

# The Effect of Collaborative Reasoning Discussion on EFL Learners' Anxiety

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**Abstract**—This study was an attempt to investigate whether Collaborative Reasoning (CR) had any significant effect on pre-intermediate EFL learners' anxiety. To fulfill the purpose of this study, 60 female students who studied in Iranmehr language institute at pre-intermediate level were selected from a total number of 88 participants based on their performance on a piloted PET (2009). Then a piloted anxiety questionnaire was assigned to the experimental and control groups having 30 participants each. The same content (2 story books) was taught to both groups throughout the 18-session treatment with the only difference that the experimental group was taught CR strategies while in the control group the common comprehension-based approach was applied. At the end of the instruction, the piloted anxiety questionnaire post-test was administered to the participants of both groups. The mean scores of the groups on pretest and posttest were computed through ANCOVA to investigate the research question raised in the study which led to the rejection of the null hypothesis. Thus, teaching CR strategies proved to have a significant effect on pre-intermediate EFL learners' anxiety.

**Index Terms**—collaborative reasoning, language anxiety, reasoning, scaffolding

## I. INTRODUCTION

Traditional teacher-centered pedagogy dominates in the most of the classrooms that put students under pressure of rote learning and eventually language learning stress (Reznitskaya et. al, 2009).

In recent years, great interest has increased in the study of the role of affective factors in the language classroom. Language anxiety is one of the main problems in language classrooms. One of the recent challenges in second and foreign language teaching is to provide students with an environment which is more learner-centered and low-anxiety.

Anxiety in the classroom context is considered a negative factor that reduces the learner's proficiency and in the anxious situation, it is difficult to think and act clearly. Language acquisition should be accomplished in a low-anxiety environment.

According to Horwitz, Horwitz, and Cope (1986), communication apprehension appears to be increased in the language classrooms where the learners do not have any control of the communicative situation, and their performance is regularly observed by both their teacher and peers. Students in teacher-centered classrooms have passive roles that are waiting for their teachers' direction. This kind of evaluation which is based on the predetermined answers put students under stress.

The influence of communicative approach and the interest in communicative competence in language has changed the way of language teaching and the use of activities that perform in language classrooms.

The teacher who creates a comfortable or stress free atmosphere in the classroom will lower the affective filter. Young (1992) suggests that, putting language learners in a group or in a pair situation allows students to exchange and express their opinions and may alleviate language anxiety.

Worde (2003), in his study examined students' perspectives on foreign language anxiety and discovered that a sense of community is a factor that may help learners to reduce the level of their anxiety. In addition, discussing, creating, and thinking in a group create a less anxiety-producing context. In such an environment, students may feel more relaxed to try out new ideas.

Consequently, learning in group is believed to lessen anxiety and provide more chances for students to produce language. This make students feel more confident about communicating in the target language and therefore, it can lead to anxiety reduction.

In this study, the researcher employed Collaborative Reasoning (CR) (Anderson, et al., 2001) to investigate whether it can decrease the pre-intermediate EFL learners' anxiety. CR is an approach to literature that aims to stimulate critical reading and improve students' engagement. The researcher used CR in the hope that, during CR, students become encouraged to participate in discussions of controversial issues which were raised by the texts or stories they read (Anderson, et al., 2001). In CR, students gather in small groups to discuss a central question about a story they have read (Clark et. al, 2003). This kind of question does not make students feel stressed and they can answer easily

### *Purpose of the Study*

Learners of English language claim to have, a mental block against learning English and they often express a feeling of stress, nervousness or anxiety while learning English Language. This problem exists among ESL/EFL learners from beginning to more advanced levels.

If students feel a sense of belonging and involvement Language anxiety can be reduced. Mechanical repetition in classrooms does not create engagement or involvement in the task and students feel inappropriateness of the situation (Arnold 2003). So the purpose of this study was to find out whether Collaborative reasoning discussion had any significant effect on pre-intermediate EFL learners' anxiety level.

This study was based on the following research question:

Q: Dose Collaborative reasoning have any Significant effect on EFL learners' anxiety?

## II. REVIEW OF LITERATURE

### A. *Anxiety*

Horwitz, Horwitz and Cope (1986) state that "Anxiety is a state of uneasiness and apprehension or fear causes by the anticipation of something threatening". "Anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with arousal of the autonomic nervous system" (p. 126).

