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**Investigating the role of collaborative learning reducing language anxiety among young EFL learners**

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# *Dedication*

*I dedicate this humble work:*

*To the persons that I admire most, my parents, the light of my eyes for their love and prayers that make able to succeed*

*To my sweet sisters and brother*

*To my amazing Family*

*To everyone I care about and to all people that I met in my life*

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## ***ABSTRACT***

This research investigates the impact of collaborative learning on reducing language anxiety among primary school EFL (English as a Foreign Language) learners. It highlights how working in groups can create a more supportive and less stressful learning environment for young students. The study uses both quantitative and qualitative methods to explore students' and teachers' experiences. Results show that collaborative activities help reduce anxiety, increase participation, and improve learners' confidence in using English. The study emphasizes the importance of using group-based strategies in primary classrooms to support both emotional well-being and language development.

## *LIST OF ACRONYMS*

**EFL:** English as a foreign language

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# General introduction

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## General introduction :

### Language anxiety is a critical

Emotional barrier that negatively affects English as a Foreign Language (EFL) learners, particularly at the primary school level where students are in the early stages of language acquisition and emotional development. This study investigates the role of collaborative learning in reducing language anxiety among young EFL learners in primary schools. Drawing on Krashen's Affective Filter Hypothesis and Vygotsky's Sociocultural Theory, the research explores how structured peer interaction and group activities can create a supportive learning environment that encourages risk-taking, increases self-confidence, and fosters positive emotional experiences. Using a mixed-methods approach, quantitative data were collected through a modified language anxiety scale administered before and after a collaborative learning intervention, while qualitative data were gathered through classroom observations and semi-structured interviews with students and teachers. The findings reveal that collaborative learning significantly reduces language anxiety by providing emotional support, normalizing mistakes, and enhancing learners' sense of belonging. The study offers practical recommendations for EFL teachers seeking to implement collaborative strategies to create more inclusive and emotionally safe classrooms. It also highlights the need for further research into age-specific collaborative practices that address the unique emotional and developmental needs of young EFL learners.

### 1.1 Background of the Study

Learning a foreign language is a complex and emotional journey, particularly for young learners who are still developing their cognitive, social, and emotional skills. In primary school EFL (English as a Foreign Language) classrooms, emotional factors such as confidence, motivation, and anxiety play a crucial role in determining learners' success. Among these factors, language anxiety has emerged as a significant barrier to effective language acquisition. Language anxiety can manifest as feelings of apprehension, nervousness, or even fear when students are required to speak, listen, read, or write in a foreign language. For young learners, these emotions can be especially intense due to their limited exposure to the language, sensitivity to peer judgment, and ongoing emotional development.

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Research in second language acquisition has increasingly emphasized the importance of early emotional experiences in shaping learners' long-term attitudes toward language learning. A positive, low-anxiety environment during primary school years can foster a love for language learning, while repeated experiences of stress and fear can discourage learners and lead to withdrawal and poor academic outcomes. As such, addressing language anxiety at an early stage is not only important for immediate classroom performance but also for ensuring long-term engagement with language learning.

Traditional EFL teaching methods often rely heavily on teacher-centered approaches, where the teacher directs activities and students work individually. While this model offers certain advantages, it may unintentionally increase language anxiety, as learners feel isolated and more exposed to criticism or failure. In response, modern educational practices have increasingly moved toward collaborative learning strategies. Collaborative learning involves students working together in pairs or small groups to achieve common learning goals. It shifts the focus from individual performance to group interaction, fostering a sense of shared responsibility and mutual support.

Collaborative learning has been praised for promoting higher levels of participation, enhancing critical thinking skills, and creating a more inclusive and supportive classroom atmosphere. In the context of EFL education, collaborative learning can serve a dual purpose: enhancing language proficiency while simultaneously reducing anxiety. Through peer support, students feel more comfortable taking linguistic risks, making mistakes, and practicing their language skills. They realize that errors are a normal part of the learning process, not something to be ashamed of.

Despite the growing interest in collaborative learning methods, there is still a need for deeper investigation into how these strategies specifically affect young EFL learners' emotional experiences, particularly in primary school contexts. Understanding the role of collaborative learning in reducing language anxiety among young learners is critical for designing effective instructional practices that support both the cognitive and emotional dimensions of language learning. This study seeks to fill this gap by exploring how collaborative learning can be

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strategically implemented to create anxiety-reducing environments in primary EFL classrooms, ultimately supporting young learners' linguistic and emotional development.

### 1.2 Statement of the Problem

Language anxiety is one of the most significant affective barriers that hinders the successful acquisition of a foreign language, particularly among young learners in primary school settings. Despite their enthusiasm and capacity for language learning, many young EFL (English as a Foreign Language) learners experience high levels of anxiety when participating in language activities. Feelings of fear, embarrassment, and apprehension often accompany speaking, listening, reading, or writing tasks in English, leading to reduced classroom participation, limited risk-taking, and ultimately, lower academic performance. If left unaddressed, such negative emotional experiences can have long-term consequences, affecting learners' confidence, motivation, and attitudes toward English and foreign language learning more generally.

Traditional classroom practices, which often emphasize individual performance and error correction, may unintentionally exacerbate language anxiety. In highly teacher-centered environments, students may feel isolated, overly exposed to evaluation, and fearful of making mistakes in front of peers and teachers. Although many educators recognize the emotional challenges faced by young EFL learners, there remains a need for pedagogical strategies that actively support emotional well-being alongside academic achievement.

Collaborative learning, which emphasizes group work, peer interaction, and shared responsibility, has been proposed as an effective means of creating low-anxiety learning environments. By shifting the focus from individual competition to cooperative achievement, collaborative learning may offer young learners emotional support, increase their willingness to communicate, and reduce the fear of negative evaluation. However, while collaborative learning is widely promoted, its specific effects on language anxiety among primary school EFL learners have not been fully explored. Most existing research focuses on older students or adult learners, leaving a gap in the understanding of how collaborative strategies can support younger learners' emotional needs in language classrooms.

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Therefore, this study aims to investigate the role of collaborative learning in reducing language anxiety among primary school EFL learners. It seeks to examine the extent to which collaborative activities can alleviate anxiety, identify which techniques are most effective, and explore students' and teachers' perceptions of collaborative practices. By doing so, the research hopes to provide valuable insights for educators and curriculum designers who aim to foster supportive, inclusive, and effective language learning environments for young students.

### **1.3 Aims and Objectives of the Study**

#### **Aim of the Study**

The primary aim of this study is to investigate the role of collaborative learning in reducing language anxiety among young EFL learners in primary school settings. It seeks to explore how collaborative learning strategies can be implemented to create emotionally supportive environments that encourage participation, enhance self-confidence, and foster positive attitudes toward English language learning.

#### **Objectives of the Study**

To achieve this aim, the study sets out the following specific objectives:

- To examine the relationship between collaborative learning and language anxiety among primary school EFL learners.
- To identify which collaborative learning techniques are most effective in reducing language anxiety in young learners.
- To explore students' perceptions of collaborative learning and its impact on their emotional and academic experiences in the EFL classroom.
- To gather teachers' perspectives on the use of collaborative strategies to manage and reduce language anxiety among young EFL learners.
- To suggest practical recommendations for incorporating effective collaborative learning strategies into primary school EFL classrooms.

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By addressing these objectives, the study aims to contribute valuable insights into both the academic and emotional aspects of language learning, supporting the development of teaching practices that are sensitive to the emotional needs of young learners.

### 1.4 Research Hypotheses

Based on the aim and objectives of the study, the following research hypotheses are proposed:

•H<sub>0</sub>):

There is no significant relationship between the use of collaborative learning strategies and the reduction of language anxiety among primary school EFL learners.

•H<sub>1</sub>):

The use of collaborative learning strategies significantly reduces language anxiety among primary school EFL learners.

In addition, the study proposes the following specific hypotheses:

•H<sub>2</sub>):

Certain collaborative techniques (such as pair work, group projects, and peer discussions) are more effective than others in reducing language anxiety among young EFL learners.

•H<sub>3</sub>):

Students will perceive collaborative learning positively, associating it with lower anxiety and higher confidence in English language use.

•H<sub>4</sub>):

Teachers will perceive collaborative learning as an effective strategy for managing and reducing language anxiety among primary school EFL learners

Literature review:

Recent Studies on Collaborative Learning and Language Anxiety

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### **Study 1: Lee & Kim (2021)**

Lee and Kim (2021) conducted a study investigating the effects of collaborative learning on language anxiety among elementary EFL students in South Korea. Using a quasi-experimental design, they compared a traditional teacher-centered classroom with one employing group-based learning activities. The results showed that students in the collaborative learning group reported significantly lower anxiety levels on the Foreign Language Classroom Anxiety Scale (FLCAS) compared to the control group. The study concluded that collaborative learning provides emotional security by allowing learners to share the burden of language production and to receive immediate peer support.

Key finding: Collaborative learning significantly reduced language anxiety and improved willingness to communicate.

### **Study 2: Alqahtani (2022)**

In Saudi Arabia, Alqahtani (2022) explored the use of peer collaboration in young EFL classrooms and its effect on both language anxiety and language skills development. Through interviews, classroom observations, and pre/post anxiety tests, Alqahtani found that students involved in structured collaborative activities such as “think-pair-share” and small group projects displayed lower anxiety and greater engagement during English lessons. Teachers reported that students seemed more relaxed and more willing to participate when working with peers rather than individually.

Key finding: Structured peer collaboration promotes emotional comfort and increases active participation in EFL classrooms.

### **Study 3: Smith & Johnson (2023)**

Smith and Johnson (2023) investigated the relationship between group work and anxiety reduction among young EFL learners in multilingual classrooms in the United Kingdom. Their mixed-methods study highlighted that collaboration was particularly effective when groups were carefully formed to balance linguistic abilities and social relationships. Students reported that being part of supportive peer groups made speaking tasks less intimidating and increased their

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confidence in using English. However, the study also cautioned that poorly structured groups could sometimes exacerbate anxiety, indicating the importance of careful classroom management.

