The Effect of Using the Game Technique (Werewolf) in Reducing FL Anxiety
The Case of Second 2nd Year L’arbi Ben Mhidi University Students

A Dissertation Submitted to the Faculty of Letters and Languages, Department of English, in Partial Fulfilment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

Submitted By: Grazza Hamid Benmorsi Ibrahim
Supervisor: Mr Boulmaiz Djallel
Examiner: Mrs Senoussi Nadjet

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Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate

Our work is dedicated:

To both families who supported us in our tiring years of studying. We couldn’t made it here without your support and help ... Thank you is a weak word here.

To all our teachers who supported, helped, taught us everything we know... It has been never only a duty...

To all our friends who existed in our lives and to the ones who we knew in our educational career... Thank you for greatest gifts god can gave us
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It has been very motivating to work with them.
Abstract

This study aims at investigate foreign language anxiety experienced by the Algerian learners at the university; its negative consequences on the learner’s level and achievements because recently, it has been observed that in the field of education a threat to the learner’s self-esteem maybe caused by a tremendous amount of anxiety. One of the most important responsibilities of the teachers inside the classroom is to create a sufficient and enjoyable atmosphere for most of the learners by using different methods and techniques for the sake of developing their levels. In the present study, we are going to see the effect of using games techniques, in the oral expression session, in order to lower the level of the anxiety. The hypothesis was set as follows: students who experienced different types of games during the oral expression session, would show a remarkable improvement in lowering their anxiety level than those who are taught in the traditional way. In order to test the hypothesis, a quasi-experimental method was adopted, with second year students at L’arbi Ben M’hidi University, Oum El Bouaghi. The sample of the study is composed of 40 students who were already divided into two groups by the administration (2nd year students, group 5 as the experimental and group 3 as the control one); both groups were pre-tested and post-tested. There was a period of treatment for six sessions where the experimental group played the game “Werewolf”. The data was collected and analyzed through well-known statistical tools.
List of Abbreviations

- **FL**: Foreign language
- **EFL**: English as a Foreign Language
- **FLA**: Foreign Language Anxiety
- **FLCAS**: Foreign Language Classroom Anxiety Scale
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RESUME

ملخص
General Introduction

Introduction:

English is an international language there is a tremendous demand to acquire English as a foreign language. As it has been recently observed in the Algerian universities, most of the students fail in acquiring the English language, especially when it comes to developing their speaking skills. According to (Gardner, 1985; Trembley, and Masgoret, 1997, Young (1999) there is a correlation between foreign language proficiency and language anxiety in general; Every foreign language learner will encounter the feeling of anxiety, due to a lot of factors: different vocabulary, different words, and different pronunciation. That is whenever a student has a low level in language anxiety the more the success of the achievement, and vice versa.

Horwitz and Cope (1986), with many other researchers in the field of language education and psychology, confirmed that Foreign Language anxiety has been almost entirely associated with the oral aspects of language use. This means that foreign language speaking is the most anxiety provoking aspects for most learners. So to enhance the students speaking skills teachers have to take this into consideration.

In the field of education using games is a useful technique. Richard-Amato (1988) said that “Games can lower anxiety, thus making the acquisition of input more likely” (p.253). Games are highly motivating since they are amusing and challenging at the same time. By using games in the classroom, students are forced to use the language; forced to communicate with each other in order for the game to work.

Research Statement and Hypothesis:

The Algerian university students run across various obstacles to learn the language and to speak fluently with it, but most of them do not seize the time in the oral
expression to develop their speaking skill. There have been lots of attempts to set new approaches and techniques to help learners overcome such a problem. This study will focus on the main issue the students face; anxiety; the students will be exposed to a new technique in the oral expression.

The research hypothesis is formulated as follows: Using games (in this case Werewolf game) inside the classroom will significantly reduce students’ FLA.

**Methodology:**

This study will adopt a quasi-experimental study, in order to test this hypothesis, and to have convenient results. There will be a period of treatment, where students will experience the gaming technique, at first those students will have a scale FLCAS (Appendix A) to test their anxiety, after that a post-test would be answered by the students to see the results.

In this study, language anxiety is the dependent variable and using the game “Werewolf” is the independent variable.

**Research Questions:**

In this study a group of questions need to be answered:

- Does using the game technique “Werewolf” help students in reducing their FL anxiety level?

**Structures of the Thesis:**

This research will be divided into 2 chapters:

- The first one is going to be about the theoretical background; divided into two sections. One for FL anxiety and the second for using the games technique in EFL class
- The second one is going to be about the field work.
Chapter One: Theoretical Background

Section One: Foreign Language Anxiety

Introduction

“Anxiety is one of those topics on which significant differences of opinion can be found. Some people believe that anxiety is a minor inconvenience for a language student, perhaps an excuse for not participating in class or a guise to hide a lack of study. Others seem to feel that anxiety may be the linchpin of the entire affective reaction to language learning…” (MacIntyre, 1999, p. 24).

Much of the FL anxiety studies report a strong positive correlation between speaking in the foreign or second language and language anxiety (Young 1999, p. 8); which is characterized by being the well known obstacle experienced.

In this paper, the researcher is going to present the main concepts associated to foreign language anxiety; the sources, and the symptoms. It also identifies the different types of second and foreign language learning anxiety. By the end of this section, there would be some suggestions to reduce anxiety whether performed by the teachers or by the learners themselves.

1.1.1 Definition of Anxiety

According to (Merriam-Webster, 1993), the word “anxious” derives from a Latin word “angere” which means to strangle, distress. Oxford Advanced Learners Dictionary (2000) defines anxiety as “The state of feeling nervous or worried that something bad is going to happen” (p.48), and we notice that anxiety is a complex and multidimensional phenomenon (Young, 1991: cited in Onwuegbuzie et al., 1999)
Also the word anxiety was explained by Darwin; in terms of the human evolution theory; “an emotional reaction that is aroused when an organism feels physically under threat” (Cited in Wilson, 2006, p. 41)

In the field of psychology; Freud one of the pioneers that gave a revolution to the field; defines anxiety as “an unpleasant affective state or condition similar to dread or nervousness” (Cited in Cook, 2006).

Mussen, Canger, & Kagan (1974) concluded that: “Anxiety is not a pathological condition is itself but a necessary and normal physiological and mental preparation for danger … anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results”. (p. 387).

1.1.2 Foreign Language Anxiety

Learning a foreign language is a difficult process especially for those types of learners that always encounter the feeling under stress, when it comes to learning something new. (Wu, 2010; Zheng, 2008).

Horwitz et al. (1986) defined 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 language learning process”(p.128). This definition by Hortwiz et al, was the first one that dealt with FL anxiety as a particular type of anxiety.

Moreover, Kondo and Young (2004) argued that “foreign language anxiety could have a negative impact on learners’ performance; that is the learner would not express the ideas; that had been grasped; or he would not be able to develop his skills.
1.1.3 Types of anxiety

1.1.3.1 Trait anxiety

According to Levitt (1980), Trait anxiety is “a constant condition without time limitation”; which means that, this type of anxiety is an aspect of anxiety and part of anyone's behavior, a stable + “relatively stable individual differences in anxiety-proneness” and how everyone perceive and respond to it.

Furthermore, people with high level of anxiety tend to have a lower level of emotional stability (Goldberg, 1993). They are generally characterized, by being nervous people.

1.1.3.2 State anxiety

The second type of anxiety known as state anxiety is considered as an obstacle and an interruption of individual’s emotional equilibrium. (Spielberger, & Sarason, 2005), MacIntyre and Gardner (1991) describe it as fear that we experience in particular time, that is to say, it is a regularly, moment to moment state that everyone could encounter it in everyday’s life; for example, when someone gets a call that something bad has happened that person; at that time; more likely to feel worry, nervousness and tension.

In addition to this, state anxiety maybe harmful to any person, especially with learners that could make him placed on the margin, without letting him engaged in adaptive behavior, or in any sort of activity.

1.1.3.3 Situation-specific anxiety

This type of anxiety can be classed as a subcategory of trait anxiety experienced at a given context (cited in Yusuke Kondo, p. 130). MacIntyre and Gardner (1991) consider situation-specific anxiety as a trait anxiety which is limited to a particular context. Situation specific-anxiety is considered to be “the probability of becoming anxious in a
particular type of situation, such as during tests (labeled as ‘test anxiety’), (MacIntyre & Gardner, 1994, p. 2)

If we take it from the context of learning, we can find that the student does not find himself/herself capable to be proficient in a foreign language speaking passage. (Spielberger et al, 2005)

1.1.4 The Impact of anxiety in learning a foreign language

According to Kleinmann (1990) anxiety has debilitative and facilitative effects. Facilitative anxiety is the positive anxiety; for Ellis (2011:402), this type is a level that enhances the performance of any learner, keeps him motivated to grasp any new information, pushes him to do more effort and helps him to improve the progress of learning and performance.

On the other hand, debilitative anxiety is the negative of anxiety, where it can be a mental block that will reduce the performance of the learner; for example, when someone (learner) leaves his work until the last minute, then he tries to do them all and answer them all in a short period of time.

According to Scovel (1978) “Facilitating anxiety motivates to “fight” the new learning task; it gears the learner emotionally for approach behavior. Debilitating anxiety in contrast, motivates the learner to “flee” the new learning task; it stimulates the individual emotionally to adopt avoidance behavior (P.57)”

1.1.5 Characteristics of anxiety

Although there are different types of anxiety all of them share some common features, for Salkind (2008) and Krinis (2007), these common features are: chronic worry, activation of the nervous system, and making negative prediction.

