# COOPERATIVE LANGUAGE LEARNING STRATEGIES AND THEIR EFFECT ON SPEAKING AMONG HIGH SCHOOL STUDENTS

**Alix Mahireth Arteaga Arteaga**

**María José Benavides Botina**

**Submitted to the School of Human Sciences**

**Fulfillment of the Requirements of the Degree of B.A. in English and French**

**Linguistic and Languages Department**

**English & French Program University of Nariño**

**May, 2017**

# COOPERATIVE LANGUAGE LEARNING STRATEGIES AND THEIR EFFECT ON SPEAKING AMONG HIGH SCHOOL STUDENTS

**Alix Mahireth Arteaga Arteaga**

**María José Benavides Botina**

**Advisor**

**Diana Ibarra Santacruz**

Las ideas y conclusiones aportadas en este Proyecto de Trabajo de Grado son responsabilidad

exclusiva de los autores.

Artículo 1ro del Acuerdo No. 324 de octubre 11 de 1966 emanado del Honorable Consejo

Directivo de la Universidad de Nariño.

Nota de aceptación:

_____

_____

_____

_____

_____



_____

Diana Ibarra Santacruz

Asesor.


_____

Helda Alicia Hidalgo

Jurado.


_____

Cristian Tovar Klinger

Jurado.


**San Juan de Pasto, Mayo de 2017**

**Resumen**

Este documento tiene como objetivo comprender las ideas de los estudiantes de secundaria

acerca de la efectividad de algunas estrategias de Aprendizaje Cooperativo para reducir la

ansiedad en la competencia oral del inglés. Se ha reconocido ampliamente que la ansiedad puede

ser percibida como un obstáculo en el proceso de aprendizaje tanto para profesores como para

estudiantes, especialmente  afectando las habilidades para hablar de los estudiantes. De esta

manera, muchos estudios han demostrado que las estrategias de Aprendizaje Cooperativo (CLL)

pueden intervenir como una herramienta para reducir la ansiedad y  aumentar el nivel de

competencia de los estudiantes. En este trabajo la descripción del problema de investigación será

presentada; el marco teórico que apoya la tesis va a ser discutido y finalmente, se explicará el

método de investigación de este proyecto. Esta investigación puede tener repercusiones en la

enseñanza y el aprendizaje del inglés como idioma extranjero, principalmente en el apoyo al uso

de estrategias de CLL en las aulas de enseñanza del inglés como una herramienta para reducir la

ansiedad en el idioma extranjero.

*Palabras clave*: ansiedad, competencia oral, aprendizaje cooperativo de idiomas,

ansiedad en el idioma extranjero

Abstract

This paper is intended to understand student's insights regarding the effectiveness of some Cooperative Language Learning strategies to reduce anxiety in the oral proficiency of English among high school students. It has been widely recognized that anxiety can be perceived as an obstacle in the learning process of both teachers and students, specially affecting student's speaking skills. In this way, many studies have demonstrated that Cooperative Language Learning (CLL) strategies may intervene as a tool to reduce anxiety and to boost students' proficiency level. In this paper, the description of the research problem is going to be presented; the theoretical framework supporting the thesis is going to be discussed as well and finally, the research method of this project is explained. This research may have repercussions for EFL teaching and learning, mainly in supporting the use of CLL strategies in EFL classrooms as a tool for reducing Foreign Language Anxiety.

*Keywords:* anxiety, oral proficiency, Cooperative Language Learning, Foreign Language Anxiety

**Table of Contents**

**ANEXOS**

**GLOSARY**

*Anxiety*. Spielberger (1983, cited in Wilson, 2006, p. 41) defines anxiety as the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system"

*Cooperative Language Learning*. Cooperative Language Learning has been defined as "a type of instruction whereby students work together in small groups to achieve a common goal" (Hammond, 2009).

*Oral Proficiency.* According to Omaggio (1986), Language Oral Proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations

**Cooperative Language Learning Strategies and their Effect on Speaking among High School Students**

**Introduction**

According to literature, anxiety may be recognized as an obstacle for both, students and teachers in the process of learning and teaching a language. In the attempt of reducing high levels of anxiety, diverse strategies have been recommended, including CLL strategies. This paper discusses not only the theory and influence of anxiety in language learning and teaching but also, some CLL strategies that may be considered as a tool for reducing anxiety in EFL contexts.

**Chapter I**

**The research problem**

This chapter aims to provide readers with a description of the research problem, the objectives (general, specific) and the significance of this study. In the same way, the limitations and the delimitations of this research are discussed. At the end, some conclusions are presented.

**Problem and Description of the Problem**

When the researchers conducted their pedagogical practicum at the Institución Educativa Municipal Técnico Industrial located in Pasto, Colombia, it was found that the students of ninth grade presented serious and relevant problems regarding the oral proficiency in English. The lack of participation as well as shy, timid and nervous behavior when speaking in English presented by the majority of the students were indicators to investigate what the cause of these symptoms and behaviors might be.

In this way, researchers conducted several activities in communicative situations within real contexts, where students continuously displayed the behavior mentioned above. The researchers found out that the possible causes of this phenomenon may be related to cognitive and emotional factors such as, attitude, motivation, self-esteem, empathy and anxiety. However, it was found, by means of the analysis of observations and interviews, that the main cause of the behavior described before may be anxiety.

Spielberger (1983, cited in Wilson, 2006, p. 41) defines anxiety as the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." In the same way, according to Oxford (1999, cited in Williams & Andrade, 2009, p. 4, and cited in Yanling & Guizheng, 2006, p. 98), anxiety may present manifestations of psychological and physical type such as, rapid heartbeat, muscle tension, dry mouth, and excessive perspiration, but also embarrassment, feelings of helplessness, fear, going blank, inability to concentrate, as well as poor memory recall and retention.

In this sense, research has proved that anxiety may have a negative influence on students' performance in the target language and on their oral proficiency. According to Eysenck and Schwazer (1979, cited in MacIntyre & Gardner, 1994, p. 2) when an individual is anxious, cognitive consequences appear. These negative evidences are: thoughts of failure, self-deprecation and avoidance, they are factors which may limit students' proficiency when learning a second language. Besides, when individuals feel anxious, they might tend to feel nervous and frightened when they have to speak or communicate in the foreign language what makes them stay silent in classes, a situation that affects students' performance in the target language and ultimately their academic outcomes. This can also lead to the decrease of student's motivation

and finally, to the decrease of their overall proficiency. In this way, it is necessary to act and search for some tools that can improve this weakness. Thus, this research focuses on understanding the importance of using alternative strategies based on Cooperative Language Learning in order to reduce ninth grade students' anxiety and boost students' oral proficiency in English at Institución Educativa Municipal Técnico Industrial

**Research Question**

### Central Question

- What are the opinions of students of ninth grade at a public institution regarding the effectiveness of three-step interview, numbered heads and jigsaw activities of cooperative learning to reduce anxiety in order to gain oral proficiency in the learning of English as a foreign language?

### Subquestions

- How will CLL strategies impact ninth grade students' perceptions about anxiety when speaking a foreign language at Institución Educativa Municipal Técnico Industrial?
- What is the role of anxiety when speaking a foreign language among high school students at Institución Educativa Municipal Técnico Industrial?

