

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohammed Seddik Ben Yahia University**  
**Faculty of Letters and Languages**  
**Department of English**



**An Investigation of Students' and Teachers' Perceptions of the Effectiveness  
Of Role Play to Decrease Anxiety in Oral Classes**  
**The Case of Second Year Students at Mohamed Seddik Ben Yahia  
University, Jijel**

**A Dissertation Submitted to the Department of Letters and the English  
Language in Partial Fulfillment of the Requirements for the Degree of  
Master in Foreign Language Didactics.**

**Presented by:**

Houda BENNINI

Bouchra DOUIEB

**Supervised by :**

Mrs. Asma BENALILECHE

**Board of Examiners:**

- ❖ **Chairperson:** Dr. Mohamed BOUKEZZOULA Mohamed Seddik Ben Yahia University, Jijel
- ❖ **Supervisor:** Mrs. Asma BENALILECHE Mohamed Seddik Ben Yahia University, Jijel
- ❖ **Examiner:** Mrs. Loubna KOUIRA Mohamed Seddik Ben Yahia University, Jijel

**Academic year: 2019/2020**



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# THE USE OF ROLE PLAY TO DECREASE ANXIETY

## Dedication

By the name of God the most gracious the most merciful

I owe millions of thanks and tremendous debt of gratitude to Almighty

Allah who gave me power and hope to complete this dissertation

To my beloved parents **SAIDA** and **NADJI** for their love, scarifies  
and encouragement who were always beside me to complete this dissertation

To my dearest brothers, **ABDOU**, **ISLAM**, **RAOUF** and my sweet  
little brother **MAHMOUD**.

To my loving grandmother **HAFIDA**

To my husband

To all my dearest friends: **BOUSHRA**, **SORAYA**, **ASMA**, **HASSIBA**, **IBTISSAM**, **ZINEB**. **NADA**.  
**IMANE** and all colleagues

Especially **Bouchra Douieb** my mate in this work

Thank you

**Houda**

# THE USE OF ROLE PLAY TO DECREASE ANXIETY

## Dedication

«Praise to Allah who has guided us to this; and we would never have been  
guided if Allah had not guided us » Surah Al'araf [ 7:43 ].

Foremost, all praise and thanks go to almighty Allah, the most  
merciful and compassionate for giving me strength and  
confidence to accomplish this dissertation.

To the dearest people to my heart, my great parents, **AHMED**  
and **FATIMA**, who have never stopped giving of themselves in countless  
ways, their prayers enlighten my path to success

To my beloved brothers and sisters who are the stars shining my  
Sky so bright

To my sweet niece and nephews

To all my family, the simple of love giving

A special thank to my friend and sister god ever made; **ZABIDA**

Especially Houda Bennini my mate in this work

To all the people in my life who touch heart

Thank you

**Bouchra**

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Last but not least, an appreciation goes to all teachers and staff members of the department of English at Mohamed Seddik Ben Yahia University -Jijel- who were cooperative and understanding.

# THE USE OF ROLE PLAY TO DECREASE ANXIETY

## **Abstract**

The research at hand aims at investigating students' attitudes towards the use of role play to decrease anxiety. The method of this research work is a descriptive one, which aims at describing the two variables: role play as the dependent variable and its role in reducing students' anxiety as the independent variable. To achieve this aim, data are collected through the questionnaire as a quantitative method; two questionnaires were administered to seventy five second year LMD students at the department of English and seven oral expression teachers at the same department to explore their attitudes, perceptions towards Role Play as a technique to decrease anxiety. It is assumed that the more students were exposed to role plays, their anxiety would be reduced. The results obtained revealed that using role play increases students' anxiety. On the basis of these results, the assumption was not confirmed, thus using role play increases students' anxiety. Consequently, teachers' are recommended to use appropriate techniques to avoid anxiety in order to improve students' speaking skill.

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## Acronyms and Abbreviations

<b>R.P:</b>	Role Play
<b>EFL:</b>	English as a Foreign Language
<b>FL:</b>	Foreign Language
<b>%:</b>	Percentage
<b>TA:</b>	Test anxiety
<b>CA:</b>	Communication apprehension
<b>FNE:</b>	Fear of negative evaluation
<b>FLA:</b>	Foreign language anxiety



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# **THE USE OF ROLE PLAY TO DECREASE ANXIETY**

## **Background of the Study**

In recent years many research studies argue that role play technique is an efficient technique to use in teaching; according to Killen (2007) “ it can be used in many different ways ranging from whole class activities to small group work, it can be used with learners of all ages” (p. 280). Also he claimed that “it normally places teachers in a facilitation role rather than a direct teaching role” (p. 280). Role play is a fundamental teaching activity that the teacher depends on inside the classroom to see how well students’ performance is during the learning process without the feeling of worry and nervousness which interrupts their desire to learn a language.

In a foreign language acquisition, most of the time language learners face some kinds of problems. Thus, researchers have been trying to investigate learners’ variables, especially effective variables such as anxiety, attitude, and motivation. Gardner and MacIntyre (1994) suggested that “the feeling of tension and apprehensions specifically associated with second language context, including speaking, listening and learning” (p.284). In other words foreign language anxiety is a complex construct that accrues when learners are dealing particularly with their target language. Furthermore, FLA (foreign language acquisition) generally combined with a large number of negative outcomes such as worry, nervousness, and unease. It constitutes a serious problem that exists among EFL learners and interrupts the students’ desire to learn a new language.

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## **I. Statement of the Problem**

Teaching English as a foreign language has received a great attention among researchers, scholars and teachers, they always seek to find the effective techniques which make the learning process easier. Thus, role play seems to be the ideal activity in overcoming the problem of EFL learners' anxiety.

Using role plays in the classroom does stimulate students' imagination, stimulation and creation; it is a way to open door which allows learners to speak flexibly. Stern (1983) also claimed that "role plays aid students to become more flexible in many kind of new situation where they use the language more easily" (p.212). In addition role play provides positive environment inside the classroom, so that the students enjoy and relax while they are learning.

## **II. Aim of the Study**

The purpose of this study is investigating students' attitudes towards the use of role plays in decreasing EFL learners' anxiety, in other words, this study aims to explore whether role plays positively affect second year EFL learners' anxiety at the University of Mohammed Seddik Ben Yahia, Jijel.

## **III. Assumption**

In the light of this study it is assumed that:



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The more teachers use role play technique in the classroom, learners would overcome anxiety. In the attempt to investigate whether using role plays in teaching is useful for EFL students to decrease anxiety or not.

### **IV. Research Questions**

The present research seeks answers to the following questions:

- 1- What are the techniques used by the teachers in the classroom to decrease learners' anxiety?
- 2- How role plays help students reduce stress and nervousness while learning?
- 3- Is role playing an effective technique for students to overcome anxiety?

### **V. Means of Research**

Data are collected through two questionnaires. One is conducted to 75 (out of 237) second year LMD students of English at Mohammed Seddik Ben Yahia University, Jijel. The sample was chosen randomly and the reason behind choosing such population is that students at this level have already experienced role play technique during their first year in learning oral expression. The purpose is to provide information about the students' perceptions towards using role plays as a crucial strategy in decreasing anxiety. Another questionnaire was developed to extract techniques that are preferred by teachers to decrease anxiety; it was conducted to 7 teachers of oral expression at the same university.

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## **VI. Structure of the Study**

This research is composed of three chapters, the first and the second chapter deal with a brief theoretical overview, one deal with role play. Then, the second one is the independent variable about the nature of anxiety and all its various terms.

The third chapter is the practical part which is devoted to the analysis of data obtained, the discussion of these results provided by the questionnaire for both teachers and students.

### **Introduction**

Creating a friendly atmosphere, is the best way to learn; furthermore learners acquire language better when they are involved in contexts and new topics where they share their ideas, thoughts, and messages in a meaningful communication; so that the teacher selects a strategy to make learners in practice such as role playing. Role play is a perfect way in which learners take role that is imitation of reality or imaginary, it also helps learners to overcome their fears in front of others and being anxious; therefore the use of role play in teaching EFL learners contributes to link between motivation and acquisition.