Moreover, Huberty (2009) sees that there are 3 dimension of anxiety: cognitive, behavioral, and psychological.
Table 1: Types of Anxiety Disorder

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Behavioral</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concentration difficulties</td>
<td>• Shyness</td>
<td>• Trembling or shaking</td>
</tr>
<tr>
<td>• Overreaction and catastrophizing relatively minor events</td>
<td>• Withdrawal</td>
<td>• Increased heart rate</td>
</tr>
<tr>
<td>• Memory problems</td>
<td>• Frequently asking questions</td>
<td>• Excessive perspiration</td>
</tr>
<tr>
<td>• Worry</td>
<td>• Frequent need for reassurance</td>
<td>• Shortness of breath</td>
</tr>
<tr>
<td>• Irritability</td>
<td>• Needs for sameness</td>
<td>• Dizziness</td>
</tr>
<tr>
<td>• Perfectionism</td>
<td>• Avoidant</td>
<td>• Chest pain or discomfort</td>
</tr>
<tr>
<td>• Thinking rigidity</td>
<td>• Rapid speech</td>
<td>• Flushing of the skin</td>
</tr>
<tr>
<td>• Hyper vigilant</td>
<td>• Excessive talking</td>
<td>• Nausea, vomiting, diarrhea</td>
</tr>
<tr>
<td>• Fear of losing control</td>
<td>• Restlessness, fidgety</td>
<td>• Muscle tension</td>
</tr>
<tr>
<td>• Fear of failure</td>
<td>• Habit behaviors, such as hair pulling or twirling</td>
<td>• Sleep problems</td>
</tr>
<tr>
<td>• Difficulties with problem solving and academic performance</td>
<td>• Impulsiveness</td>
<td></td>
</tr>
</tbody>
</table>

Primary Characteristics of Anxiety (Huberty, 2009. P.14)

1.1.6 Components (Causes) of Foreign Language Anxiety

For EFL learners, anxiety always has been an obstacle for developing skills; especially with the oral skill and their performance when using the foreign language as a medium of communication. Lots of questions had been raised to locate and investigate the main components of anxiety.

The primary sources of language anxiety, as had been explicated by Horwitz et al (1986); are communication apprehension, fear of negative evaluation and test anxiety.
1.1.6.1 Communication-apprehension (CA)

Hortwitz, Hortwitz, & Cope, (1986, p.127) defined it as “a type of shyness characterized by fear or anxiety about communicating with people”, and it has been described as “one of mental health condition that has an effect on L2 acquires” (Horwitz, 1996, p.163). In the case of the learners, who do not believe in themselves and most importantly do not believe in their communication skills, would feel uncomfortable and worried, when it comes to the time of speaking with the foreign language.

Communication apprehension may be specific to few settings or in everyday communication situations and in general this type is experienced in interpersonal communicative setting, where the speaker has to be involved, share ideas, and thoughts.

The classroom is a perfect example, where the learner has little control of the communicative situation, at the same time it is the place where sharing ideas is compulsory and both teachers and classmates evaluate the performance of one another (cited in Ohata, 2005, p.4).

MacCrosky (1977) agreed that communication apprehension refers to the fear of communicating with one person or persons. It occurs when the learners did not have the suitable amounts of ideas and thoughts, and that bad thing creates the fear of communicating with others (ibid).

1.1.6.2 Test Anxiety (TA):

The term “test anxiety” from a scientific point of view, refers to “the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequence or failure on an exam or similar evaluative situation” (Sieber, O’Neil, &Tobias, 1997; cited in Zeidner, 1998 .p.18).

According to (Brown,1994), it is a type of performance stemming from a fear of failure in a test; it is a common phenomenon, where the student is having the feel of
failure from not having good grades in the test, the feeling that they will not perform perfectly during the test, or it can be as a consequent reaction about the previous test, which they did not do it well.

Test anxious student tend to avoid evaluative situations in general, and test situations in particular, they have false beliefs in language learning, Horwitz and Cope (1986)

A number of researches suggest that oral testing can be the most anxiety provoking test, since it stimulates both test anxiety and anxiety about oral communication (Aida, 1994, cited in Nakata, 2006, p.85).

1.1.6.3 Fear of Negative Evaluation

It is defined as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.” Horwitz et al (1986, p.128); most of the time when students have the fear, and avoid evaluative situations; most of them visualize committing mistakes as committing crimes, and do not see it as something normal which all of us might do. It is broader in the sense that the teacher is not the only one who evaluates the students, but the peers also are partially responsible for the evaluation through their perceived reaction. (Shams, 2006, cited in Tanveer, 2007, p.14).

1.1.6.4 Learners’ differences

1.1.6.4.1 Introverted and extroverted learners

The acquisition of the second/foreign language is affected by many factors. One of these is the learners personality which has two dimensions: extraversion and introversion.

According to Cheng, Horwitz and Shallert (1999), “anxiety is said to be strongly associated with low self-confidence and with introversion. Introverts tend to have
higher anxiety levels than extroverts and take longer to retrieve information” (cited in StellaHurd), by this we can confirm that, the introverted would suffer during the process of learning FL because he will feel that he is always under pressure, and under attention, while on the other hand, the extrovert one, is always less anxious, and feel active, helping him to do the best.

According to Brandes and Bienvenu (2006) there are two types of personality dimensions which seem particularly relevant to the study of anxious people: Introversion and extraversion. Introversion refers to learners’ tendency to cope with stress and negative emotions while extroversion refers to learners’ quantum and intensity of interpersonal interactions and positive emotions.

Eysenck (1964) described a typical extravert as follows:

“Is sociable, likes parties, has many friends, needs to have many people to talk to . . . craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual.” On the other hand, a typical introvert is someone who “is a quiet, retiring sort of person, Introspective, fond of books rather than people: he is reserved and distant except to intimate friends. He tends to plan ahead, ‘looks before he leaps,’ and distrusts the impulse of the moment. He does not ‘like excitement.’” Eysenck (1964, p. 8, cited in Dewaele, 2012, p. 170)

1.1.7 The Importance of the Speaking Skill

Learning a foreign language is crucial; with all these huge development in the world; where all people are getting much closer. And with the idea of the international language, people tend to focus more on learning the English language.

Since people learn the language, they have to use it, and speak with it. According to Florez, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (cited in Baily, 2005).

According to Ur (2000), speaking seems intuitively the most important skill among the four skills [listening, speaking, reading and writing]: When we say someone knows
a language, it is referred to the good speaker of the language, as if speaking included all other kinds of knowing (p. 12).

1.1.8 Measuring Foreign Language Speaking Anxiety

Since the first studies concerning anxiety, and because of its significance; its role with the relation to the speaking skills, lots of academic scales had been made to measure the level of the anxiety. According to Zheng(2008) anxiety is usually measured in one of three ways: behavioral observation, physiological assessment or participants’ self-report.

1.1.8.1 Behavioural Test

This type is based on observation, including increased vigilance, hesitation, talking irrelevant ideas, and sweating.

1.1.8.2 Physiological Assessments

Language speaking anxiety could be an emotional state, where this will cause elevated blood pressure, and heart rates (Dickens and Parker, 1951)

1.1.8.3 Participants’ Self-Reports

According to (Zheng, 2008), it is a pencil test or scale in which the subject is asked to answer, and to report their internal feeling. It is usually in a form of a questionnaire, where they select the answer without the interference of the researcher. This would help more if the study is conducted on a large group of population, and under this type there are many scales:

1.1.8.3.1 Personal Report of Public Speaking Anxiety (PRPSA)

Is an excellent measure for research which centers on public speaking anxiety, (McCoskey, J.C.1970). This scale was developed by McCroskey in his work on communication apprehension: is a 23-item scale, it takes about 10 minutes to complete
and to answer all the questions, it measures public speaking anxiety in real situations rather than in a classroom setting (Yaikhong & Usaha, 2012).

1.1.8.3.2 Speaker Anxiety Scale (SA)

The speaker anxiety scale was used to measure state anxiety because it was designed to assess situational anxiety in relation to public speaking (Clevenger & Halvorson, 1992).

This scale contains 32 items, and it conveys a broad range of speaking context, it highlights the psychological aspect, Yaikhong and Usaha (2012) believed that it was developed to be the new version of PRCA scale and some of its items are relevant to classroom SA.

1.1.8.3.3 Foreign Language Classroom Anxiety Scale (FLCAS)

It was developed by Horwitz et al. (1986). It is a paper-based questionnaire. It contains 33 items, five-point liker scale covering three dimensions: Communication apprehension, test anxiety, and fear of negative evaluation.

1.1.9 Strategies Used by Learners to Reduce their Speaking Anxiety

Many studies had been conducted and came up with some strategies to lower language anxiety, the students may apply some of them in order to overcome it, but first according to (Tseng, 2012) anxious learners have to find out the factors that are responsible for making them anxious.

Foss and Pretzel (1988) suggest that discussing fears about learning a new language may indicate to students that they are not alone in licit anxiety, that the teacher understands their discomfort, and that the discussion itself “encourages learners to relax”

For Kondo and Ling (2004), different students would try to use different strategies to lower the level of anxiety; they suggested some general strategies, they are:
• Relaxation: is the essential way to overcome the state; the main aim is to reduce somatic anxiety symptoms: taking a deep breath, sitting comfortably (before or after class).

• Positive thinking: like it is mentioned above, having an inner talk, and believing that all the people may suffer from the same feeling, would encourage the person to feel calm and to relax. The main goal of this strategy is to divert attention from negative into positive.

Also Tseng (2012, p: 75) suggested some other points:

• For the student they suffer from anxiety, they should choose the partner that they feel ease to speak with, and avoid setting in the back of the class.

• Student should organize the ideas, and prepare them very well before expressing them.