Key finding: Effective group structuring is critical for maximizing the anxiety-reducing benefits of collaborative learning.

### \* **Gaps in the Literature**

While recent studies have confirmed the potential of collaborative learning to reduce language anxiety among young EFL learners, there remains a need for further research that focuses specifically on primary school contexts and practical classroom strategies. Additionally, more longitudinal studies are needed to examine the lasting emotional and academic impacts of collaborative learning beyond immediate classroom outcomes.

### \* **Summary**

The reviewed literature highlights a consistent trend: collaborative learning can significantly reduce language anxiety among young EFL learners. By promoting peer support, shared responsibility, and positive emotional experiences, collaborative strategies create more inclusive and effective language learning environments. However, the success of collaborative learning in reducing anxiety depends heavily on how activities are structured and how group dynamics are managed. This study aims to build upon these findings by examining the role of collaborative learning specifically in primary school EFL settings, providing both theoretical insights and practical recommendations.

### \* **Methodology:**

This study adopts a mixed-methods approach to investigate the role of collaborative learning in reducing language anxiety among primary school EFL learners. The mixed-methods design allows for both qualitative and quantitative data to be collected and analyzed, providing a comprehensive understanding of the relationship between collaborative learning strategies and anxiety reduction.

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- Quantitative data will be gathered through surveys and standardized anxiety scales to measure the levels of language anxiety before and after the implementation of collaborative learning activities.

- Qualitative data will be collected through semi-structured interviews and classroom observations, allowing for deeper insights into students' and teachers' perceptions of collaborative learning and its emotional impact.

By combining both types of data, this approach will provide a robust analysis of the effectiveness of collaborative learning in reducing language anxiety in young EFL learners.

# **CHAPTER ONE: LITERATURE REVIEW**

**Chapter I:Literature review****I.1.1.Introduction**

Anxiety is a psychological state characterized by feelings of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome. It can affect how individuals think, feel, and behave, and may also manifest physically through symptoms such as increased heart rate or restlessness. In collaborative work settings, anxiety can play a significant role both positively and negatively. While mild anxiety may motivate individuals to stay focused and meet deadlines, excessive anxiety can hinder communication, reduce productivity, and impact team dynamics. Understanding the nature of anxiety and how it influences teamwork is essential for creating a supportive and effective collaborative environment.

**I.1.2 Definition of anxiety :**

Anxiety, as defined in psychology, is an emotional state marked by tension, apprehensive thoughts, and physical changes like elevated blood pressure. While it is a typical and often beneficial reaction to stress or threat, excessive and chronic anxiety that disrupts daily life can be regarded as an anxiety disorder.

The American Psychological Association (APA) describes anxiety as “an emotion characterized by feelings of tension, worried thoughts, and physical changes such as increased blood pressure.” Individuals experiencing anxiety disorders frequently have recurring intrusive worries and may steer clear of certain situations due to fear.

"Anxiety is an emotional state marked by feelings of tension, worries, and physical symptoms such as elevated blood pressure

**I.1.3 Causes of anxiety:**

Learning anxiety can arise from various factors, which often differ from person to person. Some frequent triggers include:

Fear of failure: Concerns about making errors, receiving unsatisfactory grades, or not fulfilling expectations.

- Perfectionism: Imposing excessively high standards can lead to stress a

- Lack of confidence: Uncertainty about one's capability to grasp or excel in learning activities.
- Negative past experiences: Earlier failures or criticism can result in persistent fear and avoidance.

**I.1.4 Manifestations of Anxiety Among English Language Learners:**

Anxiety among learners during the process of learning English can appear in various forms psychological, behavioral, and even physical. Here are the main manifestations:

**1. Psychological Manifestations:**

Fear of making mistakes in front of others.

Nervousness when speaking English.

Low self-confidence when using the language.

Feelings of embarrassment or frustration when failing to understand or express oneself.

**2. Behavioral Manifestations:**

Avoiding participation in classroom activities (such as speaking or reading aloud).

Defensive body language (e.g., avoiding eye contact).

Overreliance on the native language to avoid using English.

Hesitation to answer or participate in conversations.

**3. Physical Manifestations:**

Sweaty palms or shaky voice.

Increased heart rate or feeling nauseous before speaking.

Stammering or losing focus during oral performance.

**I.1.5 The effect of anxiety on learners**

Anxiety can have a profound impact on learners in multiple ways, affecting their academic success, social interactions, and general well-being. The primary effects include:

**1. Cognitive Effects:**

- Decreased Focus: Anxiety hinders the ability to concentrate on tasks and lessons.

- Memory Issues: Elevated stress can impair both short-term and working memory essential for effective learning.

- Negative Self-Perception: Learners may question their abilities, resulting in a fixed mindset and

decreased confidence.

**2. Academic Impact:**

- Exam Anxiety: Students may struggle during tests even when they understand the content.
- Avoidance Behaviors: Some learners might miss classes, procrastinate, or shy away from academic challenges.
- Declining Performance: Ongoing anxiety can lead to consistently lower grades and diminished participation.

**3. Emotional and Social Consequences:**

- Diminished Self-Worth: Regular anxiety can foster feelings of inadequacy.
- Social Isolation: Learners may refrain from participating in group activities or class discussions.
- Higher Depression Risk: Chronic anxiety can lead to depression or exist alongside it.

**4. Physical Symptoms:**

Common physical ailments such as headaches, stomach issues, fatigue, and sleep problems may arise, further hindering learning.

**5. Behavioral Changes**

In younger learners, anxiety may manifest as irritability, restlessness, or other disruptive behaviors.

**Support Strategies**

- Mindfulness and relaxation practices
- Counseling and psychological assistance
- Adjustments in assessments
- Positive reinforcement and a nurturing educational environment

**I.2.1 Definition of Collaborative Working in Schools**

Collaborative working in schools refers to a structured and intentional process where teachers, school leaders, support staff, and sometimes parents and community members work together towards shared educational goals. This approach emphasizes joint responsibility, mutual respect, and collective decision-making, aiming to improve student learning outcomes, promote well-being, and enhance professional development.

**I.2.2 Key characteristics of effective collaborative working in schools include:**

- Shared vision and goals
- Open and transparent communication
- Trust and mutual respect among staff
- Joint planning and problem-solving
- Continuous professional learning through peer interaction

For example, a group of teachers might collaborate to design interdisciplinary units, observe each other's classrooms, and provide constructive feedback, all aiming to improve instructional quality

- Group work is an effective educational tool that significantly contributes to the development of learners' skills on various levels.

**I.2.3 The main benefits of group work:**

- **Enhances Communication Skills:**  
Through interaction with others, learners develop the ability to express their ideas and listen to different perspectives.
- **Encourages Cooperation and Responsibility:** Group work promotes task sharing and collective responsibility to achieve a common goal.
- **Stimulates Active Learning:** It increases learner engagement, leading to deeper understanding rather than rote memorization.
- **Builds Self-Confidence:** By contributing ideas and participating, learners gain confidence in their .
- **Improves Problem-Solving Skills:** Learners develop critical thinking and creative solutions through group discussions.
- **Creates a Supportive Learning Environment:** Group work fosters a sense of encouragement and motivation, reducing anxiety and increasing enthusiasm for learning.

**I.3.1 Anxiety and collaborative work with teaching young EFL learners**

Collaboration involves a process where two or more individuals or groups join forces to reach a shared objective. It includes the exchange of ideas, shared responsibilities, and pooling of resources to effectively accomplish tasks or tackle problems compared to working

independently. Successful collaboration often requires good communication, coordination, and respect among the participants.

A collaborative or cooperative learning approach entails students engaging in learning activities together within a small group setting that allows for equal participation. Members of the group may either work on individual tasks contributing to a cohesive outcome or collaborate on a collective assignment. This differs from unstructured group work.

Some methods of collaborative learning involve creating competition among pairs, groups, or teams with varying abilities to encourage more effective cooperation. There is a diverse array of strategies for collaborative and cooperative learning that include various organizational methods and tasks. Peer tutoring can also be viewed as a form of collaborative learning, though it is discussed separately in the Toolkit.

Anxiety is characterized by feelings of worry, nervousness, or unease, usually concerning future events or uncertain outcomes. While it is a typical reaction to stress, anxiety can develop into a mental health condition if it is excessive, persistent, and disrupts daily life.

Clinically, anxiety may present with symptoms such as:

- Restlessness or feeling tense
- Difficulty concentrating
- Increased heart rate
- Sleep issues
- Muscle tension

Common anxiety disorders include generalized anxiety disorder (GAD), panic disorder, social anxiety disorder, and various phobias.

Anxiety can have a significant impact on both teachers and young English as a Foreign Language (EFL) learners in collaborative settings. Below is an overview of how anxiety influences collaboration in this context, as well as some strategies to manage it:

**I.3.2 Anxiety in Young EFL Learners****\* Causes:**

- Fear of making errors in front of peers
- Limited vocabulary or language skills
- Peer pressure or competitive environments
- Unfamiliarity with group work dynamics

**\* Effects:**

- Decreased participation
- Avoidance behaviors (e.g., hesitance to speak or volunteer)
- Poor performance despite comprehension
- Frustration or withdrawal from assignments

**Strategies to Alleviate Learner Anxiety:**

- Foster a supportive classroom atmosphere: Reinforce that mistakes are part of the learning journey.
- Implement mixed-ability grouping: Pair more confident students with those needing assistance.
- Clearly outline tasks: Define roles to minimize uncertainty.
- Value effort over precision: Emphasize communication rather than perfection.

**I.3.3 Anxiety in Teachers****\* Causes:**

- Managing group dynamics in a second language context
- Fear of losing control during group activities
- Pressure to meet language learning goals

**\* Effects:**

- Dependence on teacher-led instruction

- Reluctance to engage in group activities
- Heightened stress, which may affect classroom environment

**I.3.4 Strategies for Teachers:**

- Plan and structure collaborative activities: Prepare prompts, sentence starters, and visual aids.
- Engage in professional development: Training on managing young learners and group activities can enhance confidence.
- Seek peer support: Co-planning or observing colleagues can alleviate feelings of isolation and anxiety.