### B. *Different Types of Anxiety*

There are different types of anxiety that are discussed in this part.

#### 1. *Facilitating vs. debilitating*

Scovel (1978) believes a degree of anxiety may be beneficial for learners. This kind of anxiety is usually referred to as facilitative anxiety that means, through facilitative anxiety students will be encouraged more and they study harder and consequently it makes stronger efforts to succeed in classroom. Facilitating anxiety motivates a person to positively deals with difficulties and to handle challenges. Debilitating anxiety tends to destroy students' learning outcome and damages their self-confidence that can lead to poor performance and low achievement.

#### 2. *Trait vs. State*

Trait anxiety is a general trait of anxiety, valid in a number of situations (MacIntyre & Gardner, 1991). MacIntyer (1995) maintain that "state anxiety is an immediate, transitory emotional experience with immediate cognitive effects" (p.93).

#### 3. *Situation Specific Anxiety*

Another type of anxiety is situation specific anxiety. According to MacIntyre and Gardner (1991) situation specific anxiety can be considered as a trait anxiety limited to specific situation.

#### 4. *Foreign Language Anxiety (FLA)*

Researchers proposed a situation-specific anxiety which arises when an individual dealing with foreign language. It is largely independent of other types of anxiety. They called it foreign language anxiety which was responsible for students' negative emotional reactions to language learning (Horwitz, et al., 1986; MacIntyre & Gardner, 1989).

Three components of foreign language anxiety have been identified (Horwitz, Horwitz and Cope 1986):

### C. *Component of Foreign Language Anxiety*

- Communication apprehension
- Test anxiety
- Fear of negative evaluation

Communication apprehension is an individual's level of fear or anxiety that is experienced in interpersonal communicative settings with other people which happens in second or foreign language context (McCroskey, 1978).

Test anxiety arises when students have poor performance in the previous tests, Sarason (1984, cited in Aida, 1994). The students who are nervous in test may not be able to focus on what is going on in the classroom because they tend to divide their attention between self-awareness of their fears and worries and class activities themselves (MacIntyre, 1995; Aida, 1994).

Fear of negative evaluation is defined as "apprehension about others evaluations, distress over their negative evaluations, and the expectation that others would evaluate one negatively", (Watson and Friend, 1969 cited in Gardner, 1995; p.92). MacIntyre and Gardner (1991b) express that fear of negative evaluation is closely related to communication apprehension.

### D. *Language-skills-specific Anxieties*

Foreign language anxiety has different aspects, like reading, writing, speaking, and listening anxiety.

1. *Language Anxiety and listening skill* "Foreign language listening anxiety (FLLA) is the type of anxiety experienced by language learners in situations that require listening" (Bekleyen ,2009, p. 665). MacIntyre (1995) explained the reason for such an anxiety is that learners often concern about misperception of what they listen to and the fear of being embarrassed in classrooms.

2. *Language Anxiety and Writing Anxiety* The concept of writing anxiety, also called writing apprehension can be defined as a language-skill-specific form of anxiety, unique to the language-particular skill of writing (Blaine *et al.* 2001). It includes a fear of the writing process that overcomes the expected gain from the ability to write, which may finally result in permanent tendencies to dislike, evade or fear writing.

3. *Language Anxiety and Reading anxiety* According to Horwitz *et al.* (1986, p. 215) “reading anxiety is a specific type of anxiety from the more general types of foreign language anxiety that have been linked to oral performance”. MacIntyre (1995) emphasizes that “when learners feel anxious during reading task completion, cognitive performance is diminished, performance suffers, leading to negative self-evaluations and more self-disapproving cognition which further impairs performance and so on” (p.92).

4. *Language Anxiety and speaking Anxiety* The fear of speaking in foreign language may be pertinent to a variety of complicated psychological concepts such as communication apprehension, self-esteem, and social anxiety (Young, 1990). Speech communication research has indicated that anxiety may affect an individual's communication or willingness to communicate and produce "communication apprehension", MacCroskey, (1978, P.192).

#### E. *Practical Method for Overcoming Language Anxiety*

Anxiety reduction has been confirmed to maximize learning (Horwitz *et al.* 1986; MacIntyre and Gardner 1989, 1991a, MacIntyre 1995). Since anxious people are not very successful in language learning they might be using certain kind of strategies which are quite different from those used by successful learners.