• Every student should build a self-confidence in order to achieve, and fulfill his goals.

1.1.10. Strategies Used by teachers to Reduce their Speaking Anxiety

According to Aida (1994), foreign language teachers have the ability to reduce the level anxiety of their learners, and it maybe his responsibility to understand the problem of anxiety, its main sources, and the appropriate strategies, as it is suggested by Mandeville (1993).

For the recent studies, Tseng (2012), suggested several ways for teachers to reduce the anxiety:

• Teachers can help student by giving them more positive reinforcement, and helping them to develop more realistic expectations of themselves by
letting them know that they were not supposed to be fluent or have a perfect accent

- Teachers have to create a relaxed atmosphere in the classroom, characterized by humor and occasional contact.

In addition to this Jane Arnold (1999, p.67) proposed other strategies that may help the teachers:

- Encourage students to relax through music, laughter or games
- Use fair tests with unambiguous, familiar item types
- Enable students to recognize symptoms of anxiety and identify anxiety maintaining beliefs.
- Give rewards that are meaningful to students and that help support language use.
- Boost the self-esteem and self-confidence of students for whom language anxiety has already become a long-term trait by providing multiple opportunities for classroom success in the language.
- Be very clear about classroom goals and help students develop strategies to meet those goals

**Conclusion**

In this chapter, we tried to cover the main points related to language anxiety; deferent types of anxiety, its impact on the foreign learners, and the most important ideas concerning the deferent strategies, that need to be used inside the classroom, from both the teacher and the learner.

At the end, we conclude that teachers should realize that learning a foreign language, and particularly using it orally, is a potentially stressful situation, which would need some strategies, and methods, for the sake of every student’s needs.
SECTION TWO: Using the Games Technique in EFL Class

Introduction

“It is paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing the vital connection between them.” Leo Buscaglia (2009).

The games teaching technique has been proved to enhance and facilitate the learning process by reducing learner’s level of stress and anxiety. The same works for the FL acquisition process and FL anxiety.

The present section aims at highlighting different points concerning using games as a teaching technique. It will start by defining the term “Games”. Then, some of well-known games’ categories will be stated. After that, an overview of the advantages and disadvantages of using the Games technique will be discussed. In addition, some of the important practical considerations for making games work in class will be highlighted. At the end a presentation of the “Role play” games in general and the games used in the study “Werewolf” in specific will be given.

1.2.1 Definition of Games

Richards, Platt, & Platt,(1995) in The Longman Dictionary of Language Teaching and Applied Linguistics, defines games as “an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language”(p. 89). According to this definition four elements any game should have five characteristics:

A. Organisation: Lee (1979) claims that “games should not be regarded as a marginal activity filling in odd moments when the teacher and the class have nothing better to do” (p.3). This teaching activity should be taken seriously; it is not an activity
that is to be used to have enjoyable time only, but rather it should be used in a well-organised way.

B. Objective: Haldfield (1999) suggests that games can be used at any level of the learning process. They can be used as a memory enhancing technique or as an activity in which learners can use the language items they acquired freely better than forcing them when using other activities. They can also be used as an assessment tool for teachers to follow learners’ performance through the process. It is indeed an effective way to make learners enjoy while learning.

C. Rules: Bernard and Olivia (as cited in Deng, 2006) demonstrated that “games are a different kind of activity. They are highly structured and include specific rules to be followed” (p.3). The rules of any game are likely to be a facilitator to meet up the goals that have been tended to accomplish.

D. Competition and communication between players: According to Greenall (1990, p.6), “The term ‘game’ is used whenever there is an element of competition between students or teams in a language activity”. In this definition games are considered the best activity that motivates learners to work in groups, interact and compete with one another.

All of these characteristics and factors come up together to make the Games technique as one of the best teaching techniques to engage the learners in the teaching process and facilitate it by reducing the effect of its obstacle such as anxiety. Richard-Amato (1988) said that “Games can lower anxiety, thus making the acquisition of input more likely” (p.253).

1.2.2 Classification of Games

Classifying games into categories is not an easy task, actually when it comes to think of it, there are a lot of different bases to categorize games according to.
Many scholars tried to categorize Games and everyone of them came with a different classification. Hadfield (1999) gave two ways of classifying language games. First, Games are classified into two types: linguistic games and communicative games.

- **Linguistic games**: this type of games focuses on accuracy like matching terms.
- **Communicative games**: these games focuses more on making learners cooperate and exchange thoughts.

Second, Hadfield (1999) clarified that within these two categories we may find more than one type of games that may come under one of the two categories or even both. These are:

- *Sorting, ordering, or arranging games*: like ordering days of the week that have been wrote on cards, or sort products’ cards with where we find these products.
- *Information gap games*: For example, one learner or two have an image and they describe its content –each one of them give the same or different clues- to another learner who is supposed to draw the image.
- *Guessing games*: A well known example here is any variety of “Charades” games. Learners would act out each syllable of a word or phrase in order, followed by the whole phrase together, while the rest of the group try to guess it.
- *Search games*: In such games, one student has a well known character in his mind and the other learners try to figure it out by limiting the scope asking him questions till they found him (a limited number is given to the learners whom are trying to find the character to make the game more competitive).
• *Matching games*: Learners are asked to match between specific words or pictures on a number of cards by turning a pair each time till the match all of them.

• *Labelling games*: a variety of matching games where students are asked to match labels and pictures.

• *Board games*: The most popular game to be used in this category is scrabble.

• *Role-play games*: The point of this type of games is that learners play roles that they can play in real life, they can even play fictional one; and they are supposed to improvise and use their own words in playing the roles.

Another classification is the one provided by Lee (2000) as cited in Pham (2007), games have been classified into nine kinds:

• Structure games which provide experience of the use of particular patterns of syntax in Communication.

• Vocabulary games in which the learners’ attention is focused mainly on words”.

• Spelling games.

• Pronunciation games.

• Number games.

• Listen-and-do games.

• Games and writing.

• Miming and role play.

• Discussion games.

Another classification of games by McCallum (1980) consists of seven kinds:

• Structure games.
- Vocabulary games.
- Number games.
- Spelling games.
- Conversation games.
- Writing games.
- Role play and dramatics.

There are even more classifications of games, so classification of games depends completely on the scholar perception of the matter and teachers can classify them on their own personal point of view basis or even design games that may meet their learners needs more precisely.

1.2.3 The Advantages of Using Games in EFL Classes

According to Richard-Amato (1996), Even though games are generally associated to fun, an emphasis of their pedagogical value should be always taken into consideration, especially in FL classes. When it comes to motivate learners, lower their FL anxiety level, and creating a good conditions to use language in real communication; games are mostly effective among other teaching techniques.

Other scholars do not agree with this idea such as Kim (1995) who rejected the common idea that all learning should be serious and if there was a funny atmosphere in the educational settings, then it is not learning. He added that this is a misconception of the matter; learning can be associated with having a joyful time. One of the best ways to achieve this is throughout games.

Though there are some contradicted points of view, scholars tended to clear the idea that the ultimate goal behind using games is to create the best conditions for their learners in order to achieve the best results. The most well-known advantages of using games are.
1.2.3.1 Games motivate learners

Motivation is well-known for being a crucial factor in both acquiring and learning a FL processes. Harmer (1998, p.3) asserts that: “Motivation is some kind of internal drive that encourages somebody to pursue a course of action….The motivation students bring to class is the biggest factor affecting their success”. Teachers have been always working on finding the best way to motivate their learners. As Hansen (1994, p.118) states, “Games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings.”

Games are a perfect source for motivation because of several factors. Games are amusing and funny and at the same time they can be challenging and competitive. Games are an active technique of teaching they get learners to move around and activate their mental capacities, which leads to an active motivated learner and facilitate their retention. Further, shy learners will not hesitate to participate in these games, since they will not be concentrating on their shyness but rather they will be driven by the amusement. Furthermore, games when used perfectly can add interest to the parts that learners might not find interesting. Sustaining interest can mean also sustaining effort Buckby (2005).

Oral classes are considered as one of the most stressful classes for FL learners, since they are supposed to speak and present in the foreign language facing the teacher and their mates, haunted by the fear of negative evaluation. The teacher may even lead the class to a more stressful atmosphere, being harsh with the students and putting them in awkward situations. Games here can be a more suitable substitute since learners will not be focusing on every word they are saying, but rather on the game and how to achieve a good score in it. They can give training for any of the four linguistic skills in a
less stressful way. If the games are chosen and practiced appropriately learners will be learning while they are playing.

1.2.3.2. Games Promote Learners’ Interaction

For learners to speak with one or two mates is better than facing the whole class with teacher included. Student-student interaction has been proved to help learners to achieve better, through feeling more comfortable and therefore communicate more freely. As Jacobs and Liu (1996) express, games can provide a better setting for students to develop their social skills by working with others, since most of games are played at least in pairs, learners will acquire the skill of disagreeing politely and the skill of asking for help. In addition, in most games every player has a turn to play, this will encourage everyone to cooperate better than other group activities, where some students tend to do all the taking and shutting others out from cooperating.

Naturally, games create a competitive environment, which will push every learner to cooperate and act to score and help his team. Thus, in groups or in pairs, they will be more likely to communicate, discuss and ask questions with their partners and think outside the box using the FL to achieve the goal. Rinvoluci and Davis (1995, p.26) have asserted: “Competitive activities that hit pairs against pairs and threes against threes are excellent for fostering collaboration and mutual help within each team” and this will assert learners will communicate a lot with each others.