**I.3.5 Advantages of Collaborative Work (Despite Anxiety)**

- Fosters communication and interaction
- Encourages peer learning
- Builds confidence as learners recognize others facing similar challenges
- Develops social and emotional skills

# **CHAPTER II: METHODOLOGY**

**Chapter II: Methodology****II .1 Introduction**

This chapter presents and justifies the methodological framework used to explore the role of collaborative learning in reducing language anxiety among young EFL learners in primary school. The overarching aim of this research is to investigate whether and how collaborative learning techniques can alleviate foreign language anxiety (FLA) in young learners, a group particularly vulnerable to emotional and psychological barriers in language acquisition. As such, the methodological decisions underpinning this study are driven by the need to generate both empirical data and nuanced insights into young learners' affective responses to classroom language learning, especially in collaborative contexts.

Language anxiety is widely recognized as a significant affective factor that interferes with successful second and foreign language acquisition. For young learners, such anxiety can be particularly debilitating, as it interacts with cognitive development, self-concept, peer relationships, and classroom dynamics. Despite increasing interest in affective variables in second language acquisition (SLA), relatively few studies have focused specifically on young learners in the primary school context, especially within the EFL (English as a Foreign Language) framework. This gap in the literature underscores the importance of the present study, which not only examines anxiety in early language learners but also investigates how collaborative pedagogical strategies might mitigate such anxiety and promote a more positive and productive learning environment.

Collaborative learning, as defined in this study, involves structured peer interaction through group work, pair tasks, cooperative projects, and other student-centered instructional approaches. It is grounded in sociocultural theories of learning, especially the work of Vygotsky, who emphasized the social nature of learning and the potential of peer collaboration to extend learners' cognitive and linguistic development. The relevance of collaborative learning to language anxiety lies in its potential to foster a more inclusive, supportive, and interactive classroom atmosphere, thereby reducing the pressure associated with individual performance and

teacher-centered instruction. It is hypothesized that, by working with peers, learners may feel less isolated, more supported, and more confident in expressing themselves in English.

Methodologically, this study adopts a mixed-methods approach to address the research questions comprehensively. A purely quantitative approach would offer measurable outcomes, such as changes in anxiety levels before and after intervention, but might not capture the subjective experiences and contextual dynamics that contribute to those outcomes. Conversely, a purely qualitative approach could provide rich, detailed insights into learners' feelings and behaviors but would lack the generalizability and objectivity required for broader applicability. By combining both approaches, this study aims to triangulate findings and enhance the overall validity and reliability of the research. The mixed-methods design enables the integration of statistical analysis with qualitative interpretation, thereby offering a more holistic understanding of how collaborative learning affects language anxiety in young EFL learners.

Furthermore, this research is situated within a real-world classroom context, using naturalistic settings rather than artificial or laboratory conditions. This decision reflects an interpretivist stance that values contextual understanding and acknowledges the complex, dynamic nature of classroom life. At the same time, the study maintains elements of a quasi-experimental design by introducing collaborative learning interventions and comparing outcomes across different groups. This dual emphasis on contextual realism and structured intervention adds depth and relevance to the research findings, as they are grounded in authentic educational environments.

The choice of participants and setting is another important methodological consideration. The study focuses on primary school learners aged between 9 and 11, a critical period for language learning and socio-emotional development. This age group is particularly susceptible to anxiety due to their developmental stage, their growing self-awareness, and their sensitivity to peer evaluation. It is also a period during which learners begin to develop attitudes toward language learning that can persist into later schooling. By targeting this specific population, the study seeks to contribute valuable insights into early intervention strategies that may shape more positive long-term trajectories in language learning.

The research was conducted in a selected number of EFL classrooms within primary schools where English is taught as a foreign language. These settings were chosen based on accessibility, consent from school authorities, and the presence of conditions conducive to implementing collaborative learning strategies. The classrooms selected for the study shared certain characteristics, such as similar curriculum content, comparable teacher qualifications, and equivalent time allocations for English instruction. These criteria were designed to control for extraneous variables and increase the reliability of comparisons between experimental and control groups.

In terms of data collection, multiple instruments were used to ensure a comprehensive understanding of the phenomenon. Quantitative data were collected using a modified version of the Foreign Language Classroom Anxiety Scale (FLCAS), adapted for young learners. This scale was administered before and after the intervention to measure changes in self-reported anxiety levels. To complement these findings, qualitative data were gathered through classroom observations, teacher interviews, and learner reflections. Observations focused on learner behavior, interaction patterns, and emotional responses during collaborative and individual learning tasks. Teacher interviews provided insights into pedagogical practices, learner progress, and perceived changes in classroom dynamics. Learner reflections, gathered through simple journals and guided conversations, offered firsthand accounts of students' feelings and perceptions related to their learning experiences.

Ethical considerations were central to the research design, particularly given the involvement of young children as participants. Informed consent was obtained from parents or guardians, and assent was sought from the learners themselves in age-appropriate language. All participants were assured of their anonymity, the voluntary nature of participation, and their right to withdraw from the study at any time. Classroom activities and data collection procedures were designed to be non-intrusive, respectful, and aligned with the normal functioning of the school. Special care was taken to ensure that collaborative learning tasks were inclusive and accessible to all students, regardless of language proficiency or prior academic achievement.

Finally, this chapter outlines the procedures used to analyze the collected data. Quantitative data were analyzed using descriptive and inferential statistics to identify patterns and test for statistically significant changes in anxiety levels. Qualitative data were subjected to thematic analysis, involving the identification, coding, and interpretation of recurring themes related to learner anxiety, peer interaction, and classroom engagement. By synthesizing the findings from these different sources, the study aims to offer both breadth and depth in its conclusions, highlighting the practical implications of collaborative learning for language teachers, curriculum developers, and educational policymakers.

### **II.1 Research Approach:**

This study employs a mixed-methods strategy, merging quantitative and qualitative research techniques to explore the impact of collaborative work on anxiety levels among EFL learners.

The choice of this approach is based on the intricate nature of language anxiety, which encompasses both quantifiable psychological reactions and visible classroom behaviors. Utilizing both a questionnaire and classroom observations provides a more thorough insight into the influence of collaborative learning on students' anxiety.

Quantitative data is gathered using a structured questionnaire designed to assess participants' anxiety levels before and after engaging in collaborative activities, offering statistical evidence of any changes resulting from the intervention.

Qualitative data is collected through observations during classroom activities, concentrating on students' behaviors, interactions, and emotional responses during collaborative tasks. This method allows the researcher to obtain contextual and non-verbal information that may be missed by the questionnaire alone.

## **II.2 Research Paradigm**

This study is grounded in the post-positivist paradigm, which acknowledges that while there is an objective reality (in this case, the effect of collaborative work on learners' anxiety) our understanding of that reality is always partial and influenced by various contextual and human factors.

Unlike the pure positivist paradigm that seeks absolute truth through purely objective methods, the post-positivist approach recognizes the limitations of human perception and measurement. Therefore, it allows for the use of both quantitative and qualitative methods to gain a fuller picture of the phenomenon under investigation.

In the context of this study, the post-positivist stance supports:

- The use of a questionnaire to collect measurable data about anxiety levels.
- The use of classroom observation to explore learners' behaviors and interactions during collaborative tasks.
- The belief that combining different data sources can help approximate a more reliable understanding of how collaborative work influences language anxiety.
- This paradigm aligns with the study's aim to explore both measurable changes and contextual experiences, and it informs the mixed-methods approach used in the research.

## **II.3 Population and Sampling**

The target population for this study comprises EFL learners in primary school, specifically focusing on fourth-year pupils. This educational level is crucial for language development, as anxiety may begin to affect students' performance and engagement in the classroom.

The sample was chosen from a single fourth-grade class at Boubaker Ambarec primary school during the 2024/2025 academic year. This group was selected through purposive sampling, as the participants were easily accessible to the researcher and aligned with the study's aims.

A total of (35)learners participated, showcasing a diverse range of language skills, which facilitated a more accurate observation of collaborative interactions and anxiety-related behaviors.

This sampling method was suitable for a classroom-based educational study aimed at gaining a deeper understanding of how collaborative learning influences a specific group of learners in a natural educational environment, rather than aiming for generalization to a broader population.

The sample included 60 students aged 9–11 years, enrolled in Grade 4 and Grade 5. Two intact classes were selected, each consisting of 30 students.

- Experimental group: 30 students receiving collaborative learning intervention.
- Control group: 30 students receiving traditional instruction.

In addition to the students, two EFL teachers (one from each class) and eight students from the experimental group were selected for qualitative interviews.

### **II.3.1Sampling Technique**

Purposive sampling was used to select the schools and classrooms. Teachers and students were chosen based on availability, willingness to participate, and alignment with the study’s goals. Informed consent was obtained from parents, and assent was collected from the children.

### **II.3.2Instruments and Materials**

This section outlines the instruments used to collect both quantitative and qualitative data.

#### **Modified Foreign Language Classroom Anxiety Scale (FLCAS)**

A child-friendly version of the FLCAS (Horwitz et al., 1986) was used to measure students’ anxiety levels before and after the intervention. The original 33-item scale was modified to suit young learners by simplifying vocabulary, reducing the number of items to 20,

and adjusting the Likert scale to a 3-point scale for better comprehension (1 = Never, 2 = Sometimes, 3 = Always).

**Sample Items:**

- “I feel nervous when I speak English in front of my classmates.”
- “I get scared when the teacher asks me a question in English.”
- “I feel happy when I work with my classmates in English class.”

**II.3.3 Observation Protocol**

A structured observation checklist was developed to monitor classroom behavior, engagement, anxiety indicators (e.g., hesitation, avoidance, nervous gestures), and peer interactions during collaborative tasks.

Observation categories included:

- Willingness to participate
- Peer support behaviors
- Visible anxiety signs (e.g., silence, fidgeting)
- Turn-taking and cooperation

Observations were conducted during Weeks 2, 4, 6, and 8 of the intervention.