This chapter presents the concept of role play to know what it means; it tries to shed light on some of its key elements. Accordingly, it will try to review some of the outstanding definitions of role play, followed by types of role play. Then, some related issues would be tackled such as role play and simulation. Also a closer look is taken on the stages of role play, role play technique, how to teach using role play, and reasons of using role play. Finally the chapter ends up with the advantages and disadvantages of role play.

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## 1.1. Definition of Role Play

Role play is a technique that involves learners to perform realistic or imaginary situations by interacting with each other in order to complete a task or develop an experience or a situation, moreover role plays help to improve students' fluency and minimize their nervousness. It also makes the learning process funny and joyful. Ladousse (1987) highlighted the notion of role play from two sides first he says: "when students assume a role; they play a part (either their own or somebody else's) in a specific situation". Then he claims that "a role means that the role is taken in safe environment in which students are as inventive and playful as possible" (p.5). Ladousse maintained that role play aid shy learners participate without showing their face or wearing someone's identity what provide a quite atmosphere without any disorder fear or pressure.

According to Harmer (2007) "role-plays simulate the real world in the same kind of way, but the students are given particular roles - they are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view" (p.125). In this definition it means that students act a role with the interference and the help of the teacher at the same time, they are free in giving their opinions and what they think.

Ladousse (1987) gave another definition of role play in terms of education he says that role play "Is one of a whole gamut of communication techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation" (p.7).

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In Budden's article (n.d.) "role play", she gave a clear definition of role play. "Role play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation"(para.1). In her definition she means students can take more than one role and become any one they want for a short period of time while activity. Furman (1990) also defined role play as follow "Role playing may be defined as any time a participant in role that is whenever on individual portrays herself or another character in a situation".(p. 20). Mackay (2001) assisted that "I define the role playing game as an *episodic* and *participatory* story-creation *system* that includes as a set of quantified *rules* that assist a group" (p.4). He wanted to say that role play means a story from our invention to act within group of characters. According to Conolly, Stansfield & Boyle (2009) "In role- play, the participants take one "role" in specific situation or scenario. They can play their own part or someone else's in a safe environment where they can act, experiment, learn and teach without risking irreversible consequences" (p.157).

Briefly, role play is a useful technique to teach students speaking skills through interacting with other students by wearing others' identity in a meaningful context; it also provides students with new experiences and being creative. Due to this technique students overcome their fears in front of others and feel comfortable.

### **1.2. Types of Role Play**

There are two different types of role play:

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### **1.2.1. Scripted Role Play**

This type aims at transmitting the meaning of words to memorize them. According to Lawson (2006) “A scripted role play is one in which trainers writes (or buys) a prepared script and asks for volunteer participants to read their lines in front of the entire group while the rest observe” (n. p). Doff (1998) gave examples of scripted role play through a dialogue between Angela and Clerk.

Angela: Good morning. I want to send a letter to England.

Clerk: Yes, do you want to send it by air mail?

Angela: Yes please. How much does it cost?

Clerk: 50 cents.

Angela: Give me stamp, please. Where is the post box?

Clerk: Over there, on the left

Angela: Thank you. (p.234)

In this example the students are given a prepared dialogue and they are supposed to present it in front of the class. According to Byram and Hu (2013) “Scripted role play is based on similar situations with the dialogue written out for the participants on advance” (n. p).

### **1.2.2. Unscripted Role Play**

Oppositely to scripted role play, unscripted role play does not rely on textbooks. The teacher helps students to know how to make a conversation and what language they use and how

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do they develop a dialogue, but students are free in acting expressing their ideas. Doff (1988) exemplified this type as follows:

One student has lost his bag. He/ She is at the police station reporting it to the police. The other student is the police officer, and asks for details (p.232).

In this example students are supposed to familiarize and develop the example in a form of a dialogue. The first student is the student who lost his bag and the other one is the police officer who will help the student. Before students start acting in the classroom, the first thing they do is to start discussing and checking what they will do and what they may say using their own words in front of their classmates. Davies and Pears (2000) “the learners have only a description of a situation and no model script” (p.85). They exemplify this definition as follow:

The living room of a house at one o'clock in the morning. The parents have been waiting up. The 14-years-old son/daughter has just arrived home. (p. 85), that means, the students will prepare a dialogue from these key words and they are free to make a full play.

### **1.3. Role Play Vs Simulation**

Simulation is a learning method, due to simulation students will be able to act easily, they feel as they are practicing in real situations, they can express themselves, solve problems, being creative and overcoming their fears while speaking or acting.

According to Wallace (1991), “simulation is a group activity, which imitates (simulates) situations, usually those which are likely to arise in one's real-life professional activities” (p.46). He means that simulation is a kind of practice to act in others virtual life.

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Jones (1995) pointed that:

Simulations are non-taught events. They are best characterize not by their titles or by their aims, but by what actually goes on in the mind of participants. Therefore, the thoughts and attitudes, and the emotions and behaviours, are the evidence for distinguishing between simulations and other interactive technique. On the other side, role play and simulation differ in some points, and each one distinguishes from the other (p. 12).

According to Coghlan (2015) there is a difference between simulations (where students act out real-life situations, for example the student checks in at “the airport”, but students do play themselves) and role plays where students take on different characters. In a role play, for example, one student may be asked to take on the role of “an angry landowner” in a role play which is concerned with discussing the possible construction of a new road. Another may be asked to play the role of the “road company representative”. Role plays will thus require more “imagination” on the part of the student to be able to get “into” the role. With similar ideas; Harmer (2007) asserted that in simulations, students act as if they were in a real-life situation. We can ask them to simulate a check-in encounter at an airport, for example, or a job interview, or a presentation to a conference. Role-plays simulate the real world in the same kind of way, but the students are given particular roles - they are told who they are and often what they think about a certain subject. They have to speak and act from their new character’s point of view. (P. 125).

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All in all, simulation is a useful technique to embody situations from real life in a practical way, on the other hand role play is a way of acting in an imaginary way more than real way, where the student imagine an event from his or her invention then he develops it into a dialogue acting a role. Whereas simulation is deeper and wide than role play because in simulation the actor feels as he acts in real without invention as it is done in role play.

### **1.4. Stages of Role Play**

Siddiqui (2008) emphasized that there are five stages to run a role play.

#### **A. Briefing Stage**

It is a preparatory stage where participants are going to understand their roles and select the situation of the role; also students will be able to know how they will play their role in a hind of interaction.

#### **B. Checklist stage**

It refers to ensure that students understand how the role play will function, especially how they will interact with other players as a team, after that explaining the way of interaction for the stages of role play, then appoint roles and give resources.

#### **C. Interaction Stage**

The interaction stage is a priority for the students to assume and practice their sections and it should reverse the development of the real life situation.



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### **D. Forum Stage**

In this stage participants engaged in direct interaction including all stakeholders. The goal is for negotiation to take place with the purpose of incoming a decision.

### **E. Debriefing stage**

It is regarded as the most important stage of role play, so that students have the chance to discuss what is going around each part, evaluate the role play and give notes.

## **1.5. Role Play Technique**

Role play is a teaching technique, which offers a chance for the students to practice, brings out their creativity and acting skills. According to Ladousse (1987) “Role play belongs to that category of language learning techniques sometimes referred to as low input high output” (P.9) thus, role play is a very helpful technique for students. And their language should be of a high production. In addition, Salandanan (2008) claimed that “Role play is one of the teaching strategies that is action-filled and fun-guaranteed” (p.85) in other words, role play is a funny, interesting and important technique.

Furthermore; Arlene and Lowenstein (2004) supported that “Role play is a particularly effective means for developing decision making and problem solving. Skills” (p.124). It means that role play is a valid tool for students to improve their decisions and find solutions for questions.

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## **1.6. How to Teach Using Role Play**

Role play is one of the best devices that can be used in classroom, since it helps to create an educational setting and make knowledge digesting in order to carry out role plays that are useful for students in their language learning, this require to implies particular steps. And it relies on the stages suggested by Kodotchigova (2002).

### **1. A Situation for Role Play**

Role play situation must be selected and adopted on the basis of the educational need of the classroom, the teacher tries to solve issues which are related to his students, and this makes them feel motivated.

### **2. Role Play Design**

As been selected, students should design their role play through determining the way in which the situation would be developed and using the language they need, in this step the teacher supports his students to improve their communication competence, since he or she knows their language skills and proficiency.