1.2.3.3 Games facilitate the acquisition process by reducing learners’ anxiety level

Since games motivate learners and promote interaction among them, learners’ acquisition process will be boosted and they will learn faster than any other way (Avedon & Sutton-Smith, 1971). As mentioned before, games will encourage students
to participate since they want to win in the game. Apart from having fun and the comfortable atmosphere created by the game, learners will use the foreign language and they will acquire new language. They will come up to the fact that they have to use the language in order to make others understand them (Schultz & Fisher, 1988). In addition, Richard-Amato (1988, p.147) emphasizes that “Games can lower anxiety, thus making the acquisition of input more likely”. It is clear that due to the relaxed atmosphere created by games learners will remember more. According to Duong (2008), 90% of his students confirmed that they could remember what they were studying because of the atmosphere created by games. In fact it has been proved that 100% of the lesson will be received and 80% of that content will be retained by students if there were funny and joyful games used in English language classes.

1.2.3.4 Games Increase Learner’s Achievement

As has been emphasised above, game motivate learners, encourage them to interact, reduce their stress and boost their acquisition process. As a result of all of this, learners Will improve their language skills, makes them score better in exams; add more vocabulary items to their vocabulary package.

Language four basic skills (Listening, speaking, reading, and writing) can be involved in games and most of time more than one skill will be involved in games (Lee, 1995). Further support comes from Zdybiewska (1994, p.6):

“games are a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension.”

To sum up, games are not only useful because they create a relaxed class, promote communication, and facilitate learning, but a perfect way to practice what they acquire
in a situation that they may face in real life situations; and moreover they can be used regularly in foreign language classes.

1.2.4 Disadvantages of Using Games

Games indeed have a lot of advantages and they can be very practical to engage learners in the learning process, without mentioning the huge effect on reducing stress and anxiety on learners, yet and like every teaching technique they have disadvantages and it is teachers’ duty to know them and try to avoid them as much as they can.

Greiner (2010, p.58) notes that “Teachers who are opposed to games often bring forward the argument that they simply cannot use games in their classroom because of the large number of students in their class”. This is the most common problem teachers suffer from. In a big number of learners classes opposing control is already a problem, plus the fact that they are playing a game and they are very relaxed; controlling learners will become almost an impossible task for teachers.

Wright et al. (2006) claim that “you can treat all your plants in the same way and watch some die while others flourish, or you can try to offer a range of different approaches and give succour to each and all of them”(p.6). This leads us to another serious issue which is learners’ different learning styles. Some learners prefer to learn through listening, others through observing, and others even through reading and writing. Some games are based only on one learning style, which will lead to losing interest for some learners. Furthermore, some students will not be motivated to play games, especially if they are team-work games. Many learners will prefer sitting and losing than operating and participating in these games; commonly these learners have difficulties in language. The teacher may remove these learners from the group so as to make “that group so much more productive” Wright et al. (2006,p.9). Another problem is that the different level of learners. If the teacher mixed the weak students with the
strong ones in one group, the weak one may have negative self evaluation that may even increase their anxiety. Moreover, if learners are familiar to the game they may feel bored and this will unmotivated their will to engage in the game and therefore the learning process. Finally Wright et al. (2006) noticed that if using games is a part of curriculum may make teachers over use games and therefore lose sight to the objectives that they are intended to meet at the end of every session.

1.2.5 Practical Considerations for Making Games work in Class

In using games in FL classes, some issues and obstacles may reveal themselves to teachers, but if the teacher is aware of them he can avoid or solve them.

1.2.5.1 Criteria for Choosing the Game

As mentioned above, games are not only for fun, the teacher should be careful in choosing the appropriate games that will help learners the best in achieving the teaching objectives. So when choosing a game the teacher should find a game that will suit the class in terms of language and type of participation (Wright et al., 2006). Games if used systematically and with clear goal-setting they will develop learners language. A game may look perfect in papers, but when it comes to practice it may not suit learners’ level, or the actual physical classroom settings, or materials available, or the time available. It may be even boring or tiring for learners. In this case the teacher has to look for another game that matches what he can provide and learners’ personality. The teacher should switch from a game to another to motivate and meet his learners’ different need and to motivate them by having more fun (Wright et al., 2006).

Teachers should take into consideration choosing a game with somehow a simple set of rules in order and “Avoid games which needs a long introduction and explanation. The students will just turn off” (Wright et al., 2006, p.8). The game should help the teacher to assess the learners’ improvement.
Rinvolucri (1990) clarifies that a game can be used in any of these three stages while using them as part of grammar instruction:

a) Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners;

b) After a grammar presentation to see how much the group have grasped;

c) As a revision of a grammar area (p. 3).

According to Celce-Murcia (1979), “interruptions should be as infrequent as possible so as not to detract from the student’s interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over” (p. 54). Hence, the teacher should neglect the mistakes that students do during the game in order to keep and maintain the students’ interest and the game progress.

### 1.2.5.2 Giving instructions

When teachers tend to use a game in the class, the teacher should prepare the game well before introducing it to the learners, so it will be clear for them (Wright et al., 2006).

The teacher should present the game well to the learners. First, he/she should make sure that learners will understand the rules of the game by making the explanation as simple as it can be. Then, the teacher should make the learners aware of what they will learn from the game. The more awareness of the game the more learners’ participation will appear while playing the game. In addition, learners should know their roles well, so no confusing will appear in the game. Finally, in order to apply all of this, the teacher may demonstrate a short part for the learners so as to make the learners understand and interested in playing it. Rixon (1991) even argues that the teacher may use the native language if necessary to explain the game and to make it useful.
1.2.5.3 Language

Since learners will use the FL during the game. EFL teacher may provide them with some expression such as: winner, loser, what is the score, you are lucky, hard luck, too bad, partner, take a card... etc that they may use in playing the game in order to avoid using the native language while playing (Wright et al., 2006).

1.2.5.4 Choosing the Type of Interaction

There are a lot of games varieties that can be used in class. Some games are played in pairs and others in groups. Wright et al.(2006) notice that “pair work is easier to organize and control than group work” (p.9). So it is more preferable to make learners work in pairs for better class control. The teacher can give the learners the chance to pick their partners or team mates, but this procedure is time consuming. Still, the teacher can always go with the option of random selecting if he/she wants to make learners open to new working relationships.

1.2.5.5 Winning and Losing

The losing and winning system should be taken into consideration when choosing a game. Some games have one winner system, some one team winner system and so on. The teacher may form groups where learners have mixed skills and abilities that will allow all participants to experience winning (Wright et al., 2006).

1.2.5.6 Classroom Sitting Arrangement

The classroom setting will depend completely on the type of the game chosen by the teacher.

Hurt, Scott, and McCroskey (1978) claim that there is no one good sitting arrangement that suits all occasions. Rather, the choice of the seating arrangement depends completely on the type of the activity to be performed and the kind of
interaction the teacher chose. Other factors may be the number of the learners and the physical improprieties of the classroom, such as the size and the shape.

### 1.2.5.7 Competition and the Scoring System

Games can be a double edged weapon as any teaching technique. On the one hand, there are some learners who are motivated and have the competitive spirit. On the other hand, there is the kind of learners who will not be motivated when it comes to competitive activities, rather they feel anxious and they think of themselves as losers before the game even starts. According to Greiner (2010), “competitive games can enhance students’ self-esteem when they came out ahead of someone else” (p. 55).

This leads us to an important issue which is the scoring system. Students will be motivated more if they knew how they are doing in the game, and they will be more motivated if there are points gained from having the right answers (Greiner, 2010). Rixon (1991) suggested many creative ways of scoring systems. The teacher may count the score on a daily, weekly, or on a yearly basis; with the aim of which team will be the winner by gaining as much points as they can.

### 1.2.5.8 Discipline

Wright et al. (2006) stated that the good teacher is the one who will control the class while playing the game. The teacher can do this through explaining the rules well and getting rid of any prospective future misinterpreting of the rules. Then, the teacher can establish some kind of a code of conduct or a contract with his/her learners, the teacher hand in hand with the learners may discuss the organization rules and the procedure and he/she should come to an agreement with the learners on the rules. After that, the teacher may create some kind of gestures that he/she will use to point on something and to re-establish the order on the class if lost. One last thing, the teacher should give
everyone the chance to participate in the game, even the weak ones since they have the hope of winning the game.

1.2.5.9 The Role of the Teacher in the Game

Batteridge et al. (2006) explained the role of the teacher when applying the games technique in a FL class in these points:

- Explaining the game to the learners.
- Demonstrating the different stages of the games to the learners. He/she may use the help of one or two learners.
- A test or a trial by a group in front of the class if needed.
- Writing key words and sentences, with the instructions on the board.
- Applying a first “try out” of the game with some learners.
- Removing the “key language” from the board.
- Continuing playing.

McCallum (1980) gives another interesting suggestion on the teachers’ role in applying games. He stated that choosing a game that is going to meet learners’ different needs is difficult, and teachers should be aware of their crucial role. Therefore, teachers should prepare a simple, meaningful instructions based on learners’ level and prepare answers on the question that might be asked. In addition, he/she should think in the materials needed to play the game and prepare them. Wright et al. (2006) argue that the teacher should not interrupt students while playing so they will not lose interest in the game. Remarks or corrections of learners’ errors should be left till the end of the game and then discuss them. Finally and most importantly “It is particularly important to make sure everyone understands what to do when the game is quite complicated” (Wright et al., 2006).
1.2.5.10 the Role of the Learners in the Game

As any teaching technique, the role of learners should be analysed in the games teaching technique. Learners when applying the games technique should participate and interact more freely from any other teaching technique, and that is the ultimate goal of the technique. Learners should feel more comfortable in practicing language more effectively, removing the barrier of fearing the teacher’s criticism. Games make learners more of an active kind of learners, not the passive ones, whom wait only for the knowledge to be passed to them through the teacher and they are nothing more than a receiver (Johnson & Marrow, 1981).