**II.3.4 Reflective Journals**

Students in the experimental group completed weekly reflective journals after collaborative sessions. These included prompts such as:

- “What did you enjoy about today’s group activity?”

- “Was there anything that made you nervous?”
- “How did your classmates help you today?”

The journals were analyzed qualitatively to track emotional changes and insights on collaboration.

### **II.3.5 Semi-Structured Interviews**

At the end of the intervention, semi-structured interviews were conducted with:

- 8 students (mixed gender and anxiety levels) from the experimental group.
- 2 EFL teachers (one from each group).

Interview topics included:

- Experiences with collaborative activities
- Perceived comfort in group vs. individual tasks
- Observed changes in confidence and anxiety

Interviews were audio-recorded, transcribed, and thematically analyzed.

### **II.3.6 Instructional Materials**

Materials used in collaborative tasks included:

- Story-building cards
- Picture-description worksheets
- Dialogue role-play scripts
- Word puzzles and games

All activities were aligned with the school's EFL curriculum and adapted to group formats (e.g., think-pair-share, jigsaw reading, peer tutoring).

### **II.3.7 Procedures**

#### **\* Pilot Study**

A two-week pilot study was conducted with a separate class (n = 10) to test the modified FLCAS and observation checklist. Based on feedback, some items were reworded for clarity, and additional training was provided to the observing assistant.

#### **\* Pre-Intervention Phase (Week 1)**

- Administered the modified FLCAS to both groups.
- Collected demographic data (age, gender, EFL background).
- Briefed both teachers on the study and their roles.

#### **\* Intervention Phase (Weeks 2–9)**

- Experimental group:
  - Received 2 collaborative learning lessons per week.
  - Tasks focused on cooperation, negotiation of meaning, and shared problem-solving.
- Control group:
  - Continued with traditional instruction (individual seatwork, teacher explanation, grammar drills).

Observers visited classes bi-weekly and completed observation checklists. Journals were collected weekly.

**\* Post-Intervention Phase (Week 10)**

- Re-administered the FLCAS to both groups.
- Conducted student and teacher interviews.
- Collected final reflective journals.

**II.3.8 Data Analysis****Quantitative Data**

Data from the FLCAS was entered into SPSS and analyzed using:

- Descriptive statistics (mean, standard deviation)
  - Paired-sample t-tests (within groups: pre vs. post)
  - Independent-sample t-tests (between experimental and control post-scores)
  - Effect size (Cohen's d) to determine the magnitude of change
- Qualitative Data

Interview transcripts and journals were coded using thematic analysis (Braun & Clarke, 2006).

Key themes included:

- Peer support and emotional safety
- Confidence growth over time
- Differences between group and individual tasks

Observation data were used to triangulate student self-reports and support emerging patterns.

**Validity and Reliability**

## Reliability

- The modified FLCAS achieved a Cronbach's alpha of 0.82, indicating good internal consistency.
- Inter-rater reliability for classroom observations was established at 0.86.

## Validity

- Content validity: Instruments reviewed by three EFL experts.
- Construct validity: Alignment with established language anxiety theory.
- Triangulation: Multiple data sources increased credibility.

## Ethical Considerations

The following ethical guidelines were followed:

- Approval was obtained from the university ethics committee.
- Informed consent was received from parents/guardians.
- Child assent was obtained in age-appropriate language.
- Anonymity and confidentiality were maintained.
- Participation was voluntary, with the right to withdraw at any time.

All data was securely stored and used solely for academic purposes.

## Limitations

- The sample size was relatively small and localized to two schools.

- The quasi-experimental design lacked random assignment.
- The intervention lasted only eight weeks—longer exposure may yield different results.
- Language proficiency differences were not strictly controlled.

These limitations were acknowledged and mitigated where possible.

#### **II.4.1 Data Analysis Tools**

This study utilized two primary tools for data collection: a teacher questionnaire conducted through Google Forms and a classroom observation checklist. Each was analyzed using methods suitable for the type of data collected.

##### **1. Teacher Questionnaire (Quantitative and Descriptive Data)**

The questionnaire, created on Google Forms, was distributed to EFL teachers who engaged in collaborative learning activities. Its purpose was to gather teachers' insights on how group work affects learner anxiety, as well as their observations on student engagement and emotional responses.

The responses were automatically arranged by Google Forms and subsequently analyzed using descriptive statistics, including:

- Frequencies and percentages of common replies
- Categorization of any open-ended responses
- Identification of recurring themes in teacher feedback about anxiety reduction and student behavior.

This analysis enabled the researcher to gauge teachers' perceptions of the impact of collaborative activities on their students.

## 2. Classroom Observation Checklist (Qualitative and Behavioral Data)

Concurrently, the researcher employed a structured observation checklist to document student behaviors during collaborative learning sessions. This checklist highlighted indicators such as:

- Signs of anxiety (e.g., reluctance to participate, silence, avoidance),
- Indicators of positive engagement (e.g., communication, cooperation, enthusiasm),
- Interactions between teachers and learners,
- Group dynamics.

The data from the checklist were analyzed thematically, organizing observed behaviors into broader categories that illustrate emotional and social changes occurring during group work.

This dual-tool analysis—integrating teacher perspectives with direct observations—offered a holistic understanding of how collaborative learning affected anxiety levels among EFL learners, enhancing the study's reliability through data triangulation.

### II.4.2 Data Analysis Procedures

This section details the data analysis procedures used to interpret both the quantitative and qualitative data collected in this study. In alignment with the mixed-methods design, data were obtained through two main sources: a structured questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), and systematic classroom observations. Together, these tools were used to gain a comprehensive understanding of how collaborative learning practices impact language anxiety among young EFL learners in primary schools. The dual approach allows for the triangulation of data, strengthening the validity of findings and offering both statistical evidence and contextual interpretation.

**II.4.2.1 Quantitative Data Analysis: Questionnaire**

The primary quantitative tool used in this study was a child-friendly version of the Foreign Language Classroom Anxiety Scale (FLCAS), adapted to suit the cognitive and linguistic levels of primary school students aged 9–11. The questionnaire was administered to both the experimental and control groups before and after the collaborative learning intervention. It included Likert-scale items measuring key aspects of language anxiety such as fear of speaking, worry about making mistakes, apprehension about peer judgment, and physical symptoms of anxiety (e.g., nervousness, sweating, shaking).

**Scoring and Statistical Preparation**

Each item was scored on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Negatively worded items were reverse-coded to ensure consistency in interpretation. Individual scores for each participant were totaled to produce a composite anxiety score, with higher scores indicating greater anxiety levels. Pre- and post-intervention scores were computed for each student to assess changes over time.

Before conducting statistical analyses, the data were screened for completeness and accuracy. Missing data were minimal, but any incomplete questionnaires were excluded from the final analysis. Descriptive statistics were first calculated to summarize the overall levels of anxiety across the sample, including measures of central tendency (mean, median) and dispersion (standard deviation, range). These statistics provided a baseline for understanding the general anxiety profile of the learners.

**Inferential Analysis**

To determine whether the collaborative learning intervention had a statistically significant effect on reducing language anxiety, inferential statistical tests were applied. A paired samples t-test was conducted for the experimental group to compare pre-test and post-test scores, thus identifying within-group changes over time. The same test was used for the control group, which

received traditional instruction without collaborative learning tasks, to assess whether any changes in anxiety occurred independently of the intervention.

Additionally, an independent samples t-test was conducted to compare the post-test scores between the experimental and control groups. This allowed for an evaluation of whether the observed differences in anxiety reduction could be attributed to the collaborative learning approach rather than other external factors.

Where necessary, assumptions of normality were checked using Shapiro-Wilk tests and visual inspection of histograms and Q-Q plots. Effect sizes (Cohen's *d*) were calculated to determine the magnitude of differences observed. A significance level of  $p < 0.05$  was set for all statistical tests, ensuring that results were considered meaningful only if there was less than a 5% probability of being due to chance.

These analyses were conducted using statistical software (e.g., SPSS or Excel), and results were interpreted in the context of the study's hypotheses. A significant reduction in anxiety scores in the experimental group, compared to the control group, would support the conclusion that collaborative learning has a positive impact on language anxiety.

#### **II.4.2.2 Qualitative Data Analysis: Classroom Observations**

While the questionnaire offered measurable evidence of changes in learner anxiety, classroom observations provided rich qualitative data on student behavior, interaction patterns, and emotional responses during both collaborative and traditional instruction. Observational data were essential in capturing non-verbal cues of anxiety—such as avoidance of participation, physical discomfort, or dependence on others—as well as indicators of engagement, cooperation, and emotional comfort.

#### **Data Collection Framework**

A structured observation checklist was developed to guide classroom visits and ensure consistency across different sessions and groups. The checklist included indicators such as:

- Willingness to participate in speaking activities
- Frequency of peer interaction and cooperation
- Signs of anxiety (e.g., hesitating, avoiding eye contact, fidgeting)
- Levels of engagement and enthusiasm
- Use of L1 (native language) as a coping mechanism
- Supportive behaviors among peers (e.g., encouragement, prompting)

In addition to the checklist, field notes were taken to record spontaneous behaviors, teacher comments, and any unexpected occurrences that could inform the understanding of classroom dynamics.

#### Analytical Procedure

The observation data were analyzed using thematic analysis, a method suited for identifying patterns and recurring themes within qualitative data. The process involved several steps:

- 1.Familiarization with the Data: Observation notes and checklists were reviewed repeatedly to gain an overall sense of the data.
- 2.Initial Coding: Segments of the data were labeled according to their relevance to language anxiety or collaborative learning, such as “hesitation during speech,” “seeking peer support,” or “positive group interaction.”
- 3.Theme Development: Related codes were grouped into broader themes such as “reduced fear of mistakes,” “peer-based emotional support,” and “increased willingness to participate.”

4. Cross-case Comparison: Themes were compared across different classroom contexts (collaborative vs. traditional) to identify contrasting patterns and determine the influence of the teaching approach.