### **3. Linguistic Preparation**

It is important for the students to prepare the language and dialogue they will present in their work, also prepare structures, vocabulary they need to include. In this step the teacher checks the students' work and gives them suggestions that they feel fearless during performing their roles play.

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### **4. Assigning the Roles**

After designing role play, characters and their characteristics identified and teachers assign roles in terms of personal and physical appearance which allow students to perform their roles with confidence.

### **5. Factual Preparation**

Here students start training their role plays either in the classroom or at home, if the role plays are as a whole class it is better for students to act short roles to give the opportunity for all students to participate, but this technique can be used with small classes.

### **6. Follow-up**

When the students have finished their role play, the teacher would give an opportunity for students to define what they have learned, ask them about their impressions and feelings while acting in their role play.

For the success of the learning and teaching process, the teacher should follow some steps. Ladousse (1987) assisted that the teacher takes into consideration those steps while preparing for a role play. First of all the teacher must differentiate between the chaos and the noise to help him guide the role play. Next, the teacher starts with pair work rather than group work, from the psychological side, students directed one -to- one communication without looking to them; this really helps their consciousness toward their play. After that, teachers are ought to utilize clear and short topics. Teachers make a role play flexible and implemented by all students. Then teachers control if all students perceive the situation and they are really prepared

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for the role before they start. The next index, when the class is of a huge number of students, the teacher will not worry about noise they make, unless they are not bothering their classmates. Also the teachers try to use easy roles and simple language because when students find difficulty they will use their native language, in this case the teacher uses pair work role play and simple information and if it does not work he will motivate his students to develop their language. Finally, the teachers put fixed and limited time to finish the play, for a better management of the play.

### **1.7. Reasons for Using Role Play**

There are several reasons for role play use in terms of Education. According to Ladousse (1987) “The most important reason for using role play is that is fun” (p. 7), Moreover Chesler and Fox (1966) mentioned many reasons about role play usage inside the classroom: the first reason is that when students act for someone else’s character they feel relaxed because they know it is just a play, the next reason, in playing a role, students have the chance to discuss and share problems without feeling anxious. Furthermore while students acting their play they will benefit from the real life and imaginative situations they have performed, also students’ behavior and attitudes will change because they understand others’ situations and feel about them through their experiences in role plays, it teaches students how to solve real-life problems.

Accordingly Ladousse (1987) mentioned that “Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the words of social relationship.” (p.6), because of the situations in which students live in role playing, they will be able to use and develop their language in society and real-life. Killen (2007) made many useful reasons for the use of role play in terms of developing

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the students' knowledge and understanding "by reading, researching, selecting and organizing relevant materials, discussing/ arguing/ debating different aspects of issues or controversies..." (p.282).

### **1.8. Advantages and Disadvantages of Role Play**

Role play is a way of learning as any other technique; it has its strengths and weaknesses.

#### **1.8.1. Advantages**

Role play is a very helpful technique for communicative purposes and other purposes in EFL classes, because it provides, funny and enjoyable moments between participants, it is a good way to reduce students' stress and anxiety. UR (1981) maintained that many students find role plays as more interesting and attractive than other kinds of learning, so he points out three reasons for this.

- A.** The speech applied contains matters from real life, and it is easy to have words to say and roles to act.
- B.** The student is free to say anything correct and turn back to the situation, and he is not restricted in expressing his ideas, he speaks the amounts of words he wants, as a result he becomes comfortable and self-confident.
- C.** Too many students can express themselves when wearing others' identity and being another one, they speak easily without anxiety, whereas others find role play as an amazing experience.

Jones and Clements (2008) suggested some advantages related to role play. Role play is a perfect tool to live other people's experiences and help actors of a role to know they act in each role and each status, moreover; it is an efficient tool and does not need many requirements.

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It is fast and reliable in discovering students' weaknesses and strengths. Besides Wills et al. (2011) asserted that "One of the great advantages of role play is the ability to enable players to make decisions which may be very similar in real life but totally safe within the contrived environment" (p. 126). In other words role play's benefit is when students could take roles of dangerous situations and roles but in fact they are in safe.

Role play is an important tool to improve students' speaking skills and decreasing their anxiety while presenting, it contributes to develop the teaching process through motivating students to learn. Ladousse" (1987) claimed that" some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context" (p. 6), he means that role play helps students who learn English for specific purposes, because they need to improve their interaction to use in their real life such as traveling or working.

### **1.8.2. Disadvantages**

According to Wohlking and Grill (1980), there are some disadvantages of role playing; people in role playing feel uncomfortable in front of their classmates because they will be evaluated and criticized but if members of the class are integrated and encourage each other there will be no obstruction and they will feel relaxed. The next drawback is, if the player is not well represented, he will be criticized.

Jones and Clements (2008) suggested the advantages of role playing ; when playing a role it is rarely to coordinate groups and divide roles easily and effectively because, it depends on how the session goes on and it needs a well discussion for engaging on the situation that will be played. Thornbury (2005) asserted:

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“Learners who feel self-conscious performing in front of their peers, especially if this involves a degree of improvisation, and care has to be exercised in choosing and setting up such activities so as not to make even more demands on them than speaking in another language normally requires”(p. 96-98).

He wanted to say that presenting within the audience creates a conflict to students, and teachers should be aware so that the students do not feel embarrassed, but when students prepare well for the play it will help them to avoid mistakes while speaking and acting.

### **Conclusion**

To conclude, role play is an important technique in teaching EFL in the classroom, it contributes to develop students' creativity and speaking skill. Due to the friendly atmosphere while presenting a role play students will be encouraged to learn, on the other hand role plays motivate shy and anxious students to express themselves by providing them with a mask. this chapter deals with the nature of role plays and its multiple definitions, besides role play is divided into two types; scripted and unscripted role plays, after that role play and simulation take place, then which stages of role play that the teacher follow to run it in a coherent way. Role play is pointed out as a technique, in addition to this a very important subject was discussed; how to teach using role plays for a successful learning process. Finally, this chapter ends up with the advantages and disadvantages of role paying.

## Chapter Two: Anxiety

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# **THE USE OF ROLE PLAY TO DECREASE ANXIETY**

## **Introduction**

Learning a second or a foreign language can be a frustrating process where learners often face many difficulties which can prevent them from successfully acquiring the target language. Anxiety is one of the outstanding factors affecting foreign language learning. It has been a matter of much interest and it has been studied by many psychologists, educators and researchers from its different perspectives since it is a major drawback that learners suffer from and need to overcome.

This chapter is consecrated to the phenomenon of foreign language anxiety. First, it starts with some definitions of anxiety given by different scholars and it presents its types, components and its forms, then the nature of anxiety is explained after that. It sheds light on the effects of foreign language anxiety on three learning stages. Finally, some strategies are provided to reduce these effects in order to make the learning process less stressful and pleasant.

## **2.1. Definition of Anxiety**

Anxiety is a basic human character. It has a broad definition. In general, it can be defined as a basic human emotion that comprises the feeling of worry, apprehension, embracement, nervousness, disturbance, dread. McRheynolds(1990) views anxiety as "one of the most characteristic and most powerful of all human emotions" (p. 3). He also defines it as "an emotional characters by intense feeling of inner distress and anguish and by associated behavioural and physiological features" (p.5). In his definition he means that although anxiety as a feeling is hidden; its features can appear in the human body. For example, we can note that

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someone is anxious through its physiognomy and its behaviour. For many researchers, anxiety is a combination of physical, behavioural, and psychological symptoms.

Boumaraf (2015) gave similar definition "anxiety is a mind -body reaction that occurs spontaneously, and its effects are felt physiologically, behaviourally, and psychologically all at the same time" (p. 29). Meaning that, anxiety can have behavioural, psychological, and physiological features. In other words, features of anxiety can be experienced through mental, physical and behavioural symptoms, For instance, blood pressure, muscle tension, sweating, blushing, fast heart beat are all physiological features of anxiety.

Along with the same lines, Zeidner (2014) described anxiety as "physiologically loosing coupled ensemble of cognitive, affective, somatic arousal and behavioural components, evoked in response to mental representation of future threat or danger in the environment" (p. 266). It means that anxiety is multifaceted and can be experienced in different ways. Additionally, It refers to "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of automatic nervous system" (Spielberger ,1983 cited by He, 2018, p 2) " a human quality that helps us survive as a species (p. 4). He said "anxiety helps us avoid getting hurt by causing us flee from danger, flight off an attacker, or seek support from allies" (p. 4), for him anxiety can be helpful to avoid dangerous situations.