1.2.5.11 Time

Mackey (1965) explained that the process of learning a foreign language takes a long period of time, Therefore, the teacher when applying a game in his/her class, he/she should make sure that the class time structure matches the period needed to accomplish the objectives behind playing the game. Otherwise, it will be only playing for fun. The teacher should put in mind that it is for educational purposes and that everything is taking into consideration and controlled. So he/she will make learners learn and have fun.

1.2.6 Role-Play Games

1.2.6.1 Issues with the Term

There is confusion between the three types of games: Role-play, simulation, and drama when it comes to definition but looking at the practical side of these three different types of games will make the difference clear (Kodotchigova, 2002). Hadfield (1990) gives a practical comparison between the three. First, the difference between drama and both simulation and role-play is in the language used by the participants.
Drama has an already written script and participants are asked to repeat them while playing the roles. While in both simulation and role-play participants are supposed to improvise with situation they will find themselves in, although preparation is useful. Second, the difference between simulations and role-play is a bit more complex since they share a lot in common. Ladouse (1987); for instance, sees simulations as a complex, lengthy, and inflexible, while role playing are simple, brief and flexible. Another difference is that the roles played in simulations involve real life roles that participants already play them, such as a customer at a shop or restaurant; while in role-play participants are asked to play roles they do not usually play in their daily life, like a doctor or a policeman; or even fictional, like in the game used in this research: werewolves, witches... etc.

1.2.6.2 Why Using Role-play

Everyone agrees on the fact that learning is more effective when the activities are engaging and relaxing so that they will improve the cognitive system work. Jeremy Harmer (Longman 1989) advocates the use of Role-plays for the following reasons:

- Role-plays are fun and motivating
- Give the chance for the quieter, shy students to interact more
- They offer more language opportunities and contexts by making the classroom as wide as outside world

In addition to these they give improvement the learners actual usage of language, since they may include a native-like language. Learners will practice the language in a safer place (the classroom) than in the English-speaking countries.
1.2.6.3 Werewolf Role-play Game

“Werewolf” is an interactive game of deduction for two teams: Villagers and Werewolves. The Villagers do not know who the Werewolves are, and the Werewolves are trying to remain undiscovered while they slowly eliminate the Villagers one at a time, while the moderator (the teacher who is not on a team) runs the game. Each game lasts around 30 minutes, but this can vary depending on how sloppy or sneaky the Werewolves are!

1.2.6.3.1 Setting Up

Assemble a group of players. An odd number is best, although not absolutely mandatory. There should be at least seven players. You should have an equal number of cards to the people playing. You should always have 1 Seer, 1 Doctor, and 2 werewolves and the rest of the players should be Villagers. If you have a large group (16+), you can replace a Villager for an additional Werewolf. Shuffle the cards and hand them out, face down. Each player should look at their card, but must keep it a secret. You can learn more about what each character can do here.

1.2.6.3.2 Game play

The game proceeds in alternating night and day rounds. Begin with night-time.

The Night

At night, the moderator tells all the players "Close your eyes." Everyone begins slapping their knees (or table) to cover up any noises of the night.

The moderator says, "Werewolves, open your eyes." The werewolves do so, and look around to recognize each other. The moderator should also note who the werewolves are.
The moderator says "Werewolves, pick someone to kill." The werewolves silently agree on one villager (it is critical that they remain silent). The other players are sitting there with their eyes closed, and the werewolves do not want to give themselves away. Sign language is appropriate, or just pointing, nodding, raising eyebrows, and so on.

When the werewolves have agreed on a victim, and the moderator understands who they picked, the moderator says, "Werewolves, close your eyes."

Now, the moderator awakens the Doctor and says, "Doctor, who would you like to heal?" The Doctor selects someone they'd like to heal. The person chosen (which could be he himself) will survive if the werewolves chose to kill them. If someone was killed, and then saved by the Doctor, the moderator will let the village know by saying, "Someone has been saved", at the beginning of day time.

The moderator says "Seer, open your eyes. Seer, pick someone to ask about." The seer opens their eyes and silently points at another player. (Again, it is critical that this be entirely silent -- because the seer doesn't want to reveal his identity to the werewolves.)

The moderator silently signs thumbs-up if the seer pointed at a werewolf and thumbs-down if the seer pointed at an innocent villager. The moderator then says, "Seer, close your eyes."

The moderator says, "Everybody, open your eyes; it's daytime." And let's the villager know who has been killed. That person is immediately dead and out of the game. They do not reveal their identity.

**Alternative rule:** After you die, you reveal what role you had.

**The Day**

For the first day, go around and have everyone introduce themselves (Example: Hey, I'm Matt. I'm the baker here in town, and I'm a villager.
Daytime is very simple; all the living players gather in the village and decide who to kill. As soon as a majority of players vote for a particular player to kill, the moderator says "Ok, you're dead."

Alternative rule: To keep the game moving along, you can put a time limit to how long a day is, and if the village doesn't choose someone to kill, they miss the opportunity.

There are no restrictions on speech. Any living player can say anything they want - truth, misdirection, nonsense, or a barefaced lie-. Dead players may not speak at all. Similarly, as soon as a majority vote indicates that a player has been chosen to be killed, they are dead. If they want to protest their innocence or reveal some information (like the seer's visions), they must do it before the vote goes through.

Once a player is killed, night falls and the cycle repeats.

Moderator note: Continue to wake up the Doctor and Seer even if they are no longer alive.

1.2.6.3.3 Winning and Losing

The villagers win if they kill both werewolves.

The werewolves win if they kill enough villagers so that the numbers are even.

(Example: Two werewolves and two villagers)

Conclusion

From all what have been discussed above, it is reasonable to come to the conclusion that games as a teaching technique is effective and that teachers can adopt this technique for more relaxed and effective FL teaching where learners can learn and have fun in the same time.
Chapter Two: Field Work

Introduction

This chapter is devoted to the analysis and interpretation of the data obtained through the implementation of the present research. Starting by introducing the research design and methodology used in investigating the effect of using games as a teaching technique inside the classroom, in order to lower the students’ FLA levels. After that, it provides a description of the population, the sample and tools of the research. Then, it presents the statistical methods used for the analysis of the data which will, in turn, help us confirm or disconfirm our hypotheses.

2.1 Research Methodology

2.1.1 Choice of the Method

The present study aims at investigating the effect of using games technique in classroom. The nature of this research made it necessary to conduct a quasi-experimental study, since the groups of the learners are already formed by the administration; two groups are selected to be the sample of the study. The choice of this method was based on its reliability and validity.

According to Gay,(1992) “The experimental method is the only method of research that can truly test hypotheses concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science” (p. 298).
2.2 Population and Sample

2.2.1 Population

Parahoo (1997) stated that “a population is the total number of units from which data can be collected”. (p.2018). So, the population of this study is comprised of 200 male and female second year students from the department of English at L’arbi Ben M’hidi University.

The underlying reason behind this choice is that their knowledge of English which we assume allows them to participate in the experiment; they are already familiar with the oral session activities and in addition to this, they have an acceptable level of English.

2.2.2 The Sample

Sample is defined as “the group from which information is obtained, preferably selected in such a way that the sample represents the larger group (population) from which it was selected”. (Ibid, p.481). All the population had been divided by the administration, two groups of them were chosen to be the sample, they are studying in the academic year 2017-2018, these students have been selected randomly to be the sample of our study.

2.3 Research design

The aim behind using an experimental study is to examine the relationship between the two variables: the role-play game (werewolf), and students FLA levels. Our purpose, then, is to know if it is true that using such type of games would decrease learners’ anxiety levels.

There are two investigated groups. One group is the experimental group that receives different type of teaching; playing the role-play game; that has been mentioned
before (Werewolf) in the oral expression session. While the other group is the control group and it will not receive the same treatment. For such interest, this study is an attempt to answer the following question:

Is there a significant difference in students’ level of anxiety between those students who were taught using the game technique, the werewolf, in the oral session and those who did not?

According to Fraenkel and Wallen (1990), a research question is often restated as a hypothesis. Hypothesis is a prediction of some sort regarding the possible outcomes of a study. So To answer these questions the following hypotheses were formulated:

\( (H_1): \) Using games (in this case the Werewolf game) inside the classroom will significantly reduce students’ FLA.

The null hypothesis was formed as follows:

\( (H_0): \) Using the Werewolf game inside the classroom will have no effect on students’ FLA level.

Furthermore, this study consisted of one independent variable (games technique) and one Dependent variable (anxiety level).

Table 2: Research Design

<table>
<thead>
<tr>
<th>Sample</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>A1</td>
<td>T</td>
<td>A2</td>
</tr>
<tr>
<td>Control group</td>
<td>A1</td>
<td>_</td>
<td>A2</td>
</tr>
</tbody>
</table>

2.4.4 Duration:

The duration of this study was seven weeks; starting by the pre-test in the first week of February after the exams. The total number of treatment sessions was six
sessions, each lasted one hour and half and students took the post-test on the last week before the holidays in March.

2.5 Procedure:

2.5.1 Pre-testing

After the exams, students of both groups; the experimental and the control group; were pre-tested in order to gauge their level, and also to determine whether students’ abilities in both experimental and control groups were equivalent or not. Students were asked to answer the pretest and were informed that their grades on the test will not affect their grades on the examination.

The researchers gave them the pretest, which is the FLCAS test to all members of the group. It took them between 5 to 8 minutes each to complete the test. (Appendix A)

2.5.2 Description of the Treatment

After conducting the pretest, both the experimental and the control group were exposed to different types of teaching in their oral expression session. The experimental group was exposed to the game “werewolf” as a way of teaching, whereas the control group kept adopting the casual method of teaching.