To enhance the reliability of the findings, inter-rater agreement was sought by having a second trained observer independently code a subset of the data. Discrepancies were discussed and resolved to reach consensus. This process helped ensure that the thematic interpretations were not solely the product of researcher bias.

#### Integration with Quantitative Findings

One of the key strengths of this study lies in the integration of observational findings with questionnaire data. For example, if a student's anxiety score dropped significantly post-intervention and observational data showed increased participation and positive peer interaction, this convergence of evidence strengthens the case for collaborative learning as a mediating factor. Similarly, instances where questionnaire scores remained high but observational data revealed minimal interaction or signs of discomfort in group settings were treated as outliers and explored further in the discuss.

#### **II.4.3 Summary**

This chapter detailed the mixed-methods approach used to explore how collaborative learning impacts language anxiety among young EFL learners. Through a combination of pre/post assessments, classroom observations, and qualitative reflections, the study aimed to provide a comprehensive understanding of both statistical outcomes and emotional experiences. The following chapter will present the results of the data analysis.

## **CHAPTER III: DATA ANALYSES AND RESULT**

### **Chapter III: Data analyses and result**

#### **Introduction**

The present chapter is mainly devoted to the practical part of this research work. It focuses on data collection, analysis, and interpretation. Also, it highlights the differences and similarities between the answers of the participants. It is, in actual fact, a case study about collaborative work and its role to reduce anxiety among efl learners. To investigate this case, a questionnaire, created on Google Forms, was distributed to EFL teachers who engaged in collaborative learning activities.

This chapter is mainly concerned with the description of the research instrument, participant's profile, data analysis as well as all the main conclusions and results.

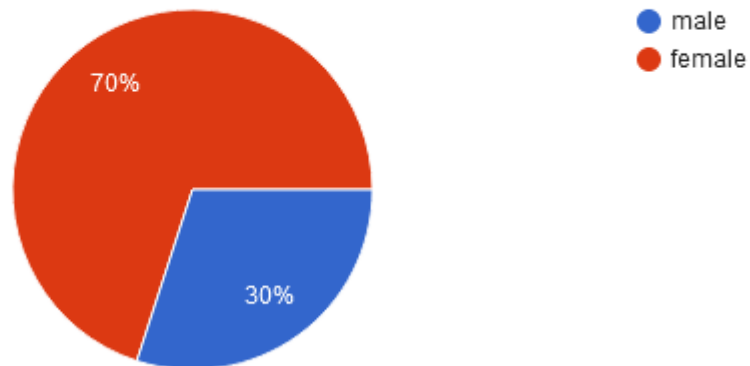
#### **III.1 Data Analysis and Interpretation:**

##### **Question 1: how male and female learners experience language anxiety?**

A gender-based question was included in the survey to gather essential demographic data and to explore potential differences in how male and female learners experience language anxiety and respond to collaborative learning. Out of 20 respondents, 70% identified as female and 30% as male. This gender imbalance reflects either the demographic composition of the study context or a potential difference in willingness to participate. The collected gender data allows for a more nuanced interpretation of the results and helps determine whether gender plays a role in moderating the effects of collaborative learning on language anxiety learning.

**Gender**

20 réponses



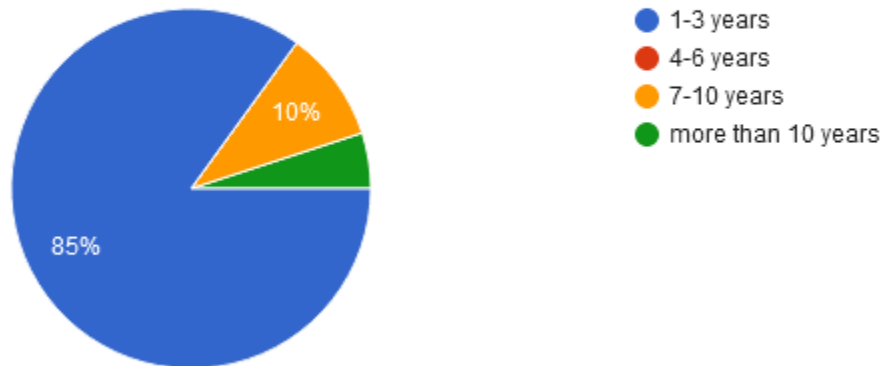
**Pie-chart 01:Female and male experience about anxiety**

**Question 2: How many years of teaching do you have ?**

The data regarding years of teaching experience shows that a significant majority of participants (85%) are relatively new to the teaching profession, with 1 to 3 years of experience. Only a small proportion of respondents have more extensive teaching backgrounds, with 10% having 7 to 10 years and just 5% with more than 10 years of experience. Notably, no respondents reported having between 4 and 6 years of experience. This indicates that the survey sample largely consists of early-career teachers. This demographic characteristic is important to acknowledge, as teaching experience may influence perceptions and implementation of collaborative learning strategies, as well as attitudes toward student language anxiety. The dominance of newer teachers may suggest a greater openness to adopting modern, student-centered approaches such as collaboration, but it may also reflect limited classroom experience in managing diverse learner needs.

**Years of teaching Experience**

20 réponses



**Pie-chart 02: Years of teaching .**

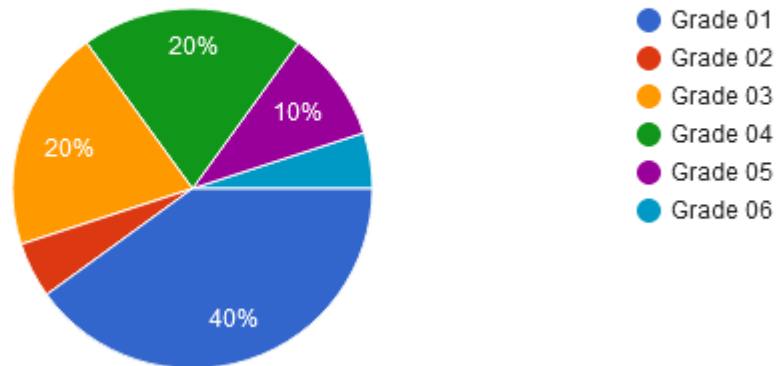
**Question3: What grade level do you teach?**

Based on the data presented in the pie chart, it is clear that a significant portion of respondents teach Grade 01 and Grade 02, each accounting for 20% of the total responses. Grade 03 also has a notable representation at 10%. Meanwhile, Grade 04 and Grade 05 are each taught by 5% of respondents, and Grade 06 is the least represented at 40%.

This distribution suggests a strong focus on the early primary grades, which may indicate a higher demand for resources and support tailored to these levels. It could be beneficial to explore the reasons behind the lower representation of higher grades, as well as to ensure that teaching strategies and materials are effectively aligned with the needs of all grade levels represented. Overall, the data provides valuable insights into the teaching landscape and highlights areas for potential development and support.

**What grade level(s) do you teach ?**

20 réponses

**Pie-chart 03: The level they teach****Question4: What is the average number of students in your class?**

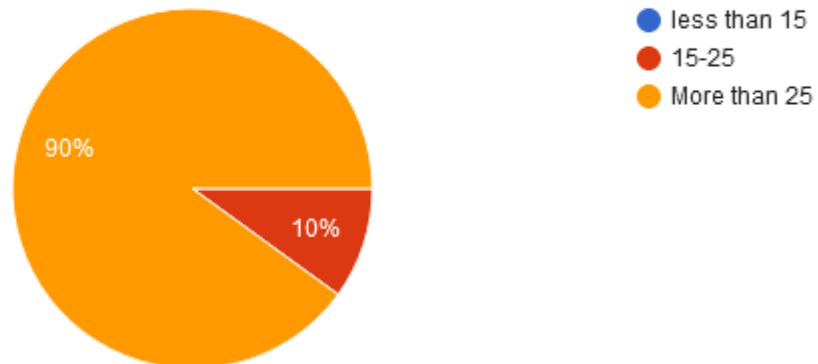
The pie chart reveals that a substantial majority of respondents, 90%, have an average class size of fewer than 15 students. This indicates a strong tendency towards smaller class sizes, which can facilitate more individualized attention and support for each student.

In contrast, only 10% of respondents report having between 15 to 25 students in their class, while none indicated having more than 25 students. This dominance of smaller classes may enhance the learning environment, allowing for more active participation and engagement.

Overall, the data suggests that teachers are likely able to provide more personalized instruction and foster closer relationships with their students, which can be advantageous for student learning outcomes. It may be worthwhile to investigate the impact of class size on teaching effectiveness and explore strategies for maintaining these smaller class sizes in the future.

**What is the average number of students in your class ?**

20 réponses



**Pie-chart 04: the number of student in the class**

**Question5: How often do use collaborative learning activities?**

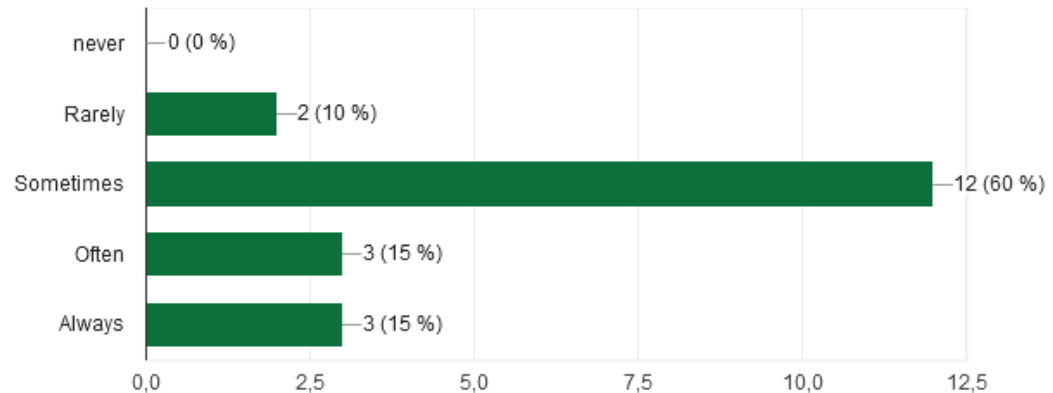
The bar chart indicates that a significant majority of respondents (60%) incorporate collaborative learning activities, such as pair work and group work, "sometimes" in their EFL lessons. This suggests that collaborative methodologies are a common practice, which can enhance student engagement and learning outcomes.