Scovel (1978, as cited in Wang, 2005, p. 13) defined anxiety as an emotional state of "apprehension, a vague of fear that is only directly associated with an object ". Scovel in his definition compares anxiety to fear considering both as associated with bad vibes.

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Anxiety is associated with language learning called language anxiety. "When anxiety is limited to the learning situation, it falls into the category of specific anxiety reaction "(Horwitz, Horwitz & Cope, 1986, p. 125). This implies that anxiety is a type of specific situation anxiety.

Many researchers define anxiety in relation to language learning. In 1986, Horwitz, Horwitz, and Cope described foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours, related to classroom language learning arising from the uniqueness of language learning process" (p.128).

Foreign language anxiety as any other types of anxieties has the same symptoms; sweating, palpitation, trembling, apprehension, worry, fear of threat, difficult concentration forgetfulness, frustrating, going blank, avoiding behaviour (Horwitz, Horwitz, and Cope, 1983). MaCcIntyre (1998) viewed language anxiety as a kind of specific situation. He defined it as "the worry and negative emotional reaction aroused when learning or using a second language"(p. 27). His definition indicates that language anxiety is an unpleasant feeling specific to language learning .similarly, in the words of researchers Horwitz, Horwitz & Cope (1986) foreign language anxiety is a type of anxiety which only arises in language learning context. In other words, foreign language anxiety is a kind of anxiety that only occurs in academic setting.

As the saying goes, foreign language anxiety is a phenomenon that is related to foreign language learning, it impedes the learning process of a language and it can make learning a foreign language an unpleasant experience.

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## 2.2. Types of Anxiety

Anxiety is a phenomenon that has many sides and different types. It can be divided into three types. It is important to differentiate between its types.

### 2.2.1 Trait Anxiety

Turula (2002) viewed trait anxiety as "a kind of permanent predisposition to be anxious in all areas of life" It refers to "the individual predisposition for feeling of tension and uneasiness" (p. 29). It means that a trait anxious person tends to be anxious in different situations not only in specific situation.

Hsiao (2013) asserted that: "individual with high level of trait anxiety will maintain a constant tendency to direct their attention toward sources of threat" (p. 19). Trait anxiety refers to the differences between people in terms of their tendency to experience state anxiety in response to the anticipation of threatening situations (Kumar, Athilakshmi, Maharishi, and Maya, 2015).

In learning context, Hamilton (2011) stated that "trait anxiety is caused by internal feeling of the speaker that exists regardless of the situation" (p. 28). Therefore, trait anxiety will hinder language learning. According to him, trait anxiety is of two types learned and inborn.

Tovilovic, et al., (2009) defined trait anxiety as "a stable individual differences in a tendency to respond with an increase in state anxiety while anticipating in threatening situation .This tendency is consistent across a broad range of situations and is temporarily stable"

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(p. 492), more precisely, Individual who experiences an anxiety trait will be more able to be worry in less dangerous and hard situations.

Trait anxious people suffer from their inability to control their permanent feeling of anxiety and their feeling of anxiety is for a long time.

According to Zeindner and Matthews (2011) trait anxiety refers to " being anxiety-prone, that is, a stable personality characteristic" (p. 8). Besides, It is also defined as "a general predisposition to experience anxiety in a wide range of situations is seen as a personal characteristic of an individual and is considered one of the primary traits of human personality "(Dorney, 2005 as cited in Lababidi, 2015, p 27), therefore, trait anxiety is assumed to be part of human personality.

### **2.2.2 State Anxiety**

This type of anxiety is defined as "an unpleasant emotional condition or temporary state, activated by individual's nervous system, such as the apprehension experienced by learners before taking an examination'' (Spielberger, 1983 as cited in Wang, 2005), his definition means that this type of anxiety reflects a temporary feeling of nervousness and worry a person encounters when exposed receiving a threat. In other words, state anxiety is the fear that is experienced in a particular time, For example, students feel anxious when they are asked to perform a representation in the classroom. This type of anxiety occurs in a particular situation or condition, it is transitory, immediate, and temporary anxiety rather than lasting .State anxiety can impede learners in their learning process. Fortunately, it is not enduring and it can be alleviated over time.

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### **2.2.3 Situation Specific Anxiety**

The third type of anxiety is the situation specific anxiety. It is aroused by a specific type of situation or events such as public speaking, test-taking or class participation (Ellis, 1994). Furthermore, situational anxiety is caused by a new or unfamiliar situation .in plain words, this type of anxiety occurs when a person is confronted to unfamiliar situations or events .thus, he/she feels anxious as a reaction also, he/she loses control of his/her ability to stay calm during such situation. Example of situation -specific anxieties are test anxiety, stage fright, language anxiety, because each of these refers to specific context: taking a test, giving a speech, or using second language. (Lababidi, 2015).

Toth (2010) pointed that “the situation-specific view of anxiety is based on the assumption that certain types of situation are more likely to produce anxiety than others” (p. 7). Simply, a situation that causes often one individual to experience anxiety may not affect another individual at all.

### **2.3. Nature of Anxiety**

Janassen and Grabowski (1993) viewed anxiety as two elements worry and emotionality, worry is associated with the cognitive component and emotionality with disagreeable sensations that one usually experiences for a short duration.

Zeidner and Matthews (2011) referred to anxiety as “a complex multidimensional construct embodying a series of interrelated cognitive, affective, somatic, and behavioural reactions” (p. 9). They explain that anxiety can be experienced in different ways:

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- Disturbance of thinking (cognition): Ex heightened awareness of the threat, and focusing of attention on possible dangers.
- Negative emotion (affect): feeling tense, nervous, and jittery.
- Behavioural reactions: anxiety encourages us to respond in characteristic ways.  
Ex: seeking to escape the danger.
- Physical symptoms: such as racing heart, sweaty palms.

### **2.4 Components of Foreign Language Anxiety**

Horwitz, Horwitz and Cope (1986) argued that foreign language anxiety in academic setting is closely related to three different evaluative components of anxiety.

They pointed that:

" Because foreign language anxiety concerns performance evaluation within an academic and social context, it is useful to draw parallels between it and three related performance anxieties: communication apprehension; test anxiety; and fear of negative evaluation" (p.127).

So, foreign language anxiety is related to three evaluative performances they are: (1) communication apprehension, (2) test anxiety, and (3) fear of negative evaluation.

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### **2.4.1 Communication Apprehension**

Horwitz et al. (1986) defines communication apprehension as "a type of shyness characterized by fear of anxiety about communicating with people, difficulty in speaking to public, or listening or learning spoken language" (p. 127). It means that, communication apprehension is a kind of a fear of communicating with others. On the other hand, Horwitz et al. (1986) assert that "difficulty in speaking in dyads or groups (oral communication anxiety) or in public (stage fright), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension" (p. 127)

On the other hand, McCroskey (1977) defined it as "an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 78). He asserted that:

"People with a high level of communication will avoid communication much of the time in order to avoid experiencing the fear or anxiety the person has learned to associate". He added "an individual with high communication apprehension may also be described as 'reticent' individual" (p. 78).

Meaning that, persons with high CA most of the time keep silent because they are afraid to be embarrassed when they communicate with others. Simply, they are not talkative, vice versa; they are 'taciturn' persons. In other words, they prefer to keep silent and play the role of audience in the classroom, instead of being active participants.

Szyska (2017) mentions CA in the language learning context as:



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"Communication apprehension is manifested in the anxiety or fear a learner experience while interacting in a foreign language. Moreover, in the context of L2 language learning a person taking part in a communicative process is aware of a limited competence of his or her L2 use". (p. 66).

It means that CA is a pattern of anxiety that deeply linked to foreign language, it is aroused by interaction with other people, learners find that interacting and communicating with other people in foreign language is a difficult and uncomfortable. Generally, this feeling is steamed from their negative self-perception and lack of self-confidence where they believe that they have not proficiency to communicate appropriately in foreign language. According to Abu Taha and Abu Rezeq (2018) "Quietness, shyness, and reticence are general personality traits which frequently precipitate communication apprehension" (p. 45)

### **2.4.2. Test Anxiety**

The second type of performance anxiety is known as test anxiety. Rachman (2004) said that " people who experience intensive anxiety when carrying out formal tests or other tasks on which are they to be evaluative are said to suffer from 'test anxiety' "(p. 46). Horwitz et al., (1986) define it as "a type of performance anxiety stemming from a fear of failure" (p. 127).