2.5.2.1 Experimental Group

The experiment took six weeks with one session per a week. It started after the exams where EFL students were motivated to learn something new, in order to achieve the aim of lowering anxiety.

To achieve this aim, the researcher first started by managing the students into a large circle, where all of them could see each other, after that, he presented very carefully the game; the cards, the rules of the game, and what they are supposed to do.
In the first session of the treatment, students were highly motivated to try something new; new way of teaching in the oral expression, and new tutor. At the same time we noticed that most of the students could not speak freely, and when it was their turn to speak (trying to guess the werewolves or to manipulate the villagers in the case of playing the role of a werewolf) most of them were just avoiding doing so by saying the word “pass”, so they do not have to speak for more than 1 minute at least.

Concerning the coming sessions, they became more familiar with the game and its rules. After the sixth session we noticed that students’ level of anxiety had changed from the first session till the last session, they engaged more in the participation process especially those who do not usually participate.

### 2.5.2.2 Control Group

During the same period, the students in the control group were kept with the casual way of learning and teaching. However, the planned tasks of both the pre-test and the post-test were also delivered to the control group students in order to compare their results in the post-test with the results of the experimental one.

### 2.5.3 Post-Testing

Both groups were tested for the second time on the first week of April. The same test, the pre-test, was used as the post-test. The test was not changed in order to evaluate the students’ level after the treatment period and to know if using this game as a teaching technique is the one responsible for lowering of language anxiety levels.

### 2.6 Instruments

In this study, the quantitative data were collected through the FLCAS scale and analyzed using the Statistical Package for Social Sciences (SPSS). In order to answer the research question and test the alternative and null hypotheses, two parametric tests
were adopted. One of the tests known as the t-test for independent samples that was
applied to show the significant difference between post-test grades of the experimental
and control group after the treatment. The other parametric test named the Paired
Samples (Dependent) T-test which detects the difference between the means of both
tests was used to examine whether using “Werewolf” game as a teaching technique to
reduce anxiety is effective or not.

2.7 Scoring

2.7.1 The Pre-test

2.7.1.1 Control Group versus Experimental Group Scores in the
Pre-test

Table 3 represents the pre-test scores of students in both experimental and control
group. $\bar{x} = \frac{\sum \text{scores}}{N}$

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Pre-test</th>
<th>Control Group</th>
<th>Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>71.00</td>
<td>1</td>
<td>78.00</td>
</tr>
<tr>
<td>2</td>
<td>83.00</td>
<td>2</td>
<td>71.00</td>
</tr>
<tr>
<td>3</td>
<td>95.00</td>
<td>3</td>
<td>84.00</td>
</tr>
<tr>
<td>4</td>
<td>67.00</td>
<td>4</td>
<td>93.00</td>
</tr>
<tr>
<td>5</td>
<td>82.00</td>
<td>5</td>
<td>82.00</td>
</tr>
<tr>
<td>6</td>
<td>77.00</td>
<td>6</td>
<td>62.00</td>
</tr>
<tr>
<td>7</td>
<td>76.00</td>
<td>7</td>
<td>73.00</td>
</tr>
<tr>
<td>8</td>
<td>88.00</td>
<td>8</td>
<td>72.00</td>
</tr>
<tr>
<td>9</td>
<td>84.00</td>
<td>9</td>
<td>77.00</td>
</tr>
<tr>
<td>10</td>
<td>66.00</td>
<td>10</td>
<td>94.00</td>
</tr>
</tbody>
</table>
Table 4: Descriptive Statistics of the Pre-test

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group Pre-test</td>
<td>20</td>
<td>52.00</td>
<td>98.00</td>
<td>1554.00</td>
<td>77.7000</td>
<td>12.29506</td>
<td>151.168</td>
</tr>
<tr>
<td>Control Group Pre-test</td>
<td>20</td>
<td>57.00</td>
<td>94.00</td>
<td>1477.00</td>
<td>73.8500</td>
<td>10.26119</td>
<td>105.292</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tables 3 and 4 are designed in order to know the level of subjects in both groups before starting the treatment. The experimental group with a mean $\bar{X} = 77.70$ and the control group with a mean $\bar{X} = 73.85$. We can notice that both groups have close means. Further we can notice that the lowest score obtained by the experimental group is 52/165, and for the experimental group is 57/165. Whereas the highest score for the control group is 98/165, and for the experimental group is 94/165.
From the experimental and control group frequency Bar Charts (Figures 1 and 2), we can notice that the starting bar of the experimental group’s frequency Bar chart is 52 (the lowest score) and the last one at 98 (the highest score), with one peak at 82 (the most frequent score). While, the control group’s frequency bar charts begins at 57 (the lowest mark) and ends at 94 (the biggest score), with two peaks at 73 and 74 (the most frequent scores).
For a total number of 40 scores in both the control and the experimental group, we get the following:

*Table 5: Frequencies Percentiles of the pre-test*

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>Pre-test Scores</th>
<th>Control Group Pre-test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Missing</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>67.5000</td>
<td>66.2500</td>
</tr>
<tr>
<td>Percentiles</td>
<td>50</td>
<td>79.5000</td>
<td>73.0000</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>86.5000</td>
<td>81.0000</td>
</tr>
</tbody>
</table>

2.7.2 The Post-test

2.7.2.1 Control Group versus Experimental Group Scores in the Post-test

*Table 6: Participants scores in post-test*

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Post-test</th>
<th>Control Group</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>47.00</td>
<td>1</td>
<td>73.00</td>
</tr>
<tr>
<td>2</td>
<td>54.00</td>
<td>2</td>
<td>71.00</td>
</tr>
<tr>
<td>3</td>
<td>63.00</td>
<td>3</td>
<td>76.00</td>
</tr>
<tr>
<td>4</td>
<td>39.00</td>
<td>4</td>
<td>79.00</td>
</tr>
<tr>
<td>5</td>
<td>67.00</td>
<td>5</td>
<td>71.00</td>
</tr>
<tr>
<td>6</td>
<td>54.00</td>
<td>6</td>
<td>54.00</td>
</tr>
<tr>
<td>7</td>
<td>31.00</td>
<td>7</td>
<td>70.00</td>
</tr>
<tr>
<td>8</td>
<td>69.00</td>
<td>8</td>
<td>66.00</td>
</tr>
<tr>
<td>9</td>
<td>58.00</td>
<td>9</td>
<td>89.00</td>
</tr>
<tr>
<td>10</td>
<td>37.00</td>
<td>10</td>
<td>82.00</td>
</tr>
<tr>
<td>11</td>
<td>40.00</td>
<td>11</td>
<td>69.00</td>
</tr>
</tbody>
</table>
Table 7: Descriptive Statistics of the post-test

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Post-test</td>
<td>20</td>
<td>31.00</td>
<td>86.00</td>
<td>1130.00</td>
<td>56.5000</td>
<td>15.01052</td>
<td>225.316</td>
</tr>
<tr>
<td>Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test Scores</td>
<td>20</td>
<td>35.00</td>
<td>89.00</td>
<td>1320.00</td>
<td>66.0000</td>
<td>13.51023</td>
<td>182.526</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 and 7 above represent the post-test scores of the experimental and the control groups. They are designed to know the level of participants in both groups after the treatment period. The experimental group with a mean $\bar{X} = 56.50$ and the control group with a mean $\bar{X} = 66.00$. We can notice that the two groups have different means. Furthermore, we can notice that the lowest score obtained by the control group is 35/165, and for the experimental group is 31/165. Whereas the highest score for the
control group is 89/165, and for the experimental group is 86/165. In the post-test, the participants’ scores have witnessed significant changes globally and individually.

*Figure 3: Experimental Group frequency Bar chart in the post-test*

![Experimental Group Post-test Scores](image1)

*Figure 4: Experimental Group frequency Bar chart in the post-test*

![Control Group Post-test Scores](image2)

### 2.7.2.2 Control Group Pre-Test versus Control Group Post-Test

*Table 8: Control Group Scoring Differences between pre-test and post-test*

<table>
<thead>
<tr>
<th>Control group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>78.00</td>
<td>73.00</td>
<td>+5</td>
</tr>
<tr>
<td>2</td>
<td>71.00</td>
<td>71.00</td>
<td>+0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>3</td>
<td>84.00</td>
<td>76.00</td>
<td>+8</td>
</tr>
<tr>
<td>4</td>
<td>93.00</td>
<td>79.00</td>
<td>+14</td>
</tr>
<tr>
<td>5</td>
<td>82.00</td>
<td>71.00</td>
<td>+11</td>
</tr>
<tr>
<td>6</td>
<td>62.00</td>
<td>54.00</td>
<td>+8</td>
</tr>
<tr>
<td>7</td>
<td>73.00</td>
<td>70.00</td>
<td>+3</td>
</tr>
<tr>
<td>8</td>
<td>72.00</td>
<td>66.00</td>
<td>+6</td>
</tr>
<tr>
<td>9</td>
<td>77.00</td>
<td>89.00</td>
<td>-12</td>
</tr>
<tr>
<td>10</td>
<td>94.00</td>
<td>82.00</td>
<td>+12</td>
</tr>
<tr>
<td>11</td>
<td>87.00</td>
<td>69.00</td>
<td>+18</td>
</tr>
<tr>
<td>12</td>
<td>74.00</td>
<td>73.00</td>
<td>+1</td>
</tr>
<tr>
<td>13</td>
<td>60.00</td>
<td>49.00</td>
<td>+11</td>
</tr>
<tr>
<td>14</td>
<td>66.00</td>
<td>61.00</td>
<td>+5</td>
</tr>
<tr>
<td>15</td>
<td>73.00</td>
<td>78.00</td>
<td>-5</td>
</tr>
<tr>
<td>16</td>
<td>74.00</td>
<td>69.00</td>
<td>+5</td>
</tr>
<tr>
<td>17</td>
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<td>56.00</td>
<td>+1</td>
</tr>
<tr>
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<td>69.00</td>
<td>53.00</td>
<td>+16</td>
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<tr>
<td>19</td>
<td>64.00</td>
<td>35.00</td>
<td>+29</td>
</tr>
<tr>
<td>20</td>
<td>67.00</td>
<td>46.00</td>
<td>+21</td>
</tr>
</tbody>
</table>

$\bar{X} = 73.85$  $\bar{X} = 66.00$  $\bar{D} = 7.85$
From table 8, we notice that the control group scored a higher post-test mean $\bar{X} = 73.85$ than the pre-test mean $\bar{X} = 66.00$. In order to examine the amount of improvement from the pre-test to post-test in the control group, we have compared the difference in scores between the pre-test and post-test marks for each student and calculated the mean difference score which is $\bar{D} = 7.85$. We can notice that their level of anxiety has even risen; however, the difference was not significant.