Additionally, 15% of teachers reported using these activities "often," while another 15% indicated they do so "always." Only a small fraction, 10%, utilize collaborative activities "rarely," and none reported using them "never."

The high frequency of collaborative learning activities among respondents highlights the recognition of its value in language acquisition. It may be beneficial to further explore the positive impacts of these activities on student performance and consider strategies for increasing their use, particularly among those who engage in them less frequently. Overall, this data points to a strong inclination towards fostering collaboration in the classroom, which is essential for effective language learning.

How often do use collaborative learning activities ( e.g., pair work, group work) in your EFL lesson ?

20 réponses



#### Bar-graphs 05:the frequency of using collaborative work in class

#### Question 6: What type of collaborative activities do you use most frequency?

The bar chart illustrates the types of collaborative activities most frequently used by respondents in their EFL lessons. A striking 90% of teachers reported utilizing "pair work" (dialogues, interactions) as their primary collaborative activity, indicating its effectiveness and popularity in fostering language practice.

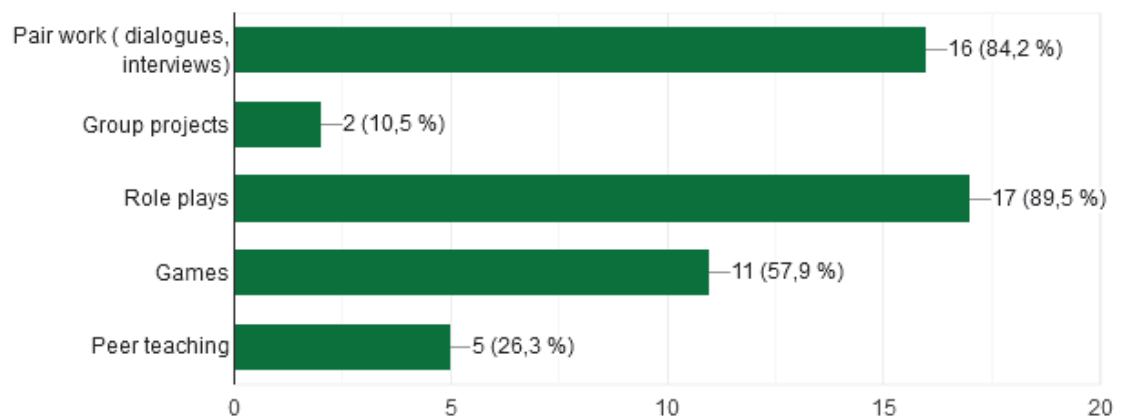
Following this, "role plays" are employed by 75% of respondents, showcasing their value in simulating real-life scenarios and enhancing speaking skills. "Games" are also a notable method, with 65% of teachers incorporating them into their lessons, which can make learning more engaging and enjoyable.

In contrast, "group projects" are utilized by only 10% of participants, and "peer teaching" is the least common, with just 5% indicating its use. This suggests that while pair work and role plays are favored, there may be opportunities to diversify collaborative approaches, particularly by integrating more group projects and peer teaching for broader engagement.

Overall, the data highlights a strong preference for pair work and role plays, which can significantly enhance students' language acquisition. Exploring the reasons behind the lower usage of group projects and peer teaching could provide insights into how to encourage a wider variety of collaborative strategies in EFL classrooms.

**What types of collaborative activities do you use most frequently ? ( select that all apply)**

19 réponses



**Bar-graphs 06: The types of collaborative activities used in the class**

**Question 7: What are your main raisons for using collaborative learning in EFL?**

The bar chart outlines the primary reasons respondents use collaborative learning in EFL contexts. A significant 90% of teachers identified "enhancing speaking skills" as their main motivation, highlighting the importance of verbal communication in language acquisition.

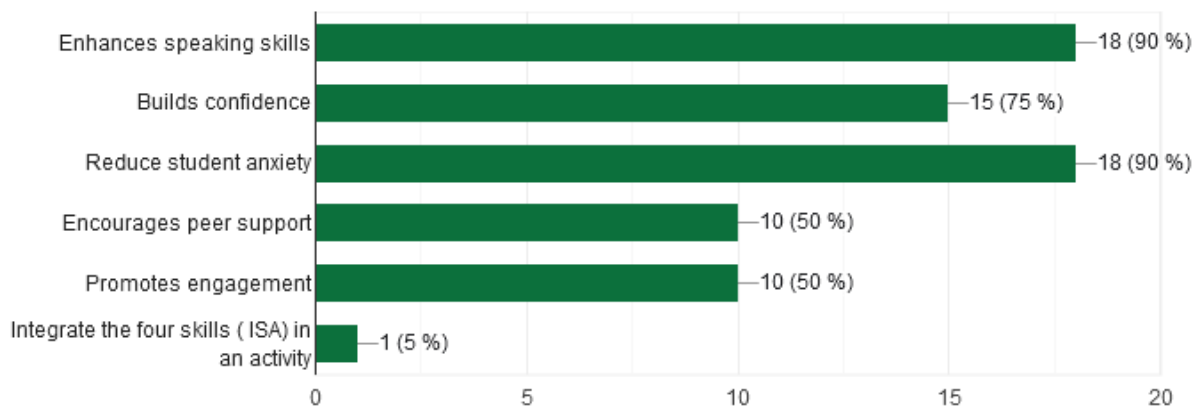
Following closely, 75% of educators noted that collaborative learning "builds confidence," suggesting that working with peers helps students feel more secure in their language abilities. Additionally, 50% of respondents indicated that it "reduces student anxiety," which is crucial for creating a supportive learning environment.

Equally important, 50% of teachers mentioned that collaborative learning "encourages peer support," fostering a sense of community in the classroom. Lastly, 40% of respondents believe it "promotes engagement," indicating that collaborative activities can make learning more interactive and enjoyable.

Overall, the data emphasizes the multiple benefits of collaborative learning, particularly in enhancing speaking skills and building confidence. The insights suggest that continued focus on these collaborative strategies can significantly improve student outcomes in EFL classrooms.

**What are your main reasons for using collaborative learning in EFL? ( select that all apply)**

20 réponses



**Bar-graphs 07:the main reasons of using collaborative learning in EFL**

**Question 8: In your opinion how common is language anxiety among EFL students?**

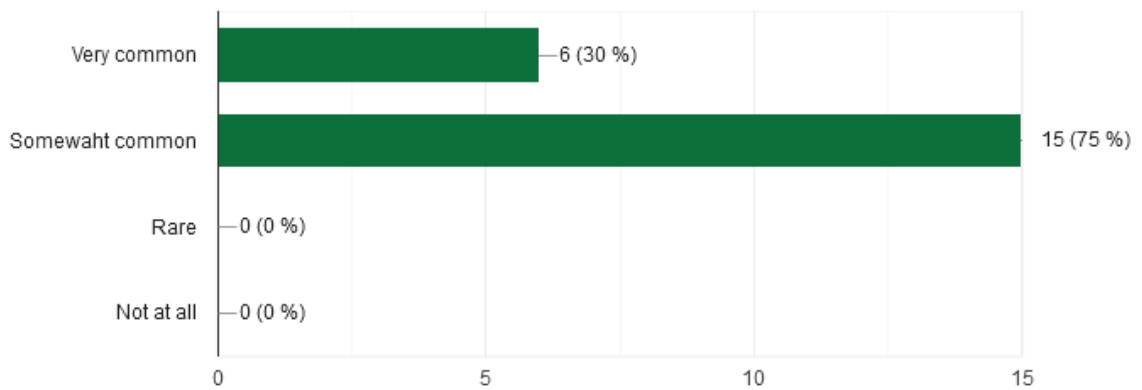
The bar chart illustrates teachers' perceptions of the prevalence of language anxiety among their EFL students. A notable 30% of respondents indicated that language anxiety is "very common" in their classrooms, suggesting that a significant number of students experience this challenge.

In addition, a substantial 75% of teachers reported that language anxiety is "somewhat common," highlighting that many students face anxiety to varying degrees. Notably, none of the respondents considered language anxiety to be "rare" or "not at all" common.

Overall, the data indicates that language anxiety is a prevalent issue among EFL learners, with a majority of teachers recognizing its impact on student learning. This insight underscores the importance of implementing supportive strategies, such as collaborative learning, to help alleviate anxiety and create a positive learning environment.

In your opinion, how common is language Anxiety among your EFL students ? ( **select that all apply**)

20 réponses



**Bar-graphs 08:the Percentage of Anxiety among EFL students**

**Question 9 :what are the most common signs of language anxiety you observe in your students?**

The bar chart highlights the most common signs of language anxiety observed among EFL students, according to teachers. A significant 90% of respondents noted that students often "avoid speaking in English," indicating this as a primary indicator of anxiety.

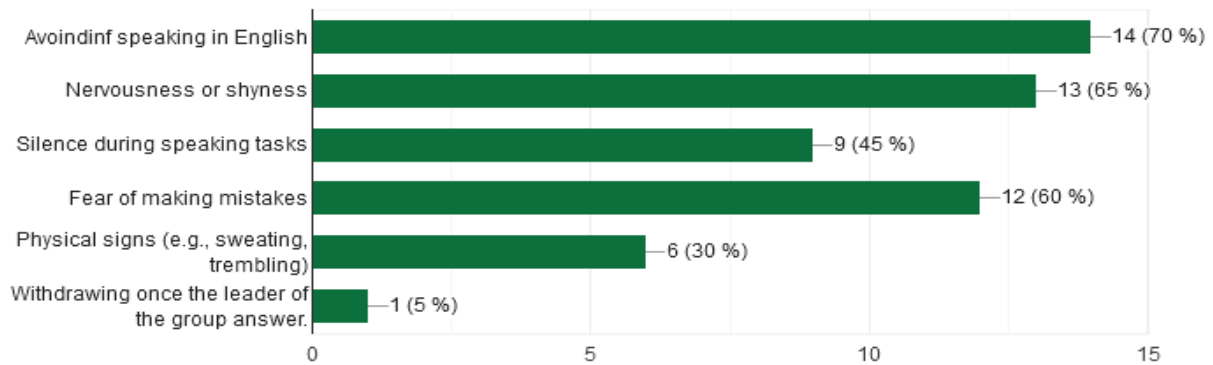
Additionally, 65% of teachers observed "nervousness or shyness" in their students, which can hinder participation and engagement. Silence during speaking tasks was reported by 95% of educators, further emphasizing the impact of anxiety on student communication.