Researchers have suggested a number of activities which can be used to alleviate feeling of language anxiety. Young (1991) maintains that instructors should prohibit those attitudes that negatively influence learners, such as error correction, the authority of the instructor in the class and threaten students for motivating them, should be dismissed (Young, 1991). Krashen (1981) suggests that making the content of teaching interesting will help to reduction of anxiety and it makes students forget that it is in another language. If teacher put the books aside and start talking about something really important, students will listen. Prices' (cited in Young 1991) explained that students would feel more relaxed if the instructors were more friendly and like a friend help them to learn and less like an authority figure make them perform. To decrease anxieties during classroom procedures, instructors can perform more pair work, and more games. Group work influences on the affective concerns of the students and it increases the amount of student talk and comprehensible input (Gardner and MacIntyre, 1993).

According to sociocultural theory, social interaction plays a central role in cognitive development, children learn from a superior person. A sociocultural perspective emphasizes that acquisition of knowledge and skills occurs as we participate in society through interacting with and receiving guidance from more capable peers (Vygotsky, 1978).

Scaffolding is a concept that derives from cognitive psychology and L1 research. In a social interaction, a knowledgeable participant can make a supportive conditions through speech in which a novice student can participate in and extend existing skills and knowledge to a high level of competence. Wood, *et al.* (1976) used scaffolding to illustrate the assistance of more competent people through the performance of less capable person. “Scaffolding consists essentially of the adult controlling those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence” (Wood *et al.*, 1976, P. 90).

Earlier studies of Vygotsky (1978) emphasis on scaffolding. He believed that when children have social interactions with more competent peers they can move to a higher level of cognitive. In other words they can reach to better understanding of their activity when they work collaboratively with more competent people.

As Ellis (2000), proposes, learning happens not through interaction but in interaction. At first, learners accomplish a new task with the help of another person and then internalize this task in the way that to perform it on their own. In this way, social interaction intervene learning.

#### F. *Collaborative Reasoning*

Collaborative Reasoning (Chinn *et al.*, 2001) encourages collaboration by stimulating students' thinking abilities and personal engagement. In this discussion students freely discuss the question and bring reasons for their thinking. The students defend their positions and discuss about their classmates' arguments. CR is going to create a forum for students to listen to each other and think out loud (Clark *et al.*, 2003).

Collaborative reasoning (CR) is a discussion format that is presumed on Vygotsky notion of internalization (1978) and notion of schema (Anderson, *et al.*, 1998; Anderson, *et al.*, 2001). Anderson, *et al.*, pointed out scheme creates a principle for how old knowledge may influence the acquisition of the new knowledge.

The concept of internalization in Vygotsky's work was based on several assumptions. First, the direction of internalization was from interpersonal works to the intrapersonal mind. Thus, the learning process was social in nature. Second, before mastering social skills, the individual needed the assistance of material artifacts and the support of more knowledgeable others to carry out human action (Lantolf, 2000).

Vygotsky believed, “The higher functions of child thought first appear in the collective life of children in the form of argumentation and only then develop into reflection for the individual children” (Vygostky, 1981 cited in chinn *et al.*, 2001, P. 407). When teacher permits students to participate in a form of reasoned argumentation, they may hear several

voices which demonstrate opposite perspectives on an issue. Students are then able to question and reflect on their own thinking (Clark et al, 2003).

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Reasoning is an effort to coordinate inferences in order to reach a justifiable conclusion. Usually, reasoning considers as a cognitive action performed by an individual. However, reasoning can refer as a social process. In this case two or more individuals coordinate their thinking for the purpose of achieving Justifiable results. (Moshman, 1995).

### III. METHOD

#### A. Participants

The participants who took part in this research were 60 EFL female learners who were chosen from a sample of 88 pre-intermediate EFL learners. They were selected randomly and a sample of piloted Preliminary English Test (2009) was administered to them for homogenizing. Classes were held three times a week.

#### B. Instrumentation and Materials

To fulfill the purpose of this study, the teacher-researcher used the treatment and assessment materials described below.