Figure 5: Control Group Scoring Differences Bar Charts

![Control Group Scoring Differences Bar Charts](image)

**2.7.2.3 Experimental Group Pre-Test versus Experimental Group Post-Test**

Table 9: Experimental Group Scoring Differences between pre-test and post-test

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>78.00</td>
<td>73.00</td>
<td>+24</td>
</tr>
</tbody>
</table>

46
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>71.00</td>
<td>71.00</td>
<td>+29</td>
</tr>
<tr>
<td>3</td>
<td>84.00</td>
<td>76.00</td>
<td>+32</td>
</tr>
<tr>
<td>4</td>
<td>93.00</td>
<td>79.00</td>
<td>+28</td>
</tr>
<tr>
<td>5</td>
<td>82.00</td>
<td>71.00</td>
<td>+15</td>
</tr>
<tr>
<td>6</td>
<td>62.00</td>
<td>54.00</td>
<td>+23</td>
</tr>
<tr>
<td>7</td>
<td>73.00</td>
<td>70.00</td>
<td>+45</td>
</tr>
<tr>
<td>8</td>
<td>72.00</td>
<td>66.00</td>
<td>+19</td>
</tr>
<tr>
<td>9</td>
<td>77.00</td>
<td>89.00</td>
<td>+26</td>
</tr>
<tr>
<td>10</td>
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<td>82.00</td>
<td>+29</td>
</tr>
<tr>
<td>11</td>
<td>87.00</td>
<td>69.00</td>
<td>+29</td>
</tr>
<tr>
<td>12</td>
<td>74.00</td>
<td>73.00</td>
<td>+16</td>
</tr>
<tr>
<td>13</td>
<td>60.00</td>
<td>49.00</td>
<td>+21</td>
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<td>14</td>
<td>66.00</td>
<td>61.00</td>
<td>+12</td>
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<td>15</td>
<td>73.00</td>
<td>78.00</td>
<td>+8</td>
</tr>
<tr>
<td>16</td>
<td>74.00</td>
<td>69.00</td>
<td>+20</td>
</tr>
<tr>
<td>17</td>
<td>57.00</td>
<td>56.00</td>
<td>+5</td>
</tr>
<tr>
<td>18</td>
<td>69.00</td>
<td>53.00</td>
<td>+26</td>
</tr>
<tr>
<td>19</td>
<td>64.00</td>
<td>35.00</td>
<td>-4</td>
</tr>
<tr>
<td>20</td>
<td>67.00</td>
<td>46.00</td>
<td>+21</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 77.70 \quad \bar{X} = 56.50 \quad \bar{D} = 21.20 \]
From both table 9 and figure 6 below we notice that the experimental group scored a lower post-test mean \( \bar{X} = 56.50 \) than the pre-test mean \( \bar{X} = 77.70 \) with a difference of \( \bar{D} = 21.20 \). We can say that the results have significantly changed from the pre-test to the post-test. As a result, we can say that the treatment had an effect on the majority of learners’ scores. This indicates that the subjects in the experimental group did benefit from the treatment (Werewolf).

*Figure 6: Experimental Group Scoring Differences Bar Charts*

2.7.3 The Paired-Samples t-test

In order to check that the remarkable improvement of the post-test scores in the experimental group is due to the manipulation of the independent variable (Werewolf game) and not caused by chance, a paired-samples t-test was carried out.

2.7.3.1 Explaining the Paired-Samples t-test

According to Chen (2005), the paired-samples t-test is used in situations where each participant contributes to two test scores, the participants are said to belong to the same group. A common belief in SLA research is that the t-test is used with participants
having a pre-test, post-test and the treatment. In addition, the paired-samples t-test is a parametric that is used to compare the experimental and the control groups’ students before and after having engaged in the treatment period. It helps the researcher to indicate whether the differences obtained are due to the effect of the independent variable (Werewolf) or merely chance.

2.7.3.2 Procedure for Carrying out a Paired-Samples t-test

In order to carry out the paired-samples t-test of the experiment, one statistical instrument is chosen to obtain the needed results which is SPSS. In this framework, the t-test is used to compare between the pre-test and the post-test of the experimental and the control group.

Note:

Mean: The average.

N: Sample size.

T: The paired T test statistic (denoted t).

Df: The degrees of freedom for this test.

Sig. (2-tailed): The P-value corresponding to the given test statistic t.

Concerning the analysis of the T Test, tables of the t-distribution should be used to compare the T value to the N-1 distribution (degree of freedom); by choosing the level of significance required (normally p = 0.01) and reading the critical value. If the t-value is higher than the critical t-value, it can be said that the differences between the scores of the pre and post-test are significant at the level of probability. As a result, the null hypothesis is rejected and the alternative hypothesis is accepted.

\[
\begin{cases} 
    t_{critical} > t_{obs} \\
    P < 0.01 
\end{cases}
\]

The difference is significant.
In this experiment:

\[ \text{df} = N - 1 = 30 - 1 = 29 \]

\[ P = 0.01 \]

\[ t_{obs} = 2.76 \]

### 2.7.3.2.1 Experimental Group Vs Control Group in the Pre-test

- **H\textsubscript{0}**: The experimental and the control group share the same level before the treatment.
- **H\textsubscript{1}**: The experimental and the control group have different level before the treatment.

#### Table 10: Paired Samples Statistics

<table>
<thead>
<tr>
<th>Pair</th>
<th>Group</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental Group</td>
<td>77.7000</td>
<td>20</td>
<td>12.29506</td>
<td>2.74926</td>
</tr>
<tr>
<td></td>
<td>Pre-test Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Control Group</td>
<td>73.8500</td>
<td>20</td>
<td>10.26119</td>
<td>2.29447</td>
</tr>
<tr>
<td></td>
<td>Pre-test Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 10, it is noticed that the means of the control group and the experimental group are approximate; that is to say, the students in both groups shared the same level before the treatment.

#### Table 11: Paired Sample test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair</td>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Control</td>
<td>73.8500</td>
<td>20</td>
<td>10.26119</td>
</tr>
</tbody>
</table>
From Table 11, the difference mean is less than acceptable since the means are high in the value ($\bar{D} = 3.85$), the probability is near to 0.1 ($P = 0.33$), and the critical t is less than the t observed ($t_{\text{critical}} = 0.99$). Hence, the difference between the control group and the experimental group is not significant i.e. the hypothesis ($H_1$) is accepted.

### 2.7.3.2.2 T Test of Experimental Group Vs Control Group in the Post-test

$(H_1)$: Using games (in this case the Werewolf game) inside the classroom will significantly reduce students’ FLA.

$(H_0)$: Using the Werewolf game inside the classroom will have no effect on students’ FLA level.

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Pair 1: Experimental Group Pre-test Scores - Control Group Pre-test Scores</td>
</tr>
</tbody>
</table>

Table 12: Paired Samples Statistics
From table 12, it is observed that the means of the control group and the experimental group are not approximate ($\bar{X}_e > \bar{X}_c$); that is to say, the students in both groups do not share the same level after the treatment.

**Table 13: Paired Sample Test**

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
</tbody>
</table>

From table 13, the difference mean is less than 3 ($\bar{D} = -9.50$), the probability is more than 0.01 ($P = 0$), and the critical $t$ is less than the $t$ observed ($t_{critical} = -1.968$). Hence, there is a significant difference between the control group and the experimental group i.e. the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_1$) is accepted (since the treatment is supposed to reduce the levels not rising it).
2.8 Discussion

This study was an attempt to explore the effectiveness of using games as a strategy in lowering language anxiety of the learners. The following research question was raised:

- Does the use of games in EFL classes lower the level of language anxiety?

To answer this question we hypothesize the following: Using games (in this case the Werewolf game) inside the classroom will significantly reduce students’ FLA.

2.9 Pedagogical implication and limitation

In this section, we are going to discuss the different conclusions drawn from this study, and to propose the help for the oral expression teachers to use games techniques, to create the opportunity of developing a new atmosphere, that could help the learner overcome this psychological state.

2.9.1 Pedagogical implication

The present study proved that using games is beneficial for the students to overcome the language anxiety. The pedagogical implications are stated as follows:

1- The obtained results of this study show that there is a decreasing in the students’ level of anxiety, during the treatment period, was mainly due to the use of the “werewolves” game. This indicate that games are an effective teaching tool that teachers have to adopt while

They are teaching oral expression.