**Objectives of the study**

### General Objective

To understand the ninth grade students' insights regarding the effectiveness of three-step interview, numbered heads and jigsaw activities of cooperative learning to reduce anxiety in the oral performance in English at the Institución Educativa Municipal Técnico

Industrial

**Specific Objectives**

To identify the students' reactions towards three-step interview, numbered heads and jigsaw activities of cooperative learning to reduce anxiety in order to gain oral proficiency in the learning of English as a foreign language.

To enquire about ninth grade students' perceptions regarding anxiety after some cooperative language activities, namely three-step interview, numbered heads and jigsaw are implemented.

**Significance of the study**

This research seeks to understand the importance that the use of Cooperative Language Learning strategies may have to reduce anxiety when ninth-grade students at Institución Educativa Municipal Técnico Industrial are asked to communicate verbally in English. All of this with the aim of generating changes in the development of the class and in the pedagogical and methodological way of teaching English as well as generating consciousness about the repercussions anxiety may have on students when learning a second language.

The beneficiaries of this study are the entire educational institution, but especially ninth-grade students. With the application of the Cooperative Language Learning strategies presented in this research, students might feel more comfortable and confident with their oral proficiency and performance when learning English. In the same way, teachers might be able to implement such strategies in their classes improving their methodological and pedagogical practice.

This change and understanding might help to create a more harmonious and appropriate

atmosphere for teachers and students in the class. Then this research is relevant because its development may have an impact on the academic and professional fields of this institution, which might be reflected on the reduction of anxiety among students, which at the end could be displayed in their academic performance.

**Limitations**

Given the fact that in this study different qualitative and data techniques such as observations and interviews will be conducted, the main limitation that this research faces is the lack of support from the students and the teachers either because of their shyness, discouragement, indifference or contempt. The above might lead to obtain false information that can question the credibility and veracity of this investigation.

**Delimitations**

**Conceptual delimitations**

The following definitions of the variables and keywords of this research are presented:

- **Anxiety:** Spielberger (1983, cited in Wilson, 2006, p. 41) defines anxiety as the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system"

- **Cooperative Language Learning:** Cooperative Language Learning has been defined as "a type of instruction whereby students work together in small groups to achieve a common goal" (Hammond, 2009).

- **Cooperative Learning:** This approach has been defined as "a group learning activity organized so that learning is dependent on the socially structured exchange of

information between learners in groups and in which each learner is held accountable for

his or her own learning and is motivated to increase the learning of others" (Olsen and

Kagan, 1992, p. 8).

- **Foreign Language Anxiety:** Horwitz and Cope (1986) define Foreign Language Anxiety

  as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to

  classroom language learning arising from the uniqueness of the (foreign) language

  learning process" (p. 128).

- **Oral Proficiency:** According to Omaggio (1986), Language Oral Proficiency includes

  the ability to communicate verbally in a functional and accurate way in the target

  language. A high degree of oral proficiency implies having the ability to apply the

  linguistic knowledge to new contexts (topics) and situations.

**Geographical delimitations**

The Institución Educativa Municipal Técnico Industrial is located at Carrera 26 4 35 in

the city of Pasto, Nariño between the Capusigra and Obrero neighborhoods. The high school has

41 classrooms. The most important areas of the institution are the volleyball and soccer courts,

the cafeteria, the kiosk, and all the technical workshops.

The Institución Educativa Municipal Técnico Industrial is recognized as a highly technical

institution with qualified teachers and a relevant curriculum that is articulated to the

competitiveness and sustainability of the productive sector. The institution is also certified in

quality processes providing the student population, at the municipal and departmental levels,

with the best option in education and with skilled technical training.

During the development of this first chapter, the main components of this research have been

discussed in order to expose and concisely describe the purpose and the main variables of the present study. The next chapter will then continue describing the corresponding literature of the theoretical framework of this investigation.

## Chapter II

## Review of the literature

This chapter aims to provide readers with a definition of anxiety, its symptoms, causes and consequences and the most important theories related to this concept. The influence of Cooperative Language Learning, as a set of strategies to reduce anxiety and to boost students' performance and oral proficiency in foreign language classrooms is also discussed. This chapter also reports a summary of some important studies that have been conducted in order to determine the effectiveness of the application of such strategies in the classroom and that serve as support for this research. The concept of oral proficiency and some strategies to work with are also discussed.

**Theoretical Framework**

**Anxiety**

In the field of learning a second or foreign language, it has been recognized that there are several external, internal, cognitive and emotional factors that intervene in this complex process. Among these variables, anxiety has been one of the most controversial factors researchers have been investigating since it has been perceived as an obstacle in the learning process by both, students and teachers.

The term anxiety has been defined by many authors from many different perspectives.

Spielberger (1983, cited in Wilson, 2006, p. 41) defines anxiety as the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." Anxiety has been also defined as an emotional state of nervousness and fear created by a sense of failure of believing that the goals or obstacles cannot be overwhelmed (Annemarie & Roland 2011).

Anxiety presents manifestations of psychological and physical type. According to Oxford, (1999, cited in Williams & Andrade, 2009, p. 4, and cited in Yanling & Guizheng, 2006, p. 98) physical symptoms include, rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. Psychological symptoms include embarrassment, feelings of helplessness, fear, going blank, inability to concentrate, as well as poor memory recall and retention.

**Theories of Anxiety**

The most relevant theories of anxiety can be categorized into psychoanalytic, learning/ behavioral and cognitive theories.

**Psychoanalytic theory**

The principal representative of psychoanalytic theories of anxiety is Freud. He describes anxiety as "a feeling of impending danger that can be based on objective, neurotic, or moral threats" (Freud, n.d). In point of fact, Freud develops two theories about anxiety. In 1917, Freud makes a distinction between Realistic or Objective anxiety and Neurotic Anxiety. For Freud, Realistic anxiety results from "a real threat in the physical world to one's well-being" (Freud, 1917), as when a ferocious dog appears in the corner of a street. However, this type of anxiety has been referred to as fear rather than anxiety. On the other hand, Neurotic anxiety results from the ego feeling overwhelmed by the id. It is also related to panic attack and phobias. In this case,

anxiety comes from no "real" objects. In this first theory, Freud regards anxiety as a "toxic transformation of undischarged libido" This repression can be caused by physiological factors as unsatisfactory sexual practices or unacceptable desires and it leads to the development of psychoneuroses (obsessions and hysterias).

In 1926, Freud rethinks the concept of anxiety by describing two new types of anxiety: Automatic anxiety and Signal anxiety. For Freud, Autonomic anxiety is a reaction to a traumatic experience which may occur during a person's birth or childhood. On the contrary, Signal anxiety refers to a signal that occurs in the ego of a predicted tension (Freud, 1926). Thus, anxiety is perceived as a warning that something unpleasant and unwanted is about to happen. This danger situations can be caused by also traumatic states which according to Freud (1926) are: loss of the object, loss of the object's love, the threat of castration, and the fear of punishment by the internalized objects of the superego.

For Freud anxiety is learned or inherited in early stages of a person's life (birth) and it has a vital purpose in preserving the organism from physical or psychic danger.

**Learning/ Behavioral theory**

The theories of anxiety based on learning areas derive originally from Pavlov and Watson. These theories have as a theoretical foundation the classical and operant conditioning and the assumption that anxiety is a learned response which has an anticipatory nature.

In 1920, Watson establishes the principles of classical conditioning model of phobias. Watson suggests that any situation or stimulus (principle of "equipotential") initially can acquire ownership of elicit fear responses because of its association with traumatic noxious stimuli. Thus, anxiety is seemed as a conditioned emotional response.

