates a sense of membership and emotional shelter leading to enhanced speaking confidence. More support for these results comes from a study by Tran and Lewis (2020) demonstrating that peer interaction not only enhances speaking fluency and interactional skills but also assists learners in reducing their sense of hesitation and anxiety. It was suggested that this gain was the result of frequent exposure to communicative settings in small groups, which provided adult beginners with opportunities to engage in spoken interactions without the threat of immediate teacher feedback. Similarly, Hussein (2022) verified the usefulness of speaking tasks in pairs within an Iraqi EFL context as a cultural compatible and advantageous device for high school preparatory students, especially that those are susceptible to high levels of language anxiety. In general, reviewed studies to show a uniform trend that cooperative learning is an effective method for diminishing language anxiety and enhancing speaking efficiency. Nonetheless, the vast majority of research was conducted on EFL- general contexts with little attempts toward overall preparatory school learners' speaking performance as a global outcome to anxiety decrease. Thus, the current study intends to fill this gap, investigating the effect of collaborative learning on language anxiety and speaking performance in EFL preparatory school students.

Chapter Three Methodology

1. Research Design

In this research an experimental group and a control group are used as quasi-experimental design. Collaborative learning is adopted by experimental group, while control group cooperates with conventional teacher-oriented teaching. Language anxiety, oral participation and speaking confidence are tested utilizing pre-test – posttest design of intervention effect (Creswell, 2014). *Table (3.1) The Experimental Design of the Study*

Groups	Independent Variable	Pretest	Dependent Variable	Posttest
EG.	Collaborative Learning	Pretest	Speaking performance Language Anxiety	Posttest
CG.	Conventional Method	Pretest	Speaking performance Language Anxiety	Posttest

3.2 participants

In Creswell's (2012) words, the first expression refers to a collection of like subjects. Any number (or type) of people selected to act as representatives of the population is a sample (Richards and Rodgers, 1992). The present study involved 60 EFLpro preparatory school learners. They were drawn from the same preparatory school in order to control for homogeneity with respect to educational context and learning circumstances. They were randomly divided into two groups, an experimental group and a control group; each of the two groups consisted of 30 students. The experimental group was trained in speaking skills through collaborative learning methods, and the control group received a traditional teacher-centred instruction. All were homogeneous in proficiency, and all came from the same long-term English as a foreign language learning context. It was done so to make a fair experimental comparison of the effects of collaborative learning on decreasing language anxiety and increasing speaking performance. *Table No(3.2) The Population and Sample of the Study*

Population	Sample	Groups	No	Pilot	Total
Preparatory school students	60	EG.	30	10	80
102		CG.	30	10	

3.3 Equalization of Sample

Equalization is pre-experimental control to make participants in the experimental and control groups similar as far as important demographic or academic factors that may influence the outcome measure so that differences

in outcomes can be attributed to treatment rather than something other (Ary et al. a. Age equalization: to account for the influence of cognitive and linguistic maturity, b. Parents' academic achievement: due to learner's exposure to the language and the support provided at home., c. The former years' level in English language, d. Pretest scores (Best & Khan, 2006).

3.3 Instruments

In order to obtain the data needed for this study, two major instruments were employed.

The first test was called a Speaking Performance Test (SPT) to measure oral performance in English for the students. Test to assess these speaking points: The test concerns some speaking features like fluidity, articulation, variety of lexis used, accuracy, coherence. An analytic scoring rubric was employed to guarantee fair and reliable assessment of students' speaking performance. It was conducted as pretest and post-test for both the EG and CG. Language Anxiety Scale was the second instrument, employed to measure the students' anxiety in speaking English. The scale included a group of statements which described their feelings, fears and confidence about speaking in the EFL classroom for English major students. The students replied to the items on a Likert-scale. The scale was applied before and after the instruction if the students' anxiety level changed. These instruments were chosen to obtain dependable and valid information about the effects of cooperative learning on diminishing language anxiety and enhancing performance on speaking skill among EFL preparatory school pupils.

3.4 Instructional Material

Both groups were taught using the fifth- stage textbook entitled English for Iraq. Four chapters are read by both the experimental and control group.

The control group is taught using traditional method, while the experimental group makes use of Collaborative Learning. The experiment in this study took place during the first half of the 2023–2024 academic year. The test went on for six weeks. Lectures are taught on Tuesdays and Wednesdays for both groups.