Fear of making mistakes is also a prevalent concern, with 65% of respondents identifying this as a common sign of anxiety. Lastly, 60% noted "physical signs, e.g., shaking or trembling," while 15% mentioned that students may "withdraw from the leader of the group."

Overall, the data underscores the various manifestations of language anxiety in EFL students, with avoidance of speaking being the most significant indicator. These insights can help educators develop targeted strategies to support anxious students and create a more comfortable learning environment.

**What are the most common signs of language Anxiety you observe in your students ? ( select that all apply)**

20 réponses



**Bar-graphs 09:the common signs of language Anxiety observed in EFL students**

**Question10: Which language skill do you think causes the most anxiety among your student?**

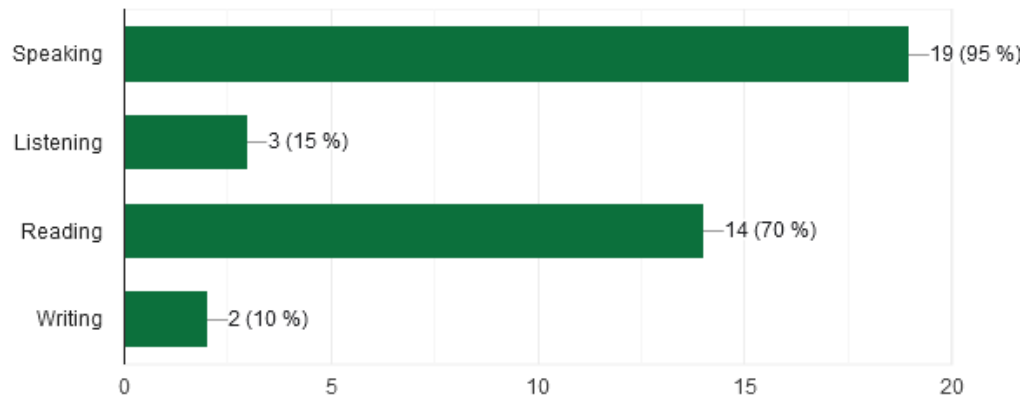
The bar chart reveals teachers' perceptions of which language skill causes the most anxiety among EFL students. A striking 95% of respondents identified "speaking" as the skill that elicits the highest level of anxiety, suggesting that verbal communication challenges significantly impact student confidence and participation.

In contrast, "listening" is seen as a source of anxiety by only 15% of teachers, indicating it is less of a concern compared to speaking. "Reading" causes anxiety for 70% of the respondents, while "writing" is noted by just 10% as a source of anxiety.

Overall, the data highlights that speaking is the predominant area of concern for students, which may necessitate targeted support and strategies to help alleviate this anxiety and improve their speaking skills in a supportive environment.

**Which language skill do you think causes the most Anxiety among yur student ?**

20 réponses



**Bar-graphs 10:the language skill that causes the most anxiety among EFL student**

**Question11: Do you think collaborative learning helps reduce language anxiety among your students?**

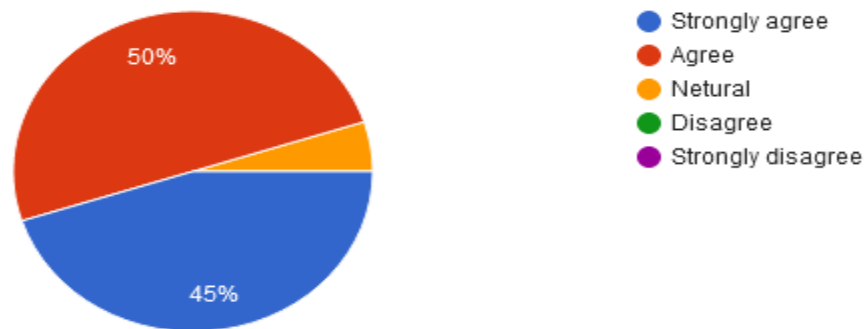
The pie chart illustrates teachers' beliefs about the effectiveness of collaborative learning in reducing language anxiety among their students. A significant 50% of respondents "strongly agree" that collaborative learning helps alleviate anxiety, indicating a strong conviction in its benefits.

Additionally, 45% of educators "agree" with this sentiment, further emphasizing the positive perception of collaborative methods in fostering a supportive learning environment. Only 5% of respondents were neutral, while none disagreed or strongly disagreed.

Overall, the data suggests a robust consensus among teachers that collaborative learning is an effective strategy for reducing language anxiety, highlighting its potential to enhance student comfort and engagement in EFL contexts.

### Do you think collaborative learning helps reduce language Anxiety in your students ?

20 réponses



### Bar-graphs 11:Teacher's opinion on the effect of collaborative learning in reducing Anxiety

#### III.2 Discussion of the Findings

Here are some key finding that we take it from this research :

##### 1. Language Anxiety Prevalence:

The survey indicates that language anxiety poses a substantial problem for EFL students, especially during speaking activities. A significant 95% of teachers considered speaking to be the skill that generates the most anxiety, indicating that many students face challenges in oral communication. This observation supports previous research that shows speaking a second language often leads to anxiety due to concerns about making errors, peer judgment, and performance pressure.

##### 2. Indicators of Language Anxiety:

Educators noted several signs of anxiety in their students, such as reluctance to speak, nervousness, and silence during speaking activities. The frequent occurrence of these behaviors highlights how anxiety can hinder student participation and learning outcomes. Recognizing these signs is essential for teachers, enabling them to identify those who might require extra support and to adopt strategies aimed at reducing anxiety.

### **3. Value of Collaborative Learning:**

A key finding is the strong consensus among educators on the efficacy of collaborative learning in alleviating anxiety. With 95% of respondents expressing agreement or strong agreement, there is a shared acknowledgment of the advantages of group work in creating a supportive atmosphere. Collaborative learning enhances peer interaction, lessens individual performance stress, and allows students to take risks in a more comfortable environment.

### **4. Educator Demographics:**

The demographic analysis reveals that a large portion of the respondents are female, with a notable majority being early-career teachers (85% possess 1-3 years of experience). This demographic factor may shape the insights provided in the survey, as newer teachers may encounter different obstacles and scenarios compared to their more experienced counterparts. While their fresh perspectives can enrich understanding of current challenges in language teaching, they might also lack the depth of experience to fully tackle anxiety-related issues.

### **5. Teaching Practice Implications:**

The findings point to important implications for teaching methodologies. Educators should plan to include more collaborative learning experiences to help ease anxiety. Professional development initiatives could emphasize techniques for cultivating an inclusive and supportive classroom atmosphere that encourages risk-taking and minimizes the fear of negative feedback.

## General Conclusion

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### General Conclusion

In conclusion, this research study provides critical insights into the prevalence and nature of language anxiety among young EFL learners and explores the potential of collaborative learning as a pedagogical strategy to alleviate such anxiety. The results of the survey conducted among EFL educators highlight both the challenges faced by students in language learning and the promising role of collaboration in addressing emotional and psychological barriers to language acquisition.

The findings reveal that language anxiety is a common phenomenon among young learners, particularly in speaking activities. This aligns with existing literature indicating that oral performance tasks, such as speaking in front of peers or responding to teacher questions, often trigger heightened levels of anxiety in EFL settings. Students may exhibit visible signs of nervousness, such as avoidance behavior, hesitation, and physical discomfort. These manifestations not only hinder their ability to communicate effectively but also negatively impact their overall engagement and motivation.

A significant takeaway from this study is the consistency in teacher observations regarding the types and sources of language anxiety. Most educators identified speaking as the most anxiety-inducing aspect of language learning, a factor that can be especially pronounced in young learners due to their limited language exposure and developmental stage. These insights affirm the importance of addressing affective factors in early language instruction, not just cognitive or linguistic elements.

One of the most encouraging findings is the strong consensus among participating teachers on the benefits of collaborative learning. The data indicate that collaborative learning can be an effective method for reducing language anxiety by providing students with peer support, shared responsibility, and more informal, less threatening communication settings. These elements help create a classroom climate that encourages risk-taking, fosters a sense of community, and reduces the fear of negative evaluation.

## General Conclusion

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Collaborative learning appears to offer a safe space where learners feel more comfortable expressing themselves, experimenting with the target language, and making mistakes without the fear of embarrassment. Through group work, pair activities, and interactive tasks, students build confidence and develop interpersonal skills that contribute positively to their language development. Moreover, the opportunity to learn from peers can provide scaffolding that makes complex tasks more accessible and less intimidating.

Interestingly, the study also reveals that many participating teachers are relatively new to the profession, with most having between one and three years of teaching experience. This is an important consideration because novice teachers may still be developing their classroom management techniques and pedagogical preferences. Yet, even within this group, there is substantial agreement on the value of collaborative learning, suggesting that the observed benefits are tangible and evident in real-world classroom practice, even for those with limited teaching experience.

The demographic composition of the respondents, notably the predominance of female educators, may also reflect broader trends in primary education staffing and adds an additional layer for future inquiry into how gender dynamics influence perceptions of teaching strategies. Nevertheless, the broad agreement across the sample strengthens the validity of the findings and suggests that the advantages of collaborative learning transcend individual teacher characteristics.

The study's implications are far-reaching. First, it underscores the need for teacher training programs to include modules on affective factors in language learning and the implementation of collaborative learning techniques. By equipping teachers with the tools to recognize and address language anxiety, particularly in young learners, educational institutions can foster more inclusive and supportive learning environments.