Rachman (2004) said that "test anxious people are negatively self-preoccupied and that during the test their attention inappropriately focused on their bodily feelings, expectations of failure, etc, to the detriment of their test performance" (p. 46), his definition implies that this type of anxiety affects the learners negatively, because they become unfocused on the test or the exam rather all their thinking is about fear of failure in this exam, in this sense, Wine (1971)

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stated that "the low test \_anxious person is focused on task \_relevant variables while performing tasks meanwhile the highly test anxious subject is internally focused on self\_ evaluation, self\_ deprecatory thinking and perception of his autonomic responses"(p. 92). This kind of anxiety is expressed either in the thing a person says or through physical signs the person may show in the period before test".

Additionally Sarason and Sarason (1990) mentioned "situation-specific personality trait generally is regarded as having two psychological components: worry and emotional arousal" (p. 475). Wine (1971) argues that "highly test-anxious persons typically perform more poorly on tests than do low\_ test anxious persons, particularly when the tests are administered under stressful , evaluative conditions"(p. 92). This means that high level of test anxiety can profoundly affect the learners' performance during a test or any evaluative situations.

According to Domino and Marla (2006) from the psychometric side, test anxiety is a major problem learners are facing in their learning; it has pervasive effects on EFL learners since it is associated with evaluative situations. They refer to test anxiety as "a general emotion attached to testing situations which they perceives as evaluative" (p. 456).

Similarly, Chye (2008) stated that "test anxiety is the state of mind in which a child or a student suffers because of excessive worry and fear about how he or she will perform in a test or an examination"(p. 4). He argued that "a person with test anxiety badly want to achieve certain result (for example, good grades) but is very afraid that he or she is unable to get it" (p. 4). It means that test anxious students have the will to achieve something; meanwhile they fear it will not be reached. He added "one important factor leading to the onset of test anxiety is when

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parents communicate negative messages about a child performance in a test situation, giving rise to negative and painful feeling in the child” (p. 7).

### **2.4.3. Fear of Negative Evaluation**

The third component of foreign language anxiety is the fear of negative evaluation. It was first defined by Watson and Friend in 1969 as “an apprehension about other's evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p. 449). Meaning that fear of negative evaluation is related to the apprehension of being evaluated unfavorably ,they are worried about how they will be judged and seen by others and apprehensive about what other think about them ,this make them keep away from situations in which they may be assessed, furthermore, they become reticent. Fear of negative evaluation may lead to the feeling of embracement, inferiority, and depression.

Language learning process require continual evaluation, students may be susceptible to the evaluation of their teachers. According to Horwitz et al, . (1986) this type of anxiety is broader than test anxiety, in which it can occur in any social evaluative situation such as interviewing of a job or speaking in foreign language class , However, test anxiety is restricted to academic evaluation. On the other hand, Toubout, Seng, &,Abdullah (2014) differentiated fear of negative evaluation from test anxiety they say that “it is different from TA because it refers general evaluation done by other people in any situation while TA refers specifically to test situation only”(p. 49).

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In addition to communication apprehension, test anxiety, and fear of negative evaluation; there are other components that can describe foreign language learning anxiety (Horwitz, Horwitz, & Cope, 1986, p. 128), they point that:

“We perceive foreign language anxiety as a distinct complex of self-perceptions, belief, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process”. (p. 128)

### **2.5. Forms of Language Anxiety**

Anxiety is an effective variable that effects negatively as well as positively on language learning. For that, researchers have differentiated between two forms of anxiety. The first is facilitating anxiety (positive form) and the second is debilitating anxiety (negative form).

#### **2.5.1 Facilitating Anxiety**

It was acknowledged that anxiety does not always influence learning performance negatively. It is considered to be helpful for students to some extent (Karakase, 2012). It means that certain level of anxiety may be beneficial.

He (2018) defined the facilitating form of anxiety as the anxiety leading to improved performance .That is, facilitating anxiety is kind of anxiety that help student to improve learning and performance.

The positive effects of stress sometimes called "eustress" or facilitating anxiety, a tension and arousal that keeps learners alerts" (Eharman,1996 as cited in MacIntyre & Gregersen ,p 103 ). According to Allen (1985) stress and anxiety may have a positive side and the conditions of

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arousal, risk taking, and excitement are not always avoided shunned by people. He points that: “Certainly it is true that many people expend a considerable amount of time and efforts in order to participate in activities that are dangerous (physically, psychologically or financially or all” (p. 80). It means that there are people who prefer taking part in a work in challenging circumstances and this makes them feel excited. This form of anxiety is considered as a strong motor that motivates student to study harder and do their best to perform better in different classroom activities. For example, when students feel anxious before an exam it is a facilitating anxiety because it motivates them to study and achieve best results.

According to Sutarsyash (2017) feeling anxious may be a sign that students will be successful in their learning. Apart from language learning, anxiety also can be positive, it can be seen as a helping factor, in which it can alert us to avoid dangerous situation.

### **2.5.2. Debilitating Anxiety**

Most researchers agree that anxiety is one of the most debilitating challenges that students face in the classroom. It constitutes a barrier that hinder students’ performance and achievement in which there is no doubt that anxiety affect the second language performance.

Allen (1985) stated that “stress and anxiety have been implicated as contributing to negative outcomes ,intellectual functioning, physiological responses , and interpersonal relationships” (p. 80). According to Owens et al., 2012 higher level of anxiety, depression, and worry can lead to lower academic performance and poorer working memory function.

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Naghahashi (2007) asserted that "high level of anxiety, along with low self-evaluation of skill, is detrimental to learning process" (p. 56). In other words, high level of anxiety is correlated with poor an academic performance.

Gregersen and Horwitz (2002, as cited in Hsiao, 2013, p 24) state that:

"Many anxious individual held unrealistic and unnecessarily rigid believe that they needed to speak flawlessly, with no grammatical or pronunciation errors; these individual were concerned about how beers evaluated them and their performance" which prevents and so delays the learners' ability to perform successfully in a FL.

Horwitz et al ., 1986 emphasis the negative effects of anxiety on students' learning , they say that "anxious learners find it extremely difficult to participate in speaking or other activities in the classroom, to remember previously learned material or to pay attention when listening to foreign language input"(p.132).The relation between anxiety and performance can be illustrated with an inverted "U". That is, when anxiety is low, performance is low. When anxiety is optimal, performance is high, but beyond an optimal level of anxiety, performance deteriorates". (Walker, 1997 as cited in He, 2018, p2).

In simple words, anxiety is a single emotion that can have destructive and constructive effects on the learning process.

### **2.6. Effects of Language Anxiety on Three Learning Stages**

Language learning is a cognitive process and foreign language anxiety can occur in any stage; input, processing, output. Therefore, it is helpful for teachers to have a grasp of the

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cognitive stages where FLA occurs, because this helps them to adopt appropriate strategies that decrease the debilitating effects of anxiety. MacIntyre and Gardner (1994) employed a three stages model to describe the effects of anxiety on the three learning stages; input, processing, and output.

### **A) The Input Stage**

Anxiety at the input stage denotes that learner's subject to some sort of fear when they are encountered to new words, phrases, or sentences for the first time in their learning of a foreign language.

At this stage anxiety influences the learners' ability to receive, to concentrates, and to decode external stimuli. moreover, anxiety of this stage has an impact on all subsequent stages, For example in second language learning, most difficulties that students face may arise when the language is spoken too quickly or if a written material contains complex sentences. Consequently, students feel unsure of themselves; they need to listen to the same item in foreign language more than one time and they may reread several times to get the meaning for inadequate input.

### **B) Retrieval Stage**

This stage involves different operations. Learners try to organize, store, assimilate the material. On the other hand, this stage involves internal manipulations of items taken in the previous stage. Processing anxiety influences the learners' ability to understand messages or to learn new vocabulary item in foreign language.