##### 1. Anxiety questionnaire

The first instrument was the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz, & Cope, 1986). The FLCAS is a standardized 33-item survey that measures levels of anxiety related to three areas: (1) communication apprehension, (2) test anxiety, and (3) fear of negative evaluation. The questioner is in five scales, ranging from strongly agree to strongly disagree. Test retest reliability over a period of eight weeks yielded an  $r = .83$  (Horwitz and Young 1991).

##### 2. Proficiency Test for Homogenization

A 54-item PET (preliminary English Test) test, released by Cambridge ESOL exam (2003), was administered to measure the participants' general proficiency level. The PET is the second level Cambridge ESOL exam for the pre-intermediate level learners. The test consists of four parts.

##### 3. Short Stories

The teacher-researcher chose stories that might create discussion. Each story was 150 to 200 words. The researcher tried to choose the stories that were relevant to life experiences of participants in which they could use their own real experiences.

#### C. Procedure

First, the sample test had primarily been piloted with 30 EFL pre-intermediate learners. As a result, 60 students were selected as homogeneous for this study. The selected 60 participants were randomly assigned to two experimental and control groups with 30 students in each.

Second, the participants were also asked to complete Horwitz Second Language Anxiety (HSLAQ, 1991) questionnaire.

Third, after homogenizing the participants and getting data of their level of anxiety the researcher started the treatment. One class was the control group receiving non-CR instruction; the other was the experimental group receiving CR learning pedagogy. Each class was held three times a week. CR instructions were given to the participants in the experimental group as treatment. The treatment lasted for the duration of 18 sessions.

##### 3. Performing CR in experimental group

In experimental group, the teacher-researcher at first introduced and presented the CR format to the students before they started their CR discussion. In this regard the students were given a guideline introducing the purposes, the characteristics, the steps and the principles of CR and made a brief 10 minutes presentation about CR at the first session. According to Clark et al., the teacher is advised to take the following steps when conducting CR discussion:

1). *After the class reads the day's story, a small group comes together for a discussion, and the teacher reviews the principles.*

Each session students should have studied the predetermined pages at home and discuss them in the class. The teacher-researcher introduced the new words, phrases and sentence patterns of the text to the students before they started the discussion to crystal clear every unknown thing related to the text. The discussions were performed in a whole class group design.

2). *The teacher (or a student) poses a central question concerning a dilemma faced by a character in the story.*

The researcher posed a central question while reading a text concerning a dilemma faced by a character in the text to initiate the discussion. The nature of big question is that nobody not even the teacher, knows the right answers. It is unpredictable how it will continue. The stories used to conduct CR discussions were provided by the researcher. If the researcher judged the stories were too difficult to the students, she would have taught strategies such as read aloud or

giving a holistic review of the written text to help the students acquire information from the stories before the CR discussions started (Anderson et al., 1998).

Furthermore, to facilitate the conversation, the teacher had students review certain rules at the beginning and end of the each discussion (Clark, 2003, p.184-185). These include:

1. Try to stick to the topic.
2. Think critically about ideas, not about people.
3. Remember that we are all in this together.
4. Encourage everyone to participate.
5. Listen to everyone's idea, even if I don't agree with them.
6. Try to understand both sides of the issue.
7. Restate what someone has said if it is not clear.

3). *Participants choose their positions. The students who are not sure of their positions can signify that they have not made up their mind yet.*

The researcher re-told or reviewed the text to emphasize main points and found evidence from illustrations and text to validate their arguments. The teacher-researcher asked students to express their position. The teacher's presentation of phrases such as "gives reason", "provides evidence", "forms an argument", and "makes an assumption" in discussions only happened when students were novices in the CR context. Some instances that the teacher-instructor used for promoting discussion were; "What do you think (Name)?" "would you like to share anything?"

4). *The participants expand on their ideas, adding reasons and supporting evidence from the story and everyday experience.*

They understood that the purpose of the discussions is not to come to an agreement. Instead, they comprehended that they need to listen carefully to other people's reasoning to judge the strong and weak point of their arguments, on the basis of evidence from the story or on their own background information.

5). *The participants challenge each other's thinking and ways of reasoning.*

Students brought reasons and sometimes they violated each other's arguments. They challenged each other's idea.