2- Games are one of the most important tools that help EFL learners to learn in an entertaining way, students will perform better since their anxiety during the process of learning will be reduced.
3- The great progress, in case of student to student interaction in which the game played an important role; helped to students to benefit from each other, and they felt comfortable to argue on the each other.

4- This study has shed light on the importance of the communication inside the classroom, where there is a good atmosphere, that will motivate the learner and to give him the push to face his fear.

2.9.2 Limitations of the Study

This present study was applied to obtain reliable results about the effectiveness of games in lowering the anxiety level, in our way to fulfill a research purpose; we have encountered two major problems:

- The limited span of time; the whole study was only six weeks long did not allow much flexibility with the course activities and data collection.

- Finding a group to receive the treatment was not that easy; because all the teachers are obliged to respect the curriculum.

Conclusion

The current chapter is devoted to shed light on the practical part of our study; beginning with the methodology of the research to the data collection and analyses. Finally, the findings proved our hypothesis, i.e. From the results of both groups in the pre-test and the post-test, and after carrying out the paired and the independent samples t-test; we confirmed that using games techniques has a positive consequences on lowering the level of language anxiety of the learners.

General conclusion

The objective of the current study was to examine the effect of using games technique “Werewolf” in the oral expression module to reduce the anxiety. A theoretical
background was provided in the first chapter which served as the basis to all issues rose in the study.

The first section in the first chapter dealt with the concept of anxiety, types, characteristics, and causes. The second section, tackled using games as a technique inside the classroom, classification, advantages and some criteria. Whereas the second chapter undertook the analyses and the interpretation of the data gathered.

Therefore, an experimental work has been carried out in order to confirm or disconfirm the suggested hypotheses and to answer the research question. After the treatment period, the statistical analysis revealed that the null-hypothesis was rejected; the findings showed that the participants in the experiment had seen an improvement in their way of speaking, since the level of their language anxiety had been reduced.

To conclude, teaching English as a FL could be easier if the appropriate techniques and tools; such these types of games; are used and it is one of the responsibilities that should be chosen wisely by them.
List of References


## Appendix (A)

### Test Used in Pre-Testing and Post-Testing

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I never feel quite sure of myself when I am speaking in English classes.</td>
<td></td>
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<tr>
<td>2. I do not worry about making mistakes in English classes while speaking.</td>
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<tr>
<td>3. I tremble when I know that I am going to be called on in English classes.</td>
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<tr>
<td>4. It frightens me when I do not understand what the teacher is saying in English.</td>
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<tr>
<td>5. It would not bother me at all to take more English Oral classes.</td>
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<tr>
<td>6. During English classes, I find myself thinking about things that have nothing to do with the course.</td>
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<tr>
<td>7. I keep thinking that the other students speak English better than I do.</td>
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<tr>
<td>8. I am usually at ease during tests in my English classes.</td>
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<tr>
<td>9. I start to panic when I have to speak without preparation in English classes.</td>
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<tr>
<td>10. I worry about the consequences of failing my Oral English class.</td>
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<tr>
<td>11. I do not understand why some people get so upset over English Oral classes.</td>
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<tr>
<td>12. In English class, I can get so nervous I forget things I know.</td>
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<tr>
<td>13. It embarrasses me to volunteer answers in English classes.</td>
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<tr>
<td>14. I would not be nervous speaking English with native speakers.</td>
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<tr>
<td>15. I get upset when I do not understand what the teacher is correcting.</td>
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<tr>
<td>16. Even if I am well prepared for English Oral class, I feel anxious about it.</td>
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<tr>
<td>17. I often feel like not going to my English Oral class.</td>
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<tr>
<td>18. I feel confident when I speak in English classes.</td>
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<tr>
<td>19. I am afraid that my English teachers are ready to correct every mistake I make when I am speaking.</td>
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</tbody>
</table>
20. I can feel my heart *pounding* when I am going to be called on in English Oral class.

21. The more I study for an Oral test, the more confused I get.

22. I do not feel pressure to prepare very well for English Oral class.

23. I always feel that the other students have better accent than me.

24. I feel very *self-conscious* about speaking English in front of teacher and other students.

25. English Oral class moves so quickly I worry about getting left behind.

26. I feel more tense and nervous in English Oral classes than in other classes.

27. I get nervous and confused when I am speaking in my English class.

28. When I am on my way to English Oral class, I feel very sure and relaxed.

29. I get nervous when I do not understand every word the language teacher says.

30. I feel *overwhelmed* by the number of rules we have to learn to speak English.

31. I am afraid that the other students will laugh at me when I speak English.

32. I would probably feel comfortable around English native speakers.

33. I get nervous when the English teachers ask me orally questions which I don’t know.
Résumé

Avec le nombre croissant d’apprenants qui souffrent de l’anxiété linguistique ou bien langagière, il est devenu entraînement difficile d’ignorer ses effets sur l’apprentissage, la performance et la réussite notamment dans les classes d’une langue étrangère où l’oral demeure une activité très recherchée. Beaucoup de chercheurs ont suggéré différentes méthodes pour atténuer les effets négatifs du surtout l’anxiété de parler une langue étrangère (FLA). Dans ce contexte, et à travers cette étude, nous essayons de mettre en évidence l'utilisation des jeux comme technique d'enseignement et les différentes méthodes pédagogiques dans lesquelles les jeux peuvent être utilisés de manière pédagogique. Comme les jeux un moyen efficace de réduire le niveau de tension linguistique, en particulier liée à l'habileté de la parole. Les objectifs de cette recherche sont de déterminer les niveaux d'anxiété linguistique des étudiants de deuxième année en langue anglaise à l'Université Al-Arabi Ben M'hidi. Il vise également à souligner l'importance de l'utilisation des jeux en tant que technique d'enseignement en anglais comme langue étrangère, ainsi que pour détecter l'effet de faibles tensions linguistiques après l'utilisation de la technologie du jeu dans l'enseignement. Une expérience a été utilisée pour soutenir l'hypothèse de la recherche en utilisant le jeu "Le Loup Garou". Où nous avons travaillé avec 40 participants de l'Université L’Arabi Ben Mh’idi divisée en deux groupes à l'avance par le Département. Nous avons utilisé à cette échelle (FLCAS) pour obtenir des informations sur les niveaux de stress linguistiques avant et après l'expérience à la fois du groupe qui a étudié l'utilisation du jeu, qui n'a pas utilisé le jeu en Tdrasha.kma utilisé plusieurs tests pour ajouter des résultats statistiques obtenus. Les résultats montrent que le niveau total de tension linguistique pour les étudiants de deuxième année est élevé en anglais. De plus, il a été confirmé que l'utilisation de jeux (jeu « loup-garou » dans notre cas)
efficace pour réduire les niveaux de stress linguistiques, Khat observe l'évolution en
termes de groupe expérimental et n'a pas montré une valeur de développement invoqué
à l'égard du groupe observé et étudié de manière traditionnelle. Cela nous amène à la
conclusion que l'utilisation de caractères «Le Loup Garou» comme technique
d'enseignement efficace réduit les niveaux de stress associés à une langue étrangère.
ملخص

مع تزايد ظاهرة التوتر اللغوي عند الطلبة خصوصاً اتجاه اللغات الأجنبية، أصبح من الصعوبة تجاهل أثارها على مستوى تعلمهم و كذا على تطور أدائهم وبالتالي على نجاحهم خاصة في الأقسام التفوقية. لقد اقترح العديد من الباحثين أساليب مختلفة للتخفيف من الأثر السلبي للقلق المصاحب للتحدث بلغة أجنبية (FLA). و في هذا السياق و من خلال هذه الدراسة نحاول تسليط الضوء على استخدام الألعاب كتقنية في التدريس و الطرق البيداغوجية المختلفة التي يمكن استخدام الألعاب فيها تعليمياً. باعتبار الألعاب وسيلة فعالة في تخفيف مستوى التوتر اللغوي خاصاً التي تتعلق بهمارة الكلام. تمثل أهداف هذا البحث في تحديد مستويات القلق اللغوي لطلاب السنة الثانية لغة الإنجليزية بجامعة العربي بن مهدي. كما يهدف إلى التأكد على أهمية استخدام الألعاب كتقنية تدريس في أقسام اللغة الإنجليزية كلغة أجنبية و كذلك كشف التأثير في انخفاض مستويات التوتر اللغوي بعد استعمال تقنية الألعاب في التدريس. لقد تم استخدام تجربة لدعم فرضية البحث باستخدام لغة "السيدنتب" حيث عملنا مع 40 مشاركًا من جامعة العربي بن مهدي مقسمين إلى مجموعتين متساويين من طرف الإدارة. استطعنا في هذا البحث بمقياس (FLCAS) للحصول على معلومات عن مستويات التوتر اللغوي قبل وبعد التجربة على كلا من المجموعة التي درست باستعمال اللعبة و التي لم تستخدم اللعبة في تدريسها. كما استخدمنا العديد من الاختبارات لإضافة مصداقية إحصائية للنتائج المتحصل عليها. تظهر النتائج أن المستوى الإجمالي للتنوير اللغوي لطلبة السنة الثانية لغة الإنجليزية مرتفع. بالإضافة إلى ذلك فقد تم تأكيد أن استخدام الألعاب (لعبة "السيدنتب") في حالاتها فعال في إنقاص مستويات التوتر اللغوي، حيث لوحظ تطور فيما يخص المجموعة التجريبية، ولم يظهر أي تطور يستحق الاستشهاد به فيما يخص المجموعة الملاحظة التي درست بالطريقة التقليدية. و هذا يقودنا إلى الاستنتاج الذي يفاده أن استخدام الألعاب "المستدين" كتقنية تدريس فعال في إنقاص مستويات التوتر الذي يصاحب اللغة الأجنبية.