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### **C) the Output Stage**

The final stage of learning involves the production of the previous material .At this stage learners are required to use the language or the capacity to retrieve what they have learned from memory, during this stage the level of anxiety increases to hinder the learners' ability to speak or write in the target language .In other words, anxiety lead to ineffective retrieval of vocabulary, difficulty to use appropriate grammar rules. Therefore, sometimes, we know the word but we fail to recall it at need.

All the three stages of anxiety have been found to somewhat interdependent; each stage depends on the successful completion of the previous one.

### **2.7. Strategies to Reduce Anxiety**

Many researchers in their studies on language anxiety have proposed various strategies to cope with the negative effects of anxiety that impedes learner's achievements and performance. Heshmi and Abbasi (2013) suggested that: "the most frequent suggestion learners make is to make the language classroom environment less formal and more friendly. One where students can make mistakes without looking or sounding input " (p. 642). The teacher should consider the errors of their students as a normal thing and part of their learning process; furthermore, he should confirm to their students the idea that they cannot learn without making mistakes.

Salhi (2015) suggested that the first important step to reduce foreign language anxiety is to identify its sources, because when we know the sources of anxiety, it becomes easier to cope with. Certainly, the teachers have a share to relieve student's anxiety in the classroom; all researchers agree that the teacher plays a pivotal role in alleviating the level of anxiety in the



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classroom. As the first and important step teachers should help their students adapt an attitude that anxiety is a normal feeling and every one will experience the feeling of anxiety whether in daily life or in educational setting and It is an emotion that is familiar to all of us.

Horwitz ,et al (1986, p. 132) said that “foreign language anxiety can probably be alleviated, at least on an extent , by supportive teachers who will acknowledge student's feeling of isolation and helpless and offer concrete suggestions for attaining foreign language confidence”. They suggested that:

“If we are to improve foreign language learning at all levels of education , we must recognize, cope with and eventually overcome foreign language anxiety as a factor shaping experience of foreign anxiety” (p. 132)

According to them teachers are responsible to provide a relaxed classroom atmosphere to their learners.

Lababidi (2015) pointed that:

"The second language teachers plays a fundamental role in fostering a non-threatening environment for students, this can be achieved by boosting the self-esteem of students through giving them many opportunities for success, reducing competition, catering for variant learning styles, encouraging students to recognize symptoms of language anxiety ,identifying anxiety-maintain beliefs, and help students practice a positive self -talk" (p. 52).

The best way to reduce language anxiety is to make the message so interesting that students forget that it is another language (krashen, 1985 as cited in Nuranifar, 2014) This means

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that when messages are comprehensible and based on the students' needs; students will participate in the classroom without fear.

Many researchers argued that the use of drama techniques is an effective strategy to reduce learners' anxiety. Atas (2015) asserted that: "Drama keeps students active in the learning situations" (p. 963). According to him the use of drama activities in the classroom increases students' confidence and motivation. For instance, the use of role play technique is very helpful to minimize the level learners' anxiety, through this method students are fully involved in the activities and even shy students have a chance to speak in foreign language.

That is, the way teachers manage their classroom can aggravate the level of learners' anxiety.

According to Pattanapuchet & Changpueng (n. d) cooperative learning is considered as an important strategy to reduce anxiety felt by learners, they claim that "cooperative learning helps to create supportive environment, students are not much stressed and have reduced anxiety in class this is probably because the student passes a sense of community" (p. 63). Certainly, by working in smaller groups, even shy students will participate and they will be encouraged to give their opinions on any given topics without fear of making errors. Furthermore, this strategy helps in creating collaborative environment and lower competitive learning among students. Thereby, students feel comfortable and less anxious in the classroom.

Sometimes the way teachers manage their classroom and their attitude towards language and students are a major cause of anxiety that student felt, so that the teachers should be aware of

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his character it is also recommended that should be friendly, patient and adopting encouraging way rather than threatening in learning.

As another strategy to reduce anxiety, Kralova (2016) suggested that “summative and constructive feedback on errors i.e. recommended rather than interrupting and correcting learners during their communication” (p 50-51). So, the teacher should not rely on the technique of errors’ correction while the learners are trying to participate because when he interrupts them to correct their errors this makes them frustrated.

In this context, Melouah (2017) pointed that: "when teachers constantly and harshly correct their mistakes or errors, and when they ridicule them in front of the class they are contributing to students 'anxiety and stress(p. 68). On the other hand, students can help themselves to reduce their anxiety in order to be more successful in their language learning (Riasati, 2011).

Hauck and Hurd (2005) collected some strategies for learners to deal with foreign language anxiety, they are:

- 1- Use positive self talk (e.g. I can do it; it does not matter if I make mistake; others make mistakes)
- 2- Actively encourage myself to make risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.
- 3- Imagine that when I am speaking in front of others, it is just a friendly informal chat.
- 4- Tell myself when I speak that I won't take long time
- 5- Give myself a reward or treat when I do well.

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- 6-** Be aware of physical signs of stress that might affect language learning.
- 7-** Write down my feeling in a day or notebook
- 8-** Share my worries with other students.
- 9-** Let my tutor know that I am anxious.
- 10-** Use relaxation techniques e.g. deep breathing, consciously speaking moreslowly. Etc.

Kondo, & Ying-ling (2004, cited by Kralova 2016) listed five strategies that help students to cope with their foreign language anxiety:

- 1-**Preparation
- 2-**Relaxation
- 3-**Positive thinking
- 4-** Peer seeking
- 5-** Resignations

Although several researchers have made useful suggestions for teachers and learners to overcome anxiety nevertheless, it cannot be completely eliminated from its root.

### **Conclusion**

Foreign language anxiety is a traumatic area for some learners that make learning a second /foreign language difficult and bad experience. Researchers and educators unanimously agree

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that the existence of anxiety definitely can have negative impact on performance and acquisition of foreign language learners.

this chapter is an endeavor to remove ambiguity and demystifying the phenomenon of anxiety .this chapter cast light on definition of anxiety, Its types, and components, as well as its nature ,In other hand, it explain its effects on the three learning stages. This chapter ends with presenting a number of strategies suggested by different researchers to overcome anxiety in order to improve the environment of learning.

## **Chapter Three: The field Work**

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## Chapter Three: Data Collection and Analysis

### Introduction

This chapter is devoted to the analysis of the students' and the teachers' questionnaires, the collected data and the results will enable us to gather views about the effectiveness of role play in decreasing the level of EFL learners' anxiety. It will start with the aim of questionnaire, then introducing the population of the study, after that; the description of the questionnaire and the analysis of the results, the same steps will be followed in teachers' questionnaire which will help to confirm or disconfirm the assumption which was set forward at the beginning of this research.

### 3.1. Research Tools: The Questionnaire

For the present research, it is adopted both the questionnaire and the experiment, but the pandemic prevented us to meet, to discuss or share our opinions closely. So that we could not work on the experiment in this dissertation so, we have only relied on the questionnaire which contains a series of questions that has been deemed to be an appropriate form of data collection in a short period of time, and helps researchers gather factual, behavioural attitudinal data .Doernyei (2010) stated that "because the essence of scientific research is trying to find answers to questions in a systematic manner, it is not wonder that questionnaires have become one of the most popular research instruments" (P.1). According to Mcleod (2018) "the questionnaire provides relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people". (P.4) Data are collected by administering a questionnaire to second year LMD students at Mohamed Seddik Ben Yahia University -Jijel- in

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order to investigate their attitudes towards the impact of role play in decreasing anxiety among EFL learners. And another questionnaire is devoted to Oral Expression teacher at the department of English at the same university.

### **3.2. Students' Questionnaire**

#### **3.2.1. Participants**

The population chosen for this questionnaire consists only second year LMD students (75 out of 237) at the department of Letters and English language at Mohamed Seddik Ben Yahia University during the academic year 2019-2020. The participants were selected randomly. The selection of such sample was based on the consideration that second year students have a clear idea about the topic under investigation and may provide appropriate answers.

#### **3.2.2. Description of Students' Questionnaire**

This questionnaire contains of 3 sections; and it is composed of 23 questions. The students were asked to choose the appropriate answers, they were also supposed to justify their answers with regard to some questions, and thus the students' questionnaire consists three sections:

The first section is a general background about the students, it contains two questions. **Q1** is about the students' degree in English and **Q2** includes students' opinion about oral expression.