6). *Finally the teacher helps participants to reflect on the discussion by questioning and making suggestions on how to improve future discussions.*

While discussion, if the researcher found it was difficult for students to express their thought, he would have modeled her own thinking process to cause students to get acquainted with CR model. The researcher should create opportunities for students to expand and elaborate on their ideas, and should help students build on what other students are expressing.

2. *Performance of discussion in control group*

The methodology for the control group was different in certain ways as this group was presented with the normal course content and no intervention of CR. During the sessions, the class was observed by the teacher-researcher. In non-CR sessions, the stories were discussed in the same format as short stories with a central question. In the non-CR sessions, the central question may have encouraged the students to express their thoughts even though they were not told to do so. Students took part in a series of discussions with conventional, teacher-controlled participation in which they raise their hands and wait to be nominated by the teacher. Both types of instruction used the same textbook and covered the same material.

Subsequently and upon the end of the treatment period, the participants' performances in both groups were compared on the results of their performance on both the anxiety and communication apprehension questionnaires.

#### D. *The Design of the Study*

This study was an attempt to determine the effects of collaborative discussion on the anxiety level of EFL students. A quasi-experimental pretest-posttest comparison group research design was chosen for the study to compare the collaborative reasoning group with the non-collaborative reasoning group in term of learning anxiety. The quasi-experimental design was selected due to the availability of the participants in that randomization was not possible. The independent variable was collaborative reasoning (CR) and the dependent variable was anxiety. Gender and level of proficiency were the control variables of the study.

## IV. RESULTS AND DISCUSSION

The purpose of this study was to compare the effects of CR on pre-intermediate EFL learners' anxiety. The data collection procedure was carefully performed and the raw data was submitted to SPSS (version 19.0) to calculate the required statistical analyses in order to address the research question. This chapter provides the detailed statistical analyses.

### A. *PET Homogeneity Test Results*

The PET was administered to 88 participants to assure the homogeneity of the participants. The descriptive statistics of the participant's scores on PET is provided in Table 4.1 below. According to the table, the number of participants on PET Test was 88. Also the mean and standard deviation of the PET scores were 64.10 and 9.67 respectively.

TABLE 4.1  
DESCRIPTIVE STATISTICS FOR PET PROFICIENCY TEST

N	Range	Min.	Max.	Mean	Median	Mode	SD
88	42	43	85	64.10	64.50	61	9.672

The One-Sample Kolmogorov-Smirnov Test of normality test results in Table 4.2 shows that *p* value, .98 was more than .05. Therefore they are normally distributed.

TABLE 4.2  
ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST OF NORMALITY FOR PET TEST SCORES

N	Mean	Kolmogorov-Smirnov Z	Sig.
88	64.10	.389	.984

Therefore those students whose PET score fell within one standard deviation, 9.67, below and above the mean of 64.10 were selected as homogeneous pre-intermediate participants for this study. As a result, 60 students who scored between 54 and 73 were selected for the main study.

Figure 4.1 below graphically demonstrates the distribution of the PET scores on a normal curve.

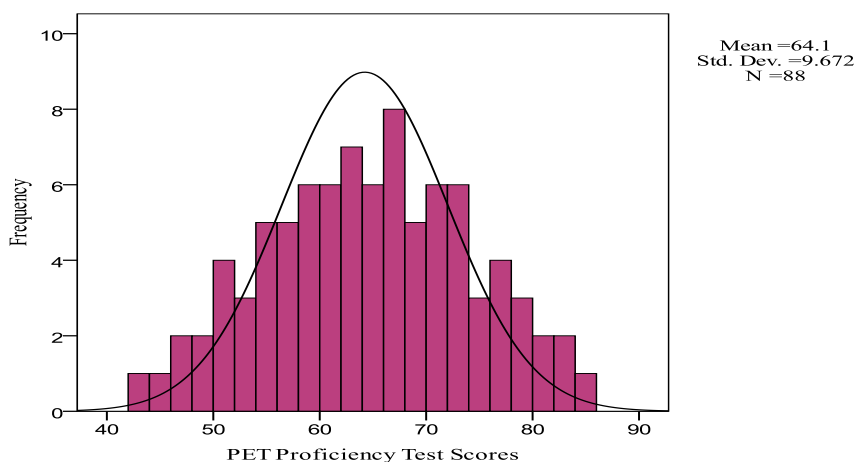


Figure 4.1 Distributions of PET scores

**B. Testing Assumptions**

**1. Normality**

In order to check the normality assumption of the scores obtained on the pretest and post-test of anxiety in the two groups, Shapiro-Wilk Test was used. The normality results in Table 4.3 show that the Sig. was .70 and .29 in the control and experimental groups respectively on the pretest of anxiety. The results also indicated that the Sig. was .29 and .07 on the posttest of anxiety in the control and experimental groups respectively. Since the *p* value for all sets of scores are greater than the selected significant level, .05, the normality assumption is met.