In the same way, theorists as Mowrer (1953) and Miller (1950) describe anxiety as a specific form of fear and it is caused by also repressed desires or negative situations which may occur in childhood. For Mowrer phobias develop as a result of a paired association between a neutral stimulus and feared stimulus. Mowrer proposes that the avoidance of anxiety-provoking stimuli resulted in the removal of unpleasant emotions. In the same way, Staats and Eifert state that a phobia can also be the result of unpleasant emotions and negative thoughts (Self-conditioning)

Another theorist who has to be taken into account in this learning/ behavioral theory is Eysenck. According to Eysenck (1992), anxiety is partly inherited and partly learned. It can be learned because of the conditioned fear and it can be inherited because of the nervous system.

**Cognitive theory**

Michael Eysenck is also one of the most important representatives of this theory of anxiety. For Eysenck the main function of anxiety is to "facilitate the early detection of impending danger in potentially threatening environments" (Eysenck, 1992, p.12). Eysenck argues that for understanding anxiety, it is important to take into account both, the cognitive and the physiological system. In order to demonstrate the importance of these systems, Eysenck developed a cognitive theory of trait anxiety.

For Eysenck, there are differences regarding people who are high and low in trait anxiety. According to his theory, those high in trait anxiety "have an interpretive bias which leads them to interpret ambiguous stimuli having either a social- threat or physical-threat interpretation." (Eysenck, 1992). Thus, those individuals in high anxiety have a range of cognitive biases which are applied to threat-related stimuli. People in high or low anxiety also differ in their mood states

and in the way they store information in their memories. Thus, people in high anxiety tend to worry more than those who are in low. The reason for this behavior is that those in high anxiety store more stressful situations in their long-term memory what makes them be more susceptible to these negative states.

**Types of anxiety**

**Foreign Language Anxiety**

When anxiety is limited to the field of learning a second or foreign language, it is termed as Foreign Language Anxiety (Horwitz, Horwitz, & Cope, 1986). Horwitz and Cope define Foreign Language Anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process" (Horwitz, Horwitz, & Cope, 1986, p. 128). This distinction has been specified to distinguish anxiety that occurs in general or in specific situations.

Investigators have identified three different types of anxiety: trait, state, and situation-specific anxiety. The first type of anxiety refers to the firm predisposition to become anxious in a cross-section of situations and it is permanent (Spielberger, 1983). State anxiety, on the other hand, is the moment-to-moment experience of anxiety as an emotional reaction to the current situation and it is temporary (Cattell&Scheier, 1963). According to Horwitz et al. (1986), Foreign Language Anxiety can be categorized as situation-specific anxiety. This type of anxiety is prompted by specific set of conditions for example public speaking or participating in class (Ellis, 2008). Thus, Foreign Language Anxiety befalls in a specific context: learning a foreign language.

**Possible causes**

Different factors may account for Foreign Language anxiety. Horwitz and Cope (1986) determined found that the primary sources for the appearance of Foreign Language Anxiety (FLA) are communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension was defined by McCroskey (1977, cited in Aida, 1994) as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 156). Students tend to feel nervous and frightened when they have to speak or communicate in the foreign language what makes them stay in silent in classes. Test-anxiety is defined by Sarason (1984, cited in Aida, 1994) as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation" (p. 157). Students tend to feel anxious taking an exam due to the high demands they put on themselves. Finally, fear of negative evaluation is defined by Watson and Friend (1969, cited in Horwitz, 1986) as "the apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively" (p. 128). Students feel anxious because they think about the impressions other have about them. These students tend to avoid class or be quite in the courses.

In this way, Horwitz et al. (1986) postulated that it is anxiety that produces poor achievement in foreign language learning. Nevertheless, some other researchers considered anxiety a consequence rather than a cause (Argaman& Abu-Rabia, 2002; Ganschow et al., 1994; Sparks &Ganschow, 1991, 1995). For these authors, it is poor achievement in foreign language learning what produces anxiety. In order to clarify this chicken-egg question, Horwitz (2001) said: "it is easy to conceptualize FLA as a result of poor language learning ability … the

challenge is to determine the extent to which anxiety is a cause rather than a result of poor language learning." (p.118)

In 1991, Price also postulated some possible causes of anxiety. These causes are the difficulty level of foreign language classes, personal perception of language aptitude, certain personality variables (perfectionism and fear of public speaking), and stressful classroom experiences. In the same year, Young (1991) claimed that language anxiety is caused by six possible, interrelated sources which are: personal and interpersonal anxiety, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing.

**Possible consequences**

Over the years, a number of researchers (Aida, 1994; Horwitz, 1986; MacIntyre& Gardner, 1991) have found that language anxiety is a predictor of achievement in second language courses. In the same way, it has been mentioned that anxiety has a negative influence on the student's performance in learning a second language. According to Eysenck and Schwazer (1979, cited in MacIntyre & Gardner, 1994, p. 2) when an individual is anxious, cognitive consequences appear. These negative evidences are: toughs of failure, self-deprecation and avoidance, they are factors which limit student's proficiency when learning a second language.

Foreign language anxiety has also influenced students' proficiency in tests, both written and oral, as well in learning vocabulary (MacIntyre& Gardner, 1989, 1994a). In the same way, Osboe, Fujimura and Hirshel (2007), in their study of Japanese learners studying English concluded that "foreign language anxiety has clearly been shown to have a negative impact on

performance in the foreign language classroom" and that "L1 personality factors do have a carryover role in the L2 classroom"

Despite of the above stated facts, several studies (Alpert and Haber, 1960; Mills, Pajares and Herron, 2006; cited in Kao & Craigie, 2010, p. 61) have demonstrated that anxiety can be positive in learning a second language. Thus, anxiety can operate as an alert for students. Other researchers postulated the idea that anxiety cannot be so relevant on the students' performance in the foreign language classroom. According to Argaman and Abu-Rabia (2002) "if students with high language anxiety obtained significantly low grades in every foreign-language skill, the real problem may not be the anxiety but a lack of ability in the foreign language arising from a totally different origin." (p. 157)

It can be possible that FLA has these two perspectives and results, and it is equally possible that those can appear alternately and interchangeably (Bailey, 1983; Young, 1986; cited in Kao & Craigie, 2010, p. 61), but what really matters here is the teachers' intervention in helping students to control anxiety to learn a second language. For this, there has been several studied with the aim of finding some strategies to do so.

**Related Research**

In 2009, at the University of Granada a study called "Selective Attention, Anxiety, Depressive Symptomatology and Academic Performance in Adolescents" by Fernandez and Gutiérrez was developed. This study has great importance for this paper because both studies aim to find the relationship between anxiety and school performance as well as, how different variables influence the increase of this phenomenon. The above-mentioned study concluded that anxiety has an indirect relationship to the level of academic performance of the students of

middle or high school, and that some other variables as attention, depression, personality traits and socio-economic aspects intervene in this process. In the same way, it is stated that anxiety can also be positive for some students, as long as they do not present low self-esteem. Students who have high levels of anxiety tend to avoid the classroom activities, so they often tend to visit the nursing of the school. This causes failure to attend classes and therefore it causes problems regarding their academic performance.