3.4.1 Lesson Plan for the Experimental Group

Level:	Fifth	Preparatory	Students
Class	duration:	45	minutes
Class	size:	30	students
Lesson	Title: Expressing Opinions on Social Media	Use	
Teaching Technique:	Collaborative Learning (Think-Pair-Share + Round Robin)		

Objectives:

- Express their opinions fluently on social topics.
- Cooperate effectively in small groups to build spoken responses.
- Reduce anxiety and increase confidence while speaking English.

Materials:

- Flashcards with discussion prompts
- Whiteboard
- Audio recorder (optional)
- Worksheets for pair/group work

Procedures:

Stage	Time	Teacher's Role	Students' Role
Warm-up	5 min	Greet students and show a short image about social media. Ask: "Do you use social media every day?"	Answer briefly, relax, and get ready for discussion.
Pre-speaking (Think)	10 min	Present some useful expressions (e.g., In my opinion, I believe that...).	Take notes and practice the expressions individually.
While-speaking (Pair-Share)	15 min	Divide the class into pairs, then groups of four. Give each	Discuss ideas collaboratively, share thoughts, and

		group a topic (e.g., “Advantages of social media”).	prepare short group responses.
Round Robin (Group Presentation)	10 min	Ask each group to present their ideas briefly. Encourage participation and equal turn-taking.	Present opinions, listen to peers, and provide feedback.
Reflection / Feedback	5 min	Provide oral feedback and highlight positive communication.	Reflect on performance and share feelings about anxiety and confidence.

Assessment:

- Oral performance checklist (fluency, participation, cooperation).
- Self-reflection short note on how anxious or confident they felt during the activity.

3.4.2 Lesson Plan for the Control Group (Traditional Method)

Level:	Fifth	Preparatory	Students
Class	duration:	45	minutes
Lesson Title:	Expressing Opinions on Social Media	Use	
Teaching Technique: Traditional Teacher-Centered Instruction			

Objectives:

- Express opinions on familiar topics using simple structures.
- Participate in teacher-led discussions.

Materials:

- Textbook
- Whiteboard
- Handouts with short dialogues

Procedures:

Stage	Time	Teacher's Role	Students' Role
Warm-up	5 min	Ask students simple questions about social media.	Answer individually when called.
Presentation	10 min	Explain expressions for giving opinions; write examples on board.	Copy notes and listen.
Practice	15 min	Ask students to repeat sample sentences and read aloud from textbook.	Repeat after teacher, limited interaction.
Production	10 min	Ask 2–3 students to say their opinions orally.	Respond one by one; minimal interaction.
Feedback	5 min	Correct mistakes and summarize lesson.	Listen and take notes.

Assessment:

- Oral participation score.
- Teacher observation checklist.

3.5 Validity and Reliability of the Posttest

Richards and Schmidt (2013) argue that validity is how well a test measure what it was claimed to have measured or can in fact be used for the purpose for which it has being made. Face validity is the interpretation of how well an exam appears to measure the knowledge or skills that it claims to measure for those who must decide on its use by test takers, such as potential employers, educators, administrators and others with power to determine the value of examination results. As defined by Pennington (2003), content validity refers to the degree of convergence between the construct that an assessment instrument is purporting to measure and the universe it samples, or capturing all aspects of a concept. Livingston and Bridgeman (2018) explains that reliability is instrumental when the researcher gives the test again into one time for example sooner or later to track the achievement of his/her students, thus can receive almost identical results. Post-test reliability is computed with Alpha- Cronbach formula. The coefficient is (0.81) which implies an acceptable value.

3.6 The Pilot Administration of the Posttest

A pilot study (Good, 1973) is an initial attempt with a sample other than the experimental one to anticipate any difficulties that may be encountered during testing.

The aims of a pilot study are as follows;

- To check on the suitability of the test items.
- To check whether the test instructions were understood
- To know how long it took the takers to answer all questions. (Kaur et. al,2018). The test was applied on a sample consisting of 20 students who were specially chosen from the population to achieve these aims.

Chapter Four: Results and Discussion

Chapter 4: Results and Discussion

This chapter presents the statistical results of the study entitled ‘‘The Impact of Collaborative Learning on Reducing Language Anxiety in EFL Preparatory School Students’ Speaking Performance’’.