TABLE 4.3  
SHAPIRO-WILK TEST OF NORMALITY ON THE PRETEST AND POSTTEST OF ANXIETY

Variable	Groups	Statistic	Df	Sig.	
Anxiety	Pretest	Control	.976	30	.704
		Experimental	.959	30	.299
	Posttest	Control	.959	30	.291
		Experimental	.938	30	.078

**2. Homogeneity of the variance**

As obvious in Table 4.4, the homogeneity of variance in anxiety was met since the Sig. of Levene’s test was .29 on the Post-test of anxiety.

TABLE 4.4  
LEVENE’S TEST OF EQUALITY OF ERROR VARIANCES ON THE POSTTEST OF ANXIETY

Variable	F	df1	df2	Sig.
Anxiety	1.128	1	58	.293

**3. Linearity**

To assess the linearity assumption, we check the general distribution of scores for each of groups. The distribution of anxiety scores in Figure 4.2 shows that there appear to be a linear (straight-line) relationship for the control and experimental groups. So we have not violated the assumption of a linear relationship for anxiety.

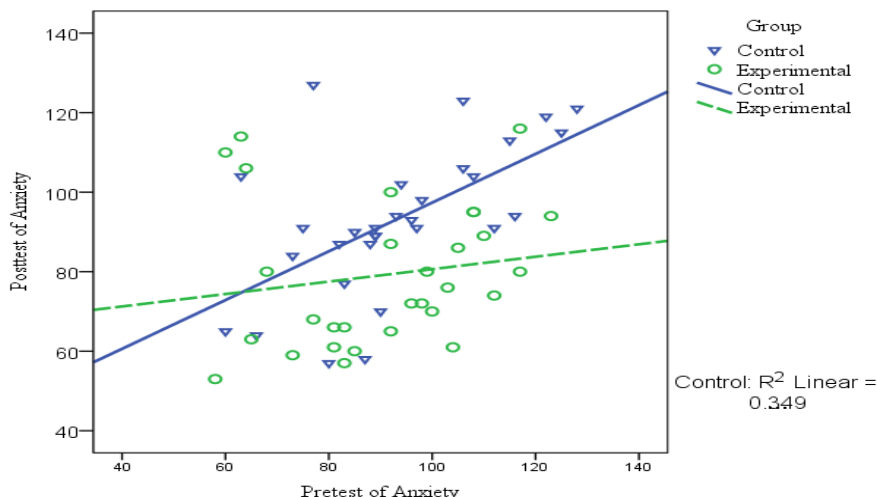


Figure 4.2 Linearity of scores on the pretest and posttest of anxiety

4. Homogeneity of regression slopes

Table 4.5 demonstrated that the Sig. level of the interaction between group and the pretest of anxiety (.07) was more than .05 and therefore not statistically significant, indicating that we have not violated the assumption of homogeneity of regression slopes for anxiety.

TABLE 4.5  
TESTS OF BETWEEN-SUBJECTS EFFECTS FOR ANXIETY SCORE

Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Group * Anxiety Pretest	1013.315	1	1013.31	3.621	.062

C. Testing the Research Question

An ANCOVA was conducted to compare the effectiveness of CR instructional frame to reduce the anxiety of pre-intermediate EFL learners. The independent variable was CR instructional frame, and the dependent variable was learners' anxiety scores. Participants' scores on the pretest of anxiety were used as the covariate in this analysis.

Preliminary checks were conducted to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate. After adjusting for the anxiety scores on the pretest of anxiety, there was a significant difference between the two control and experimental groups on the post-anxiety scores,  $F(1, 57) = 8.65, p = .005, p < .05$ , partial eta squared = .13 (Table 4.6); hence, the first null hypothesis of the present study was rejected.