In 2011, Garcia-Fernandez, English, Martinez-Monteagudo, March Estevez J and March Steves S. presented the thesis "Inventory of School Anxiety: Validation in a Sample of High School Students" in which they applied Anxiety Inventory School (IAES) which can assess situations that generate anxiety by analyzing frequent and repetitive responses to situations where the students could feel anxious, all this through a 5-point scale (0 = never, 5 = always) In the above study, it was also observed that students presented high levels of anxiety at being at risk to other people, or social situations like going to the board, reading aloud, asking a question in the middle of class, fear public speaking, among others. This generates poor school performance because students tend to limit their verbal competence in the classroom.

It is also important to mention that in 2008, Rosário, Nunez, Salgado, González-Pienda, Valle, and Bernardo conducted the study "Test anxiety: the relationship with personal variables and family ". The above study is significant for this project since both studies aim to find the different factors that influence the emergence of anxiety in students of high school. It also concluded that variables such as family, the relationship between teacher and student, the social strata and the gender of students influence the level of anxiety. The relationship the students have with their parents for example is an important factor, since the student may have high levels of

pressure and expectations from them. Similarly, significant differences in relation to the gender of the students were found as women tend to have higher levels of anxiety than men.

It is essential to mention the study: The Role of Anxiety in Learning Foreign Languages (Braun, 2005) in which the author defines anxiety as a threat to the self-esteem of students. In the same way, she discriminates into two ways the role of anxiety in learning foreign languages. The first way is a direct way which includes, as effects of anxiety, fear of losing a test and all the educational methodologies applied by the teacher who does the role of "executioner" and who with few but cold tests, assesses students by forcing them to achieve low grades and by increasing the degree of anxiety. At this point, Braun recommends doing constant assessments, so that students regard evaluation as an everyday activity. Thus, students will be able to cancel their high grades of anxiety and as a result, learning would be improved.

The second way is an indirect way where the students perceive anxiety, in different states, as a threat to the integrity of their identity. In this way, students create intrinsically defense mechanisms when they experience states of anxiety which leads to reduce learning. At this point, the author recommends using different models depending on the area in order to measure the state of anxiety in language classes and also to analyze the pedagogical implications of the data or results.

Many studies have been done about the relationship that anxiety and school performance have, it is important then to continue in the search of the variables, the impact and influence that anxiety has in students' performance in order to investigate possible solutions to this educational phenomenon that is becoming more frequent and relevant. Also, it is important to seek strategies and to encourage educators about the importance of anxiety in the process of teaching and

learning a foreign language.

It is at this point, when Cooperative Language Learning (CLL) may intervene as a tool to reduce anxiety and boost students' level of proficiency.

**Cooperative Language Learning**

Cooperative Language Learning (CLL) has been defined as "a type of instruction whereby students work together in small groups to achieve a common goal" (Hammond, 2009). It has been also defined as "a systematic instructional method in which students work together in small groups to accomplish shared learning goals" (Johnson & Johnson, 1991; Slavin, 1995; Kagan, 1999).

CLL is part of a bigger approach: Cooperative Learning. This approach has been defined as "a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others" (Olsen and Kagan, 1992, p. 8).

One of the main characteristics of Cooperative Language Learning is that it promotes interaction and communication between, both students and teachers. Since in CLL students are seen as autonomous learners and teachers as negotiators and facilitators, there are several opportunities to endorse comprehensible input and output in the classes, maximizing communication (Jia, 2003).

In the same way, Cooperative learning, like other group work, offers a relaxed climate in the classroom, while it also increases student motivation since in CLL teachers, provide students with opportunities to prepare their answers with time and to receive feedback from group

members, FLA and fear of failure is reduced and class participation is also maximized (Brown, 1994; Crandall, 1999).

Jacobs (2002) points out that "cooperative learning involves more than just asking students to work together in groups. Instead, conscious thought goes in to helping students make the experience as successful as possible" (p. 2).

**Theories of cooperative language learning**

The following are the most relevant theories related to Cooperative Language Learning

### Zone of Proximal Development

Vygotsky argues that there is a link between the social interaction and the cognitive development of an individual. This premise is derived from his theory of the Zone of Proximal Development which is defined as: "The distance between the actual developmental level as determined by the ability to independently solve a problem, and the level of potential development as determined through problem solving under adult guidance or in collaboration with a capable partner "(Vygotsky, 1996).

Cooperative Language Learning is reflected then when a student performs a task or achieves a goal with the support of a partner and he or she is able to perform this activity independently by achieving maturity in their mental processes.

**The Input Hypothesis**

Krashen (1982) proposed the Monitor Model, a theory of second language acquisition. According to the Monitor Model, one of the five hypotheses that account for the acquisition of a second language is The Input Hypothesis which postulates that the only way to acquire language

is through the understanding of oral or written input (comprehensible input), when the input is not comprehensible, it does not contribute to second language acquisition.

The relation of this hypothesis with Cooperative Learning may be reflected in the fact that the input provided by colleagues is more likely to be comprehensible since group members tend to have approximate proficiency levels.

### The Interaction Hypothesis

According to Hatch (1978) and Long (1981), the Interaction Hypothesis suggests that social interaction has a huge and important role in second language acquisition since by means of social interaction, the amount of comprehensible input students receive in a determined context can increase. In this way, cooperative work comes to be a significant technique as it helps groupmates to provide their colleagues with more opportunities to succeed when learning a second language.

### The Output Hypothesis

The Output Hypothesis, developed by Swain (1985), states that while comprehensible input is necessary for learning a second language, learners need to write and to speak i.e., produce output in the second language.

Undoubtedly, Cooperative Language is a really adequate way for students to produce comprehensible output as they have the opportunity to interact with others and share feelings and ideas.

## Types of Cooperative Learning

According to Johnson, Johnson, and Holubec (1998, cited in Johnson and Johnson, 2009,

p. 68-69) there are three different types of Cooperative Learning groups.

Informal Cooperative Learning consists of having small groups of students working together during a few minutes of a session with the aim of helping them process what they just learned through short activities such as discussing a particular question or conversing about the instructions previously given by the teacher before starting an activity.

Formal Cooperative Learning involves students working in groups during several weeks with the purpose of completing a long task or assignment (writing a report or making a survey or experiment) in a collective way. In order to carry out this type of Cooperative Learning groups, the teacher needs to set clear objectives, to assign roles to students, to decide what kind of materials will be used and what kind of place is the most appropriate to develop the activity. Then, students need to clearly understand the activity and the criteria for success. If needed, a monitor of each group or the teacher gives assistance to the rest and finally, students' performance is evaluated and they are provided with a feedback in order to improve particular details.

The last type of Cooperative Learning is called Base Groups which are permanent groups formed by three or four students to facilitate the academic process, in this way, they are in charge of giving each other academic support, assistance and encouragement when a theme has not been well understood. Forming Base Groups in the classroom is a very useful technique of support.

**Basic principles of Cooperative Learning**

Jacobs, Power and Inn (2002, cited in Jacobs, 2004 p. 4-5) state that there are eight basic principles proposed for Cooperative Learning. Some of them are:

o   Heterogeneous Grouping: it seeks to mix all students regardless of their different
characteristics such as gender, social class, age, language proficiency and religion.

o   Group Autonomy: learners need to be able to find resources and information by
themselves and stop depending on teachers as if they were the only way to acquire
information.

o   Maximum Peer Interactions: the purpose of this principle is to maximize the quantity of
peer interactions; it happens when they work in groups and discuss ideas and thoughts by
utilizing cooperative skills.

o   Equal Opportunity to Participate: this principle points out that with the use of
Cooperative Learning, students are able to have a more equal participation instead of
having just one person participating and impeding others to take part.

o   Individual Accountability: encourages students' motivation to share their thoughts and
understanding with others in the group.

o   Positive Interdependence: it is really important to build a positive interdependence in the
classroom. Positive interdependence refers to the fact that students depend on each other
and they have a common goal that can only be achieved if all the participants succeed.
Students sink or swim together.