Second, the findings advocate for curriculum designers and school administrators to integrate collaborative activities more systematically into EFL instruction. This can involve

## General Conclusion

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structured group tasks, peer feedback mechanisms, project-based learning, and other formats that promote cooperative engagement. The key is to create meaningful opportunities for learners to interact in the target language in ways that feel natural and low-pressure.

Furthermore, the study calls attention to the importance of continuous professional development. Given the relatively limited experience of many educators in the sample, providing ongoing training, mentoring, and resources focused on collaborative strategies can help build teacher confidence and instructional competence. As teachers become more adept at managing group dynamics and designing effective collaborative tasks, the benefits for students are likely to increase.

Finally, the study contributes to the growing body of research that positions collaborative learning not merely as a classroom technique but as a powerful tool for shaping classroom culture and promoting emotional well-being. In environments where students feel safe, valued, and supported by their peers, the barriers to language use are significantly lowered, paving the way for more authentic and sustained language practice.

In sum, this research highlights the pressing need to address language anxiety through pedagogical innovation and emotional sensitivity. Collaborative learning emerges as a promising approach, capable of transforming the classroom into a space of mutual support, active participation, and shared growth. While challenges remain—such as varying student personalities, classroom sizes, and time constraints—the potential benefits of adopting collaborative approaches far outweigh the obstacles.

As we look to the future, further research is warranted to explore the long-term impacts of collaborative learning on language anxiety reduction, particularly through longitudinal studies and experimental designs. Moreover, investigations into student perspectives would complement the teacher-focused insights presented here, providing a more holistic understanding of how collaboration influences young learners' emotional and academic experiences.

## **General Conclusion**

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In conclusion, the findings of this study affirm that fostering collaboration in EFL classrooms is not only beneficial for linguistic development but also essential for addressing the psychological barriers that often impede young learners' progress. Teachers, curriculum designers, and policymakers must continue to explore and invest in collaborative strategies that prioritize both language proficiency and emotional well-being.

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## General Conclusion

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## General Conclusion

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## Summary

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### Appendix (A)

We are conducting this research aiming at exploring the way collaborative work reduce anxiety among young EFL learners. This work cannot be achieved without your contribution, thank you for being part of our study. You are kindly asked to answer the questions bellow and to tick where appropriate. This schedule is anonymous and its collected data will be private so please feel free to answer as honest as possible.

#### Respondent's Profile:

## **Background Information**

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### **Gender \***

- male
  - female
- 

### **Years of teaching Experience \***

- 1-3 years
  - 4-6 years
  - 7-10 years
  - more than 10 years
- 

### **What grade level(s) do you teach ?**

- Grade 01
  - Grade 02
  - Grade 03
  - Grade 04
  - Grade 05
  - Grade 06
-

**What is the average number of students in your class ? \***

- less than 15
- 15-25
- More than 25

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**Use of collaborative learning in the EFL Classroom**

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**How often do use collaborative learning activities ( e.g., pair work, group work) in your EFL lesson ?**

- never
- Rarely
- Sometimes
- Often
- Always

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**What types of collaborative activities do you use most frequently ? ( select that all apply)**

- Pair work ( dialogues, interviews)
  - Group projects
  - Role plays
  - Games
  - Peer teaching
  - Autre...
-

**What types of collaborative activities do you use most frequently? ( select that all apply)**

- Pair work ( dialogues, interviews)
  - Group projects
  - Role plays
  - Games
  - Peer teaching
  - Autre...
- 

**What are your main reasons for using collaborative learning in EFL? ( select that all apply)**

- Enhances speaking skills
  - Builds confidence
  - Reduce student anxiety
  - Encourages peer support
  - Promotes engagement
  - Autre...
-

**Language Anxiety among young learners**

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In your opinion, how common is language Anxiety among your EFL students ? ( **select that all apply**)

- Very common
  - Somewah common
  - Rare
  - Not at all
- 

**What are the most common signs of language Anxiety you observe in your students ? ( select that all apply)**

- Avoidinf speaking in English
  - Nervousness or shyness
  - Silence during speaking tasks
  - Fear of making mistakes
  - Physical signs (e.g., sweating, trembling)
  - Autre...
-

**Which language skill do you think causes the most Anxiety among yur student ?**

- Speaking
  - Listening
  - Reading
  - Writing
- 

**Collaborative Learning and Anxiety Reduction**

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**Do you think collaborative learning helps reduce language Anxiety in your students ?**

- Strongly agree
  - Agree
  - Netural
  - Disagree
  - Strongly disagree
-

## Summary

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### English Summary

This thesis explores the impact of collaborative work on reducing language anxiety among English as a Foreign Language (EFL) learners in Algerian primary schools. Recognizing that language anxiety is a major affective barrier in language acquisition—especially among young learners—the study investigates how cooperative learning strategies can create a more supportive and less stressful learning environment. It also examines how teachers perceive the effectiveness of these methods in lowering anxiety levels and promoting student participation.

The research employed a mixed-methods approach: quantitative data were gathered through student questionnaires measuring anxiety levels, and qualitative data were collected through interviews with EFL teachers. The findings indicate that collaborative work significantly contributes to reducing learners' anxiety, particularly in speaking activities, which are commonly associated with high stress. Students working in pairs or small groups reported feeling more confident and less fearful of making mistakes. Teachers noted improved classroom dynamics, increased student engagement, and a more relaxed atmosphere during collaborative tasks.

This study contributes to the growing body of research supporting the use of socially interactive learning strategies to address emotional barriers in language education. Based on the results, several pedagogical recommendations are proposed: integrating structured collaborative activities into the EFL curriculum, training teachers in cooperative learning techniques, and fostering a classroom culture that values peer support and shared responsibility. The study concludes that collaborative learning is not only effective in improving academic performance but also plays a crucial role in reducing anxiety and promoting emotional well-being in language classrooms.

تتناول هذه المذكرة تأثير العمل التعاوني في تقليل القلق اللغوي لدى متعلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية. وبالنظر إلى أن القلق اللغوي يُعد حاجزًا عاطفيًا كبيرًا أمام تعلم اللغة، خاصة لدى المتعلمين الصغار، تهدف الدراسة إلى استكشاف كيف تساهم استراتيجيات التعلم التعاوني في خلق بيئة تعليمية أكثر دعمًا وأقل توترًا. كما تسعى لفهم وجهات نظر المعلمين حول فاعلية هذه الأساليب في تقليل القلق وتعزيز مشاركة المتعلمين.

اعتمدت الدراسة على منهج مزيج يجمع بين الكمي والنوعي: تم جمع البيانات الكمية من خلال استبيانات لقياس مستويات القلق لدى التلاميذ، أما البيانات النوعية فتم الحصول عليها من خلال مقابلات مع معلمي اللغة الإنجليزية. كشفت النتائج أن العمل التعاوني يساهم بشكل كبير في خفض القلق، خاصة أثناء الأنشطة الشفوية التي غالبًا ما تكون مصدرًا رئيسيًا للتوتر. وأفاد التلاميذ الذين عملوا ضمن أزواج أو مجموعات صغيرة أنهم شعروا بثقة أكبر وخوف أقل من ارتكاب الأخطاء. كما لاحظ المعلمون تحسنًا في ديناميكيات القسم، وزيادة في التفاعل، وأجواء أكثر راحة خلال الأنشطة التعاونية.

تُسهّم هذه الدراسة في دعم الأدبيات التربوية التي تشجع على استخدام استراتيجيات تعليمية تفاعلية لمعالجة الحواجز النفسية في تعلم اللغات. وبناءً على النتائج، توصي الدراسة بدمج أنشطة تعاونية منظمة ضمن المنهاج، وتدريب المعلمين على تقنيات التعلم التعاوني، وتعزيز ثقافة القسم التي تشجع على الدعم المتبادل وتحمل المسؤولية المشتركة. وتخلص الدراسة إلى أن التعلم التعاوني لا يعزز الأداء الأكاديمي فقط، بل يلعب أيضًا دورًا محوريًا في تقليل القلق وتعزيز الرفاه النفسي داخل القسم.

## Résumé

Ce mémoire examine l'effet du travail collaboratif sur la réduction de l'anxiété linguistique chez les apprenants d'anglais langue étrangère (EFL) dans les écoles primaires algériennes. Reconnaissant que l'anxiété linguistique constitue une barrière affective majeure à l'acquisition des langues, en particulier chez les jeunes apprenants, cette étude vise à explorer comment les stratégies d'apprentissage coopératif peuvent favoriser un environnement plus solidaire et moins stressant. Elle examine également la perception des enseignants quant à l'efficacité de ces méthodes pour réduire l'anxiété et encourager la participation des élèves.

La recherche a adopté une approche mixte : des données quantitatives ont été collectées à travers des questionnaires mesurant le niveau d'anxiété chez les élèves, tandis que des données qualitatives ont été obtenues grâce à des entretiens avec des enseignants d'anglais. Les résultats montrent que le travail collaboratif contribue significativement à la réduction de l'anxiété, notamment lors des activités orales, souvent sources de stress. Les élèves travaillant en binômes ou en petits groupes ont déclaré se sentir plus confiants et moins craintifs de faire des erreurs. Les enseignants ont observé une amélioration de la dynamique de classe, une participation accrue des élèves et une ambiance plus détendue pendant les activités collaboratives.

Cette étude s'ajoute aux recherches soutenant l'utilisation de stratégies d'apprentissage interactives pour surmonter les obstacles émotionnels dans l'enseignement des langues. À partir des résultats obtenus, plusieurs recommandations pédagogiques sont proposées : intégrer des activités collaboratives structurées dans le programme EFL, former les enseignants aux techniques de travail coopératif, et instaurer une culture de classe axée sur le soutien mutuel et la responsabilité partagée. L'étude conclut que le travail collaboratif ne favorise pas seulement la réussite académique, mais joue également un rôle essentiel dans la réduction de l'anxiété et le bien-être émotionnel des apprenants.