The results supported the claim that CR instructional frame reduces the anxiety of pre-intermediate EFL learners. In fact, there was a significant relationship between the covariate (pre-anxiety) and the dependent variable post-anxiety), .13, while controlling for the pre-independent variable (group or CA instruction). Also the results showed that the Sig. value of the pretest of anxiety (.003) was less than .05, so the covariate was significant.

TABLE 4.6  
ANCOVA: TESTS OF BETWEEN-SUBJECTS EFFECTS ON THE POSTTEST OF ANXIETY AS THE DEPENDENT VARIABLE

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5671.146 <sup>a</sup>	2	2835.573	9.687	.000	.254
Intercept	5943.853	1	5943.853	20.306	.000	.263
Anxiety Pretest	2745.129	1	2745.129	9.378	.003	.141
Group	2533.821	1	2533.821	8.656	.005	.132
Error	16684.504	57	292.711			
Total	467665.000	60				
Corrected Total	22355.650	59				

a. R Squared = .254 (Adjusted R Squared = .227)

D. Discussion

The findings of the study support the use of Collaborative Reasoning as part of the language learning method because of students' anxiety reduction and higher language proficiency. The reason why their anxiety decreased was probably because this learning environment provided opportunities for students to support, encourage, and praise each other. In such an atmosphere, students may feel more relaxed to try out new ideas (Suwantarathip & Wichadee, 2010).

From the results presented in this chapter, it seems clear that the students viewed CR group discussions to be a valuable learning tool, especially as they became more comfortable with each other. Student-led literature discussion is

promoted since it provides students with opportunities to express themselves and requires students to take more responsibility for their own learning.

The result was in accordance with Young (1999) who found that pair and group work could contribute to a low-anxiety classroom situation. From the findings, it was concluded that the pleasant atmosphere can be created by the teacher and foreign language learning anxiety is not something to be overlooked or considered a problem for the students to deal with on their own as cited in (Suwantarathip & Wichadee, 2010). Moreover, creating, and thinking in a group, rather than in a whole class context, can provide a less anxiety-producing context.

In this study CR approach was successful at offering students opportunities to practice and develop language proficiency skills in the context of English class. Within the time frame of eighteen sessions, they shared different ways of thinking, listened to views of others, valued ideas different from their own, supported their own beliefs, and showed an understanding of others' perspectives.

In general, the results suggest that CR provides a space in which students can respond to text and to each other. They were confident about discussing literary texts, especially as a tool to help them understand what they read, to consider other perspectives, and to express themselves in English. Therefore, Student-led literature discussion can become a regular literacy activity in which peer collaboration is encouraged, personal perspectives are respected and valued, and higher order thinking can be promoted.

Although, the results from this study strongly show that the students adapted a new perspective on discussion. This indicates students are interested to new methods and enjoy partnering with teachers in discovering effective practices in language learning. The students enjoyed the environment of the discussion-based classroom and found it stimulating to work with their teacher collaboratively.

The results from this study stress that literature professors should not automatically view students of literature as proficient users of the target language. All of the students in this study, regardless of their proficiency, were still language learners.

## V. CONCLUSION

The results of this study support the use of Collaborative Reasoning as part of the language learning method because of students' anxiety reduction. This learning environment provided more chances for students to support, encourage, and admire each other therefore their anxiety was reduced. In such an atmosphere, students may feel more comfortable and they expressed new ideas. In this study the effect of CR on pre-intermediate EFL learners' anxiety was investigated. The results ( $F(1, 57) = 8.65, p = .005, p < .05, \text{partial eta squared} = .13$ ) supported the claim that CR instructional frame reduces the anxiety of pre-intermediate EFL learners and it has statistically significant effect on pre-intermediate EFL learners' anxiety.

The finding of this study may be useful and beneficial for learners, teachers and material developers. The researcher of this study observed that using the CR instruction in student-led-discussion class could improve students' interaction and reduce the level of their anxiety rather than teacher-led discussion class. In discussion times the participants activated their prior knowledge, used life experiences, and utilized textual information and prior readings. They moved beyond reading as decoding the text. They responded to the text in a way that involved personal experiences and inter-textual connections. In fact, these factors induce some changes in the learners' attitudes, like not being worried about criticisms or evaluations of others in the class. Furthermore, they feel free to discuss about whatever they want and share their information with others.

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