**Cooperative Learning Strategies**

Numerous studies (Nakahashi's , 2007; Suwantarathip& Wichadee , 2010)  have
demonstrated that applying and implementing cooperative learning activities in a EFL class has
helped to lower student's learning anxiety and to improve language learning achievement.

Arends (2004, cited in Pattanapichet& Changpueng, n.d, p. 63-64) states that there are
some cooperative learning activities which are frequently used in the classroom such as the

jigsaw activity, numbered heads and the three-step interview.

**Jigsaw activity**

This is a great activity built from the concept of information sharing. It can be used with all the four language skills (Reading, writing, listening and speaking) It is developed by forming groups of five, each member of the group gets a unique piece of information to be understood and finally taught to the other participants. The key of the jigsaw activity is to be proficient enough in the subject for the others to understand the explanation.

**Numbered heads**

This strategy consists in dividing the class into small groups and giving them some questions, each participant has been "numbered" so that everyone needs to be able to give an answer to the questions because they are going to be called out randomly to report their ideas.

**Three-Step interview**

This is an enjoyable activity mainly for speaking classes. It is called three-step interview, in this strategy the participants need to follow three simple steps; first, they carry out an interview with their partners asking clarification questions, then they switch the roles and finally they share their partner's thoughts with the whole group.

How does the application of the strategies described previously help to reduce students' anxiety? Wichadee (2010) affirms that "since cooperative learning helps to create supportive environment, students are not much stressed and have reduced anxiety in class. This is probably because students possess a sense of community" (p. 4). According to Worde (2003), when students have no friends in class, they are "more self-conscious". Working cooperatively is

recommended as a mean of interaction with peers. In a classroom, it is very common to find students with high and low proficiency levels, by applying these CLL strategies, students who may have low proficiency levels are commonly isolated and not confident in their English skills. By implementing such strategies, students who don't speak in classes may feel more comfortable working with others and participating in classes. Each of the team members can complement one another's strengths and weaknesses as well.

A short-term intervention study (Nagahashi, 2007) found that students do benefit from the application of cooperative learning strategies in the classroom mainly because there is a creation of supportive groups where the participants feel more confident and are able to develop their skills in a better way.

**Related Research**

An approach to Reduce Student's Anxiety in learning English by Pattanapichet, Changpueng (n.d) is a study that has great relevance for this research. The authors of this paper aim to describe the cooperative learning approach as a means to reduce language anxiety in EFL classrooms. First, the main features of cooperative learning and the way it helps to reduce anxiety are discussed. As a result, the authors recommend language teachers who are seen as active elements in the teaching-learning process, to implement a variety of cooperative language activities such as the jigsaw, think-pair-share, circle the sage activities, etc. Thus, an adequate learning environment in which students feel comfortable will take place and then, anxiety levels would reduce.

In the same way, another study: The Impacts of Cooperative Learning on Anxiety and Proficiency in an EFL Class (Suwantarathip, Wichadee, 2010) describes a study performed with

40 students at Bangkok University with the aim of analyzing the effectiveness of cooperative learning approach emphasized on reducing foreign language anxiety. By using two proficiency tests and a semi-structured interview, it was found that by learning cooperatively, students achieved higher proficiency levels and a better attitude regarding group work. This change was also produced by providing a learning atmosphere in which students had the opportunity to encourage and support each other and in the same way, to feel more comfortable and relaxed. Thus, student's levels of anxiety were also reduced.

The study, "Cooperative Language Learning and Foreign Language Learning and Teaching" (Zhang, 2010) describes the positive effects of cooperative language learning in the process of teaching foreign languages. First, the concept of CLL and its main characteristics are defined. Then, the author establishes a comparison between cooperative language learning and traditional language teaching. The author points out that the use of CLL is in classrooms is beneficial because it helps to the creation of an effective climate, fosters learner responsibility and independence, etc. As a conclusion, the author states that CLL is advantageous when it comes to teach and learn a foreign language since it provides more opportunities for communication.

Another significant study for this research is "Cooperative Learning as a Strategy for Learning English" (Leon, 2013) since it applies ooperative learning as a strategy for the treatment of a phenomenon in an EFL setting. The above-mentioned study concluded that the implementation of the methodology of cooperative learning in the English course allowed the development of a positive environment in the group being studied. Furthermore, a change was observed in the social behavior of the students who expressed values and attitudes of group

work. The use of cooperative learning in the classroom entails to motivate the students and improve their academic performance in the classroom.

**Language Oral Proficiency**

According to Omaggio (1986), language oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations.

According to Singh (2015) Oral proficiency is "a student's ability to speak a language in real-life settings, outside of the classroom". For Singh, "oral proficiency describes how well you can speak a language in the real world, regardless of your textbook, grades, or class goals." (Singh, 2015, p.3)

**Characteristics of Language Oral Proficiency**

Among the most remarkable characteristics of speakers who are seemed as proficient in learning a target language are: "good", "fluent", "knowledgeable", "bilingual" and "competent". Controversially, it has been very difficult to set an agreement of what proficiency entails (McNamara, 1996)

Many studies have been investigating the features of Language Oral Proficiency by using several methods. The results of such research has led to the conclusion that the characteristics of Language Oral Proficiency will vary depending on factors such us, data type, the methodology and the mastery students have of the target language. For example, in 1980, Adams examined the relationship between five factors which contribute to determine the characteristics of oral

proficiency. These factors were: accent, comprehension, vocabulary, grammar and fluency. There was also found that vocabulary and grammar were the most influential aspects in categorizing proficient speakers. However, fluency and pronunciation become also relevant in more advanced speakers.

**The Importance of Language Oral Proficiency**

Since the development of communicative approaches, oral language has become a very essential and important factor when learning a target language. According to Palmer (2010), oral language is the main way of communicating or developing communicational skills. Through this communicative process, students can send and receive information, process knowledge and interpret and critically evaluate their own knowledge by also enhancing other linguistic skill (Palmer, 2010).

**Strategies to improve Language Oral Proficiency**

There are many different ways for working with language oral proficiency, discussion and speeches are one of them.

According to Palmer (2010) discussions in small groups is a good way to work with language oral proficiency. In order to apply this strategy, teachers can create discussions by using closed and open questions. However, it could be difficult to apply this strategy with shy students, since discussions require active participation of students and it also involves cultural aspects such as identities.

Speeches are also an adequate way to work with language oral proficiency. By using speeches or presentations, students can develop the ability to adjust language to different

proposes within communicative processes. According to Palmer, one factor that teachers need to take into account before introducing speeches or presentations is to create a good classroom climate to avoid speech anxiety.