4.1 Results Related to the First Hypothesis

The first hypothesis which indicates that ‘‘There is no statistically significant difference in language anxiety levels between the experimental group and the control group in EFL speaking classes following the implementation of collaborative learning’’, the independent samples t-test was utilized to compare the post-test language anxiety post measures scores of both groups. For the intelligence scale, analysis showed that participants in the experimental group (N = 28) achieved a lower mean score for this scale (M=57.3 hours; SD=6.8) than those in the control group (N = 30), who scored higher on average (M=63.9 hours; SD=5.7). The t-calculated was 4.12, the t-tabulated was 1.98 and its significance level $p = 0.000 < 0.05$ and this implies that there is significant of treatment at less than α value of probability level. This finding shows that there is a statistically significant difference between the two groups in favour of experimental group. Hence, the first null hypothesis was rejected and there was a significant effect for collaborative learning on language anxiety among EFL preparatory classes.

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	58.40	6.21	4.12	1.98	0.000	0.05
CG.	30	66.85	7.04				

4.2 Results Related to the Second Hypothesis

The second hypothesis which indicates that ‘‘ There is no statistically significant difference in oral participation between students in the experimental group and those in the control group after engaging in collaborative learning activities in EFL speaking classes’’. To test this assumption, an independent samples t-test was performed to compare the mean of oral participation between groups. The results indicate that the experimental group, N = 30 (M =21.75, SD=2.98), scored significantly higher for oral participation than the control group, N = 30 (M=17.90, SD=3.15). The computed t-value was 4.12 and tabulated t-value was 3.87 (for $p = 0.001$), showing a statistically significant difference at $P = 0.05$ levels. Therefore, the second null hypothesis was

rejected, and it can be inferred that cooperative learning tasks developed a significant contribution of students' oral participation in EFL speaking classrooms.

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	21.75	2.98	4.12	3.87	0.001	0.05
CG.	30	17.90	3.15				

4.3 Results Related to the Third Hypothesis

The third hypothesis which indicates that "There is no statistically significant difference in speaking confidence between the experimental and control groups in EFL classes as a result of applying collaborative learning strategies", to verify this hypothesis the post-test Speaking Confidence scores of both groups were analyzed using independent samples t -test. The results revealed that a higher mean score ($M = 32.60$, $SD = 3.84$) was achieved in the experimental group ($N = 30$) compared to that of the control group ($N = 30$) which has lower mean score of $M = 27.25$, $SD = 4.10$). The t -value obtained was 4.45, the tabulated t-value= 4.64 and $p = 0.000 < P (c)$ at $\alpha(0.05)$. This demonstrates a significant difference between the two groups in the level of speaking confidence. For this reason, the third null hypothesis was rejected and it was concluded that EFL preparatory school students' speaking confidence were significantly increased thanks to cooperative learning techniques.

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	32.60	4.64	4.45	1.98	0.000	0.05
CG.	30	27.25	4.10				

4.4 Discussion

The findings revealed that cooperative language learning can help decrease FL anxiety, increase oral participation and improve speaking confidence. These results resonate with previous studies reporting the beneficial influence that peer interaction and cooperation activity has on affective factors in EFL learning (Zheng, 2021). The large reduction in language anxiety might be explained by the kind, supportive atmosphere of activities involving joint efforts, where students can talk without fear of being criticized. The additional practice in interacting with peers, receiving feedback and taking responsibility for group tasks is also demonstrated in the increased degree of oral participation and speaking confidence. By comparison, the control group taught using conventional teacher-directed instruction did not significantly improve. This helps to illustrate how traditional classroom methods are not sufficient to cater for the affective and motivational dimension of language learning.

4.5 Conclusion

1. Language anxiety can be markedly decreased through collaborative learning with the fifth-grade EFL students.
2. It will help increase the amount of speaking in speaking activities.
3. Cooperative learning contributes to the success of students' self-confidence in speaking English.
4. The typical teacher-centered methods do not necessarily meet the affective and motivational needs of learners of a foreign language.

4.5 Recommendations

- 1.EFL teachers need to integrate collaborative learning in speaking lessons to lower anxiety and raise participation.
- 2.Teachers should have professional preparation programs which offer courses to plan and implement the cooperative activities effectively.
- 3.Research in the future should investigate whether findings generalize to other educational settings regarding effects of CL on both language and affect-based outcomes.
- 4.The administrators in school should advocate for cooperative learning by creating suitable resources and classroom set-ups for the group activities.

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