The second section is a combination of 11 questions (from **Q2** to **Q 14**), it aims at getting clear insights about the students' attitudes towards role play. **Q3** seeks to see whether role play is a motivating or demotivating technique according to students' view, while **Q4** is an open-ended



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question where students asked about their opinion of role play if it enjoyable or not , **Q5** (aims at asking students if their teachers allow them to practise role play inside the class. **Q6** is designed to check from which side play is useful where students choose one answer from their point of view. **Q7** explore the students' benefits driven from role play technique. In **Q8** students are asked about their views about role play to increase their creativity. Then **Q9** aims at asking students whether they get more experience through practising role play. **Q10** students are asked if role play helps them to be fluent. **Q11** allows the students to talk about their favourite topic to be tackled through role play. **Q12** it is a yes or no question to check students' opinion if role play saves time or not. **Q13** seeks to see the students' obstacles they encounter during performing a role play.

Section three seeks to collect data about students' belief of role play to decrease anxiety; it includes 10 questions (from **Q14** to **Q23**). **Q14** aims to check the students' feeling confident during a role play. **Q15** is a question to show students' feeling afraid that their classmates will laugh at them while practising role play. **Q16** intends to check the students' feeling heart pounding while performing a role play. **Q17** is a yes or no question where the students feel nervous and forget the conversation while performing a play. **Q18** the students were asked about the reasons making them feel anxious in role play. **Q19** is designed to discover the students' feeling anxious even if they are well prepared. **Q20** is a yes or no question where students asked about their opinion if taking others' identity in role play by wearing a mask reduce feeling anxious. **Q 21** aims to get students' attitudes about the relaxed atmosphere role plays provide for them. **Q 22** is designed to show if students are brave and courageous to play a role in front the class. **Q23** is a yes or no question, here the students were asked whether practising role play increases or decreases anxiety then they are requested for an explanation.

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## 3.2.3. Analysis of the Results

### Section one: General information

**Q1:** How do you evaluate your level of English?

A. Good      B. Average      C. Unsatisfactory      D. Poor

**Table 3.1:** *Student's Perceptions of English*

Options	Students' number	Percentage %
A	41	54,7%
B	27	36%
C	6	8%
D	1	1,3%
Total	75	100%

The result shown in the above table indicates students' perceptions in English language (54, 7%) of students believe their level of English is considered to be good which explains that the majority are working hard to improve their level and they are self confident students, while (36%) of participants show that they have average level. (8%) of participants refer to those students who think that their level is unsatisfactory and they need much efforts to improve their it, However only one student (1,3%) who has poor level presents. Accordingly, this implies that most of the students are highly satisfied with their level and achieved enough goals to reach it.

**Q2:** Is oral expression your favourite course?

A. Yes      B. No

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**Table 3.2:** *Students' Opinion about Oral Expression*

Options	Students' number	Percentage
A	51	68%
B	24	32%
Total	75	100%

The percentage displayed in this table demonstrates that the majority of students (68%) stated that oral expression is their favourite course, while others with portion of (32%) claimed that oral expression is not the best course for them.

### **Section two: Students' Attitudes towards Role Play**

**Q3:** How do you find practising role play?

- A. Motivating      B. Demotivating

**Table 3.3:** *Students' Practice of Role Play*

Options	Students' number	Percentage
A	61	81,3%
B	14	18, 7%
Total	75	100%

As displayed in the previous table, (81, 3%) of the participants (the majority) indicated that role play is motivational which means that they want their teacher to use role play as a teaching technique in the classroom where they can show the capacities. In contrast 18,

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7%)students stated that role play does not motivate them at all and they do not want to be exposed to this technique in oral classes.

**Q4:** Are role play enjoyable?

A. Yes      B. No

**Table 3.4:** *Role Plays as an Enjoyable Technique*

Options	Students' number	Percentage
A	55	73,3%
B	20	26,7%
Total	75	100%

This question provided students' views about role play, the results obtained in the table showed that the majority of students (73, 3%) see role play as enjoyable, it means they feel happy when they participate in role plays. Whereas a few portion of (26, 7%) agreed that role play is not enjoyable, for them it is not a good experience to have.

**If yes, please justify your answer:**

Participants who answer with "Yes" were asked to justify their answers. The answers are quoted as follow:

- It is motivating and funny they will not get bored.
- It allows the students to discover and develop their skills and this make them enjoy.
- It is one of the important skills in improving English language.

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- It is funny to act different personalities and live the character moment,
- It is helpful in creating a bond between their classmates.
- It is an enjoyable technique where they can practise in groups and develop their oral skill.
- It helps them to relax and reduce the feeling of anxiety.
- It is entertaining to watch a role play inside the classroom especially when their classmates are acting.
- It will be enjoyable when it contains useful and serious things.
- It makes them laugh and they learn how to work in teams and have good times together.
- It makes the environment of the class joyful and funny.
- It makes them open-minded and increases their vocabulary.

All in all students gave reasonable and logical justifications for their answers, they showed that they really enjoy performing role plays.

**Q5:** Does your teacher allow you to practise role play technique in oral sessions?

A. Yes    B. No

**Table 3.5:** *Opportunities to Perform Role Play*

Options	Students' number	Percentage
A	61	81,3%
B	14	18,7%
Total	75	100%

The statistics from the table 5 indicated that almost the whole population, (81, 3%) stated that the teacher allow practising role play technique in oral session, meanwhile, (18, 7%) of the

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participants see the opposite. The students know role play technique due to their teachers who give them the opportunity to act role plays in oral sessions.

**Q6:** According to you from which side do you find it useful?

- A. Vocabulary acquisition   B. Improving pronunciation  
C. Improving speaking skills   D. Authentic language use

**Table 3.6:** *Students' Benefits from Role Play Technique*

Options	Students' number	Percentage
A	8	10,7%
B	11	14,7%
C	54	72%
D	2	2,7%
Total	75	100%

It is clearly noticeable from the table above that a large number of students (72%) indicated that role play technique help them improving their speaking skills, (14,7%) of students claimed that it is a good way to improve their pronunciation, (2,7%) stated that role play gives them the real image of the authentic use of language. (10, 7%) answered that role play serves them in the acquisition of vocabulary. Consequently, the students obtain from role play technique lot of benefits.

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**Q7:** Do you benefit from performing role play in oral sessions?

A. Very much   B. A little   C. Not too much

**Table 3.7:** *The Extent to What Students Benefit from Role Play Technique*

Options	Students' number	Percentage
A	40	53,3%
B	22	29,3%
C	13	17,3%
Total	75	100%

Table 7 showed that (53, 3%) of participants indicated that role play is helpful to a large extent in the sense that it encourages both language practise and amusement. (29, 3%) of the participants stated that they benefit to some extent from role play because they found it motivating and amusing, but rarely where it serves them in language learning; meanwhile (17,3%) stated that role play technique was not that much beneficial but acceptable in general way. This question has confirmed the answers of the previous one.

**Q8:** Does role play increase your creativity?

A. Strongly agree   B. Agree   C. Neutral   D. Disagree   E. Strongly disagree

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**Table3. 8:** *Role Play to Increase Students' Creativity*

Options	Students' number	Percentage
A	21	28%
B	35	46,7%
C	14	18,7%
D	1	1,3%
E	4	5,3%
Total	75	100%

In the current question, students were asked about their opinions about whether role play increases creativity or not. Most of the students, (46, 7%) agree that role play is an effective technique that leads to increase students' creativity in which using imagination in their play improves their creativity and promotes better performance in the classroom, (28%) of students found role play extremely helpful to be creative, where it gave them opportunity to expand their imagination. (18, 7%) of the participants see that role play both increases and decreases their creativity, whereas (5, 3%) of them extremely disagree, and only one student (1, 3%) disagree because they do not like performing in role plays.

**Q9:** Do you get more experience through role play?

- A. Strongly agree   B. Agree   C. Neutral   D. Disagree   E. Strongly disagree



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**Table 3.9:** *Students' Gained Experience from Role Play*

Options	Students' number	Percentage
A	18	24%
B	41	54,7%
C	9	12%
D	6	8%
E	1	1,3%
Total	75	100%

According to the table above, (54, 7%) of the students agree that role plays give them the opportunity to learn new experiences, other students (24%) answered by strongly agree, they think that role plays highly increase their experience, (12%) of them answered that role plays both increase and decrease their experience, while few participants (8%) stated that role plays doesn't increase their experience and only one participant (1, 3%) extremely disagree about his opinion. The students' answers raise the importance and the influence of role play as a teaching method.