It has been widely recognized that anxiety is a relevant factor in learning a second or foreign language. Therefore, it is important for EFL teachers and training students to be aware of the role of FLA in language classrooms. According to Wichadee (2010) "an effective teacher is the one who is able to present various skills and abilities that facilitate a learning environment where every student feels relaxed and can succeed in both academic and personal aspects." (Wichadee, 2010, p.65) At this point, it has also been showed that when students' anxiety decreases, poor achievement in learning a second language also decreases. Then, it is necessary for EFL teachers to apply and implement activities that help students to keep and adequate anxiety in the process of learning a foreign language. Cooperative Language Learning can be used then, as a set of strategies to reduce anxiety and to boost student's performance and oral proficiency in learning a second language, since it allows to the development of creating a pleasant and friendly learning environment avoiding variables that lead to the emergence of FLA. In the next chapter of this study the all the components of the research method of this investigation are going to be exposed.

## Chapter III

## Methodology

In this chapter, the research paradigm of this study will be discussed as well as the type, the techniques used for the data collection, the population, the sample and the setting. In the same way, the research procedure, the validation criteria and the ethical issues of this investigation are

described. At the end, some conclusions are presented.

**Research Paradigm**

The type of paradigm concerning this study is the post-positivistic paradigm since it allows researchers "to understand why people operate in the manner that they do" (McGregor and Murnane, 2010, p. 422). In the educational reality, this paradigm seeks to understand this reality from the meanings that people under study have, as well as their beliefs, intentions and motivations.

The methodology for this study is situated in the interpretative framework. Interpretative approach assumes that reality is subjective and socially constructed and that the way to understand this reality is "to know what the actors (in a particular social world) know, see what they see, understand what they understand" (Wildemuth, 1993, p.450). More specifically, in this study researchers will use a phenomenological research approach. Phenomenology " requires carefully and thoroughly capturing and describing how people experience some phenomenon – how they perceive it, describe, feel about it, judge it, remember it, make sense of it, and talk about it with others – […]" ( Patton, 2002, p. 104).

The phenomenon to be studied has to do with anxiety, specifically with understanding the opinions of students of ninth grade at a public institution regarding the effectiveness of CLL strategies to reduce anxiety in order to gain oral proficiency in the learning of English as a foreign language.

**Research Design**

The design of this study is qualitative. According to Cresswell (1994), "A qualitative

study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting".

Given the fact that the reality in education is not objective but dynamic, multiple and evolving, it is necessary to understand that the individuals in this research will be conceived as dynamic agents that have the ability to configure and rebuild this reality.

The qualitative process in this research will begin with the communication between the students and the researchers. This communication will enable, in a spontaneous and natural way, to study the underlying social, psychological and linguistic factors in the reality of the participants (classroom). The different interviews to be held to the students of ninth grade will help to the integration of a resolute reality, allowing the emergence of the holistic view of anxiety and the effects of cooperative learning in the oral proficiency of English.

**Research Setting**

The institution where this research will take place is Institución Educativa Municipal Técnico Industrial, located at Carrera 26 4 35 in the city of Pasto, Nariño between the Capusigra and Obrero neighborhoods. The neighborhoods surrounding the institution are quiet and have no social problems affecting the students and they belong to a middle economic stratum (2). The most important areas of the institution are the volleyball and soccer courts, the cafeteria, the kiosk, and all the technical workshops. Although the infrastructure of the institution is limited, it has a quiet atmosphere suitable for the development of all the activities this research is going to carry out. The main resources to be used for this study are, first, the classroom. It does not have a television, so the audiovisual room of the institution will be used as well. In the same way, tools

such as tape recorders, a video beam are going to be necessary for the development of all the activities this research is going to carry out and for the observations and interviews.

## Population and Sample

### Population

The population of this research consists of the educational community of the Institución Educativa Municipal Técnico Industrial, which is located in the city of Pasto, Nariño. In this way, it involves all students, teachers and administrative and management staff. Therefore, the population is composed of a totality of 1,550 individuals, 1,500 students of which 820 are male and 680 are female, 30 teachers of which 17 are female and 13 are male, 15 people in charge of the administrative area of the institution and 5 senior managers.

### Sample

Given the fact that this is phenomenological study, a heterogeneous group varying from 10 to 15 individuals is needed. The sample of this research will consist of 14 students (male and female) from the ninth grade of the Institución Educativa Municipal Técnico Industrial, whose ages range from 14 to 16. Thus, the sample will consist of 7 men and 7 women.

## Research Techniques

Qualitative data consists of "direct quotations from people about their experiences, opinions, feelings, and knowledge" obtained through interviews; "Detailed descriptions of people's activities, behaviors, actions" recorded in observations; and "excerpts, quotations, or entire passages" extracted from various types of documents (Patton, 2002, p.4) Since the focus (design) of this research is qualitative, the data collection techniques to be applied are mainly the observation and the semi-structured interview.

According to Sierra and Bravo (1984), observation refers to the inspection and study done by the researcher, by using their own senses, with or without the help of technical equipment, things or events of public interest, as they are or occur spontaneously. The observation is essential to this investigation since it provides the present facts in the same, this is going to be a field observation since researchers will go to the place where the phenomenon will be developed. See appendix 3 for more details.

Hernandez (2003) states that the semi-structured interviews are based on guidance issues or questions where the interviewer is free to introduce additional open-ended questions to clarify concepts or to obtain more information on desired topics. The present study will use the semi-structured interview because the researchers will have a script composed of open-ended questions that will determine the issues to develop the information and that will allow the interviewee to make some comments and observations.

**Research procedure**

To carry out this study, the first step will be to send a letter asking the school permission to apply investigative techniques in the selected group. After obtaining the permission, the observation will take place; for this, the researchers will attend some classes during a period of a month and a half. The observations will be made with the help of tools such as note-taking and some video and audio recordings which will lead to the collection of preliminary data that will be studied later. The next step will be to identify symptoms, problems and possible consequences of the shortcoming with the help of previously analyzed data found. According to the first results, the researchers will have to conduct the interviews with the selected sample, for that these conversations will be recorded and the researchers will be taking some notes at the same time.

According to the results of these interviews, the researchers will provide the teachers with some

CLL strategies taking into account the needs of the students and teachers and the context in

which they are.  Finally, a thank you letter will be sent to the school, and to all those people who

provided support during the development of this process.

**Validation criteria**

**Pilot Study**

In order to provide this research with validity and confidence, a pilot study is going to be

developed. The sample of this pilot study will consist of 6 students of ninth grade who belong to

a different course from the real sample of this investigation. These students then are part of the

Institución Educativa Municipal Técnico Industrial as well, but they study in the afternoon. It is

important to mention that the sample consists of 3 women and 3 men whose ages vary between

14 and 16 years and who belong to a low socio-economic strata.  In this way, the first thing to do

for the researchers will be to send a letter to the principal of the institution and the parents of the

students asking for permission for the development of this pilot study. Then, some interviews

and observations are going to be carried out with the aim of recollecting information about the

student's perceptions about anxiety and their oral proficiency when learning English. The results

will allow the researchers to create specific questions in order to be applied in the interviews that

are going to be developed with the real sample of this investigation and at the same time, to

evaluate the problems presented in the application of these data collection techniques.

**Validation Criteria**

The validity of this research begins with the collection of data. This process will be

adapted to the social world and the educational reality naturally and in the context where they are

produced. Thus, this process will provide with an ecological validity to this study. Similarly, this study has a communicative validity since a constant comparison of the obtained data is developed in order to create a feedback on the interpretation of the studied reality. Since the researchers will made public the previous assumptions and the results of this research, the readers will be able to conduct a valuation process on this study and in this way, this research will obtain a valid argument. This investigation will apply triangulation with the aim of enhancing confidence in the ensuing findings. With all the above, this research aims to bring together the strengths of each technique and reduce some limitations in order to lead to the validity and consistency of the findings.

**Ethical issues**

Before starting to collect the data by means of observation and a semi-structured interview, the researchers need to ask for permission to the principal or teacher in charge. It is important to point out that the development of this study will be conducted with confidentiality in order not to cause any prejudice or damage to the participants of this research, it means that the researchers in charge are not allowed to let the personal information to which they have had access be known by anyone else, unless the person authorizes it. Similarly, all those involved in this process are going to participate voluntarily. Once the process of data collection is completed, the researchers will send a thank-you letter to the institution in which the research took place and to every person who helped in the procedure.

During the development of this third chapter the methodological design of this preliminary research was presented in order to describe concisely the type of research, the techniques for data collection, the population, the sample and the setting. The research

procedure, the validation criteria and the ethical issues of this study were also discussed. In the

next chapter, it will be presented the data results of this research.

References

Bibliography

Eynsenck, M., (n.d). *Essays in Cognitive Psychology: Anxiety and Cognition.* UK: Psychology

Press.

Freud, S., (1926). *Inhibitions, Symptoms and Anxiety.* London, UK: W. W. Norton & Company.

Hammond, A., (2009). Learning to Learn Cooperatively. *English Teaching Forum. (Issue 4)*, pp.

18-21.

McGregor, S., Murnane., (2010). Paradigm, methodology and method: intellectual integrity in

consumer scholarship. *International Journal of Consumer Studies, Vol.34*, pp. 422.

Mower, R., Klein, S., (1953). *Handbook of Contemporary Learning Theories*. New York, NY:

Psychology Press.

Patton, M., (2015). *Qualitative Research & Evaluation Methods 3rd Edition*. pp. 104. SAGE

Publications.

Richards, J., Rodgers, T., (2001). *Approaches and Methods in Language Teaching. Cooperative

Language Learning,* pp. 192-203. Cambridge University Press.

Netgraphy

Al-Saraj, T., (n.d). Foreign Language Anxiety: What is this? Retrieved from;

https://www.soas.ac.uk/lmei/events/ssemme/file67903.pdf

Apple, M., (2006). Language Learning Theories and Cooperative Learning Techniques in the

EFL Classroom, *Doshisha Studies in Language and Culture*, *Vol. 9*(*Issue 2*), pp. 277 −

301. Retrieved from;

https://doors.doshisha.ac.jp/duar/repository/ir/13064/006009020004.pdf

Backhouse, A., (2011). How Do Teachers Talk about Oral Proficiency in the 'English C/7'

course? A Qualitative Study. Retrieved from; http://www.diva-

portal.org/smash/get/diva2:507148/attachment01

Braun, N. E. (2005). *El Rol de la Ansiedad en el Aprendizaje de LenguasExtranjeras*[The Role

of Anxiety in Learning Foreign Languages].*Anuario Nº 7 – Facultad de Ciencias*

*Sociales. Humanas - UNLPam (245-250.*

Retrievedfrom;http://www.biblioteca.unlpam.edu.ar/pubpdf/anuario_fch/n07a19braun.pd

f

Fernandez, A., y Gutiérrez, M. (2009). Atención Selectiva, Ansiedad, Sintomatología Depresiva

y Rendimiento Académico en Adolescentes [SelectiveAttention, Anxiety,

DepressiveSymptomatology and Academic Performance in Adolescents]. *Elecronic*

*Journal of Research in Educational Psychology, Vol. 7, (Issue 1), pp. 49-76.*Retrieved

from;http://www.investigacion-

psicopedagogica.org/revista/articulos/17/espannol/Art_17_295.pdf

Fernandez, J., Candido, J., Martinez, M., Marzo, J., y Estévez, E. (2011). *Inventario de Ansiedad*

*Escolar: Validación en una Muestra de Estudiantes de Educación Secundaria* [Inventory

of SchoolAnxiety: Validation in a Sample of High SchoolStudents]. *Psicothema, Vol. 23,*

*(Issue 2), pp. 301-307.* Retrieved from;

http://www.psicothema.com/psicothema.asp?id=3886

Horwitz, E., Horwitz, M., Cope, J., (1986). Foreign Language Classroom Anxiety. *The Modern*

*Language Journal, Vol. 70, (Issue 2)*, pp. 125-132. Retrieved from;

http://www.nkhy.net/jingpinke/buchongyuedu/foreign%20language%20classroom%20an

xiety.pdf

Jacobs, G., Power, M., Inn, L., (2002). *The Teacher's Sourcebook for Cooperative Learning:*

*Practical Techniques, Basic Principles and Frequently Asked Questions*. Thousand Oaks,

CA: Corwin Press. Retrieved from:

http://www.corwinpress.com/index1.asp?id=detail.asp?id=27713

Johnson, D., Johnson, R., (2009). Making Cooperative Learning Work. *Theory into Practice,*

*Vol. 38, (Issue 2) Building Community through Cooperative Learning,* pp. 67-73.

Retrieved from;

http://www.proiac.uff.br/sites/default/files/documentos/cooperative_learning_johnsonjoh

nson1999.pdf

Krashen, S., (1981). Second Language Acquisition and Second Language Learning. Oxford

Pergamon Press Inc. Retrieved from:

http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Linh, N., (2011). Foreign Language Learning Anxiety among 1st- Year Students at Felte, Ulis.

Retrieved from; https://es.scribd.com/doc/62693969/14/Trait-anxiety-state-anxiety-and-

situation-specific-anxiety

Long, M., (1981). Input, Interaction, and Second-Language Acquisition. *Annals of the New York*

*Academy of Sciences.* Retrieved from:

http://www.readcube.com/articles/10.1111%2Fj.1749-6632.1981.tb42014.x?r3

MacIntyre, P., (1994). The Effects of Induced Anxiety on Three Stages of Cognitive Processing

in Computerized Vocabulary Learning. Cambridge University Press. Retrieved from;

http://faculty.cbu.ca/pmacintyre/research_pages/journals/induced_anxiety1994.pdf

MacIntyre, P., (1995). How Does Anxiety Affect Second Language Learning? A Reply to Sparks

and Ganschow.*The Modern Language Journal, Vol. 79, (Issue 1)*, pp. 90-99. Retrieved

from; https://leighcherry.wikispaces.com/file/view/Anxiety's+Effect+on+L2+Learning+-

+MacIntyre.pdf

Martínez, J., (2012). A Review of the Literature on Foreign Language Anxiety and Future

Directions in Research. Retrieved from;

http://sali.ff.cuni.cz/?q=system/files/SALi_2012_01_studie_DiosMartinezAgudo.pdf

Nagahashi, T., (2007). Techniques for Reducing Foreign Language Anxiety: Results of a

Succesful Intervention Study, pp. 61. Retrieved from; http://air.lib.akita-

u.ac.jp/dspace/bitstream/10295/547/3/kk9-6.pdf

Pattanapichet, F., Changpueng, P., (n.d). Cooperative Learning: An Approach to Reduce

Students' Anxiety in Learning English. Retrieved from;

http://www.bu.ac.th/knowledgecenter/executive_journal/oct_dec_12/pdf/aw09.pdf

Rosário, P., Núñez, J., Salgado, A., Gonzáles, J., Joly, C., Bernardo, A., y Valle, A. (2008).

Ansiedad ante los Exámenes: Relación con Variables Personales y *Familiares* [Test

Anxiety: theRelationshipwith Personal Variables and Family]. *Psicothema,* Vol. 20,

(Issue 4), pp. 563-570.Retrieved from; http://www.psicothema.com/pdf/3523.pdf

Sac, M. (2013). Aprendizaje Cooperativo como Estrategia para el Aprendizaje del Idioma Inglés

[Cooperative Learning as a Strategy for Learning English]. Retrieved from;

http://biblio3.url.edu.gt/Tesario/2013/05/09/De%20Leon-Maria.pdf

Smith, B., Schroth, T., (2014). Anxiety in the Foreign Language Classroom. *Academic Exchange Quarterly Winter, Volume 18, (Issue 1).* Retrieved from;

http://rapidintellect.com/AEQweb/t5396v4.pdf

Singh, S., (2015). Self-Assessment of Oral Proficiency among ESL Learners. *'ELT Voices – India' International Journal for Teachers of English, Vol. 5, (Issue 1, 1-7).* Retrieved from; http://eltvoices.in/Volume5/Issue_1/EVI_51_1.pdf

Strongman, K., (1995). Theories of Anxiety. *New Zealand Journal of Psychology, Vol. 24, (Issue 2).* Retrieved from; http://www.psychology.org.nz/wp-content/uploads/NZJP-Vol242-1995-1-Strongman.pdf

Suwantarathip, O., Wichadee, S., (2010). The Impacts of Cooperative Learning On Anxiety and Proficiency in an EFL Class. *Journal of College Teaching & Learning, Vol. 7, (Issue 11 51).* Retrieved from;

http://www.cluteinstitute.com/ojs/index.php/TLC/article/view/252/242

Swain, M., (1985). The Output Hypothesis and beyond: Mediating Acquisition through Collaborative Dialogue. *Sociocultural Theory and Second Language Learning.* Retrieved from; http://eslenglishclassroom.com/Art-02.pdf

Trang, T., (2012). A Review of Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety and the Challenges to the Theory. *English Language Teaching, Vol. 5, (Issue 1).* Retrieved from, URL: http://dx.doi.org/10.5539/elt.v5n1p69

Wichadee, S., (2010). Cooperative Learning Approach: A Successful Way of Reducing Anxiety

in an EFL Class. *International Journal of Education, Vol.33, (Issue 3)*,pp. 3-7. Retrieved

from; http://edu.kku.ac.th/journal/index.php/joe/article/view/53/39

Wildemuth, B., (1993). Post-Positivist Research: Two Examples of Methodological Pluralism.

*The Library Quarterly: Information, Community, Policy, Vol. 63*, pp. 450. The University

of Chicago Press. Retrieved from: http://www.jstor.org/stable/4308866

Williams, K., Sharp, L., (1997). Improving Student Oral Proficiency in Foreign Language

through the Increased Use and Assessment of Oral Activities. Retrieved from;

https://ezproxy.bib.hh.se/docview/62494252?accountid=11261 (6/10-2011)

Young, D. J. (1991). Creating a low-anxiety classroom environment: *What does the language

anxiety research suggest?* Modern Language Journal, 75, 426-437.

Zafar, S., Khan, Z., (2010). The Effects of Anxiety on Cognitive Processing in English Language

Learning. *English Language Teaching, Vol. 3, (Issue 2)*. Retrieved from;

http://www.ccsenet.org/journal/index.php/elt/article/viewFile/5405/4921

**ANEXOS**

**Appendix 1: Semi-structured interview**

| Semi-structured interview |
|---|
| **Objective:**<br>    To identify the students' opinions regarding the effectiveness of three-step interview, numbered-heads and jigsaw activities of cooperative learning to reduce anxiety in order to gain oral proficiency in the learning of English as a foreign language |
| **Participants:** Ninth grade students |
| **Estimated Time:** 1 hour |
| **Place:** IEM Técnico Industrial |
| **Resources:** Audio recorder, Copy of inform consent form, interview format |
| **Interview Protocol:**<br> - Greeting<br> - Interview contextualization<br> - Guiding questions<br> - Closing<br> - Gratitude<br> - Farewell |
| **General Information of the student:**<br>**Date:**<br>**Name:**<br>**Age:** |
| **Questions:**<br>**1.** ¿Cuál actividad te gusto más? ¿Por qué?<br>**2.** ¿Cómo te sentiste después de participar en las actividades?<br>**3.** ¿Cuáles fueron tus fortalezas y debilidades durante el desarrollo de las actividades?<br>**4.** ¿Qué sentiste al momento de compartir verbalmente tus respuestas con el grupo?<br>**5.** ¿Algunas de las actividades generó en ti miedo, nervios, preocupación?<br>**6.** ¿Hubo algo del desarrollo de las actividades que no te gustará? ¿Cuál fue?<br>**7.** ¿Te gustaría que tu profesor siga haciendo este tipo de actividades en clase |
| Semi-structured interview |
| **Objective:**<br>    To identify the students' opinions regarding anxiety |
| **Participants:** Ninth grade students |
| **Estimated Time:** 1 hour |
| **Place:** IEM Técnico Industrial |
| **Resources:** Audio recorder, Copy of inform consent form, interview format |
| **Interview Protocol:** |

| |
|---|
| - Greeting<br>- Interview contextualization<br>- Guiding questions<br>- Closing<br>- Gratitude<br>- Farewell |
| **General Information of the student:**<br>**Date:**<br>**Name:**<br>**Age:** |
| **Questions:**<br>**1.** ¿Qué es ansiedad para ti?<br>**2.** ¿Recuerdas alguna situación académica que te produjo ansiedad? Descríbela<br>**3.** ¿Qué sientes cuando tu profesor te pide que hables en inglés?<br>**4.** ¿Qué tipo de actividades en clase de inglés te generan mayor ansiedad y por qué?<br>**5.** ¿Consideras que la ansiedad tiene alguna influencia en rendimiento académico?<br>**6.** ¿Identificas alguna actitud o acción de tu profesor que ayude a disminuir tus niveles de ansiedad?<br>**7.** ¿Identificas alguna actitud o acción de tu profesor que genere mayores niveles de ansiedad? |

**Appendix 2: Timetable**

| DURATION PER MONTH | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **AREAS OF WORK** | **FEBR** | **MAR** | **APR** | **MAY** | **JUN** | **JUL** | **AUG** | **SEP** | **OCT** | **NOV** | **JAN** | **FEB** |
| **Choice of subject and information** | 20-26 ● | | | | | | | | | | | |
| **Development of the proposal** | | 1-8 ● | | | | | | | | | | |
| **Problem description, problem statement, significance of the study and objectives** | | 20-30 ● | | | | | | | | | | |
| **Theoretical, conceptual framework and** | | | 10-20 ● | | | | | | | | | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| background | | | | | | | | | | | | | | |
| Delivery of the first chapter | | | | | | | | | | 01 | | | | |
| Delivery of the second chapter | | | | | | | | | | | | 03 | | |
| Delivery of the third chapter | | | | | | | | | | 25 | | | | |
| Oral defense of the study | | | | | | | | | | | | | | 17 |
| Final draft | | | | | | | | | | | | 27 | | |

**Appendix 3: Budget**

| ITEM | COST |
|---|---|
| Transport | $120.000 |
| Voice Recorder | $50.000 |
| Photocopies | $50.000 |
| TOTAL | $220.000 |