**Q10:** Does role play increase your fluency?

A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree

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**Table 3.10:** *The Role of Role Play in Increasing Students' Fluency*

Options	Students' Number	Percentage
A	15	20%
B	44	58,7%
C	11	14,7%
E	4	5,3%
F	1	1,3%
Total	75	100%

The results in the table above showed that (58, 7%) of the participants agree that role play increases their fluency which can be seen in their performance and confirmed in question number 07 where students agreed that they get benefits from role plays. Besides (20%) of students claimed that they strongly agree that they are fluent due to this technique. (14,7%) of them said that role play increases their fluency and at the same time decreases it this means that those students are confused and cannot decide whether this technique is helpful or not). While (5,3%) said the opposite, they think that role play does not increase their fluency at all and those students are demotivated and do not want to participate in role plays as deduced before. Only one student (1, 3%) chose strongly disagree.

**Q11:** Which topics you prefer to perform through role plays?

This question aims at finding types of topics they prefer to perform through role plays

They are as follow:

- Love, friendship, money, food.

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- Daughter or sister role.
- Daily topics.
- Funny topics.
- Film, sports.
- Police role, teacher role, agent secret role.
- Short stories, divorce.
- Something that has to do with comedy.
- Topics about daily life or the development technology.
- Fairy tales.
- Topics about culture.
- Popular topics.
- Horror topics.

It can be deduced that students are really interested in role play as a technique that is why they have proposed different topics. Since it is a way of improving their fluency, they were able to give a variety of topics (social, funny, imaginary..... etc) to deal with trying to be creative and up to date. The idea of thinking of interesting topics shows that they are really interested to participate in different roles and situations.

**Q12:** Do you think that the use of role play saves time?

- A. Yes                      B. No

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**Table 3.11:** *Role Play as a Technique to Save Time*

Options	Students' number	Percentage
A	44	58,7%
B	31	41,3%
Total	75	100%

The results from the previous table showed that the majority of the students (58, 7%) opted for “Yes” because they think that role play saves time, whereas (41, 3%) reply “No” because they do not think that role play saves time.

### **Justify please:**

The participants who have answered this question were asked for a justification, their answers were as follow:

- Because sometimes they cannot finish what they just started.
- It hard to come up with a script for the play, memorize a little then practise
- It takes time at least a week.
- Role play takes time for the presentation and usually spends one session to two sessions.
- It takes much time to manage their ideas.
- It took time to prepare it.
- It is a good to practise speaking skill short time.
- It takes time because there are too much students in one group so the teacher. Can't give all of them a chance in one hour and a half.

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- It is the fastest way to learn speaking skills because it can tackle any field. This would teach the students different things in a short time.
- When all the students practising role play, it saves time.

**Q13:** which problems do you face when performing role play?

- A. Lack of motivation   B. Lack of confidence, shyness
- C. Lack of language (grammar, vocabulary)   D. Difficulties in expressing thoughts

**Table 3.12:** *Students' Problems when Practising Role Play*

Options	Students' number	Percentage
A	9	12%
B	34	45,3%
C	13	17,3%
D	19	25,3%
Total	75	100%

The table 13 showed that (45, 3%) of participants stated that their main problem during role play practising is the lack of confidence and shyness because they are not used to perform in front of their classmates and teacher. It can be said that this happens due to the fear of negative feedback. Whereas, (25,3%) of students claimed that it is difficult to express their thoughts, (17,3%) refers to the students who have lack of vocabulary and grammar and their fear is to make such mistakes, few students (12%) they think their problem while performing role play is the lack of motivation so that they need to be motivated.

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**Q14:** Do you feel confident when performing role play?

A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree

**Table 3.13:** *Students' Feeling Confident During Role Play*

Options	Students' number	Percentage
A	15	20%
B	22	29,3%
C	18	24%
D	15	20%
E	5	6,7%
Total	75	100%

As the results in the table reveal, (29, 3%) of the students said that they agree that they feel confident and have no problem while performing role play because they are motivated and have enough vocabulary to participate successfully, besides (24%) of the students who said that sometimes they feel confident while practising role play and sometimes they feel unrest and unconfident, (20%) of them strongly agree about their opinion, whereas (20%) said that they disagree and they feel uncomfortable when practising role play and only (6, 7%) said strongly feel unconfident because of the reason mentioned before.

**Q15:** Do you feel afraid that students in the class will laugh at you when you make mistakes while performing a play?

A. Always B. Sometimes C. Rarely D. Never

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**Table 3.14:** *Laughing at Mistakes as a Cause of Students' Anxiety during Role Play Performance*

Options	Students' number	Percentage
A	10	13,3%
B	34	45,3%
C	15	20%
D	16	21,3%
Total	75	100%

The results obtained from the table above showed that (45, 3%) of the students sometimes feel afraid that their classmates will laugh at them when they make mistakes during role play performance because they feel shy. (21, 3%) of the participants do not fear to be laughed at when making mistakes; they are self confident students and do not care about others' reactions. Moreover, (20%) of them said that they rarely experience that feeling, finally only (13,3%) express their frequent fear of being laughed at.

**Q16:** Do you feel your heart beating when you perform a role play?

A. Always   B. Sometimes   C. Rarely   D. Never

**Table 3.15:** *Students' Feeling Heart Beating during a Role Play*

Options	Students' Number	Percentage
A	39	52%
B	25	33,3%
C	9	12%
D	2	2,7%
Total	75	100%

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The results in the table 16 indicated that the majority of participants (52%) always feel their hear beating while practising role play, this means that they feel worried and afraid to make mistakes or fail in performing the role play. Then, (33, 3%) of them sometimes experiences that feeling, (12%) of the participants reported that they rarely fear from having a play while few of them (2, 7%) never <sup>2</sup>feel their hearts pounding while performing a play because they are self confident and maybe they are those excellent students.

**Q17:** Do you feel nervous and forget the conversation of your own role?

A. Yes B. No

**Table 3.16:** *Forgetting and Feeling Nervous while Performing a Role Play*

Options	Students' number	Percentage
A	47	62,7%
B	28	37,3%
Total	75	100%

According to the results obtained from the table above, the majority of the students(62, 7%) answered “Yes” about forgetting what they want to say during a role play, whereas (37, 3%) of the participants opted “ No” because they did not experience this feeling when they were performing a role play

**Please explain,**

The students were asked for a justification concerning their feeling nervous while performing role play and forgetting what to say:



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- When they feel stressful they forget words, but speedily replace it with other words.
- When performing in front of their peers this makes them feel anxious and start losing words and blushing sometimes.
- They feel nervous because of stress after they start performing the play.
- The students keep sure to train very well for the role, so they will not forget and play comfortably.
- Well preparation for role play lead to well performance without feeling anxious.
- students feel nervous but they do not forget lines, they feel stomach cramps, breathing problems, they start shaking
- for some students, it is just a play it does not need that much stress.
- It happens because of nervousness and lack of vocabulary and pronunciation and also shyness
- Some students have self confidence and even if they forget the conversation they can fix it
- A Student claimed that he does not feel afraid or shy and forget the conversation because he loves role playing he knows how to react with such situations, he plans and practises by heart to perform perfectly, it doesn't mind if their classmates laugh at him because he loves that since his favourite type is comedy and his aim is to make others happy.

**Q18:** why do you feel anxious while presenting in role play?

- A. Lack of motivation   B. Lack of preparation   C. Fear of negative evaluation

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**Table 3.17:** *Reasons of Feeling Anxious in a Role Play*

Options	Students' number	Percentage
A	16	21,3%
B	23	30,7%
C	36	48%
Total	75	100%

It is obvious from the results in the table 18 that (48%) of the students feel anxious while performing because they fear from teacher's negative feedback and of course the fear of having bad marks in the evaluation, other participants (30, 7%) who said that they feel anxious because they were not well prepared to play a role maybe it is because of the lack of experience and practice. The rest of participants (21, 3%) claimed that their feeling unrest and shy during a role lay is due to lack of motivation.

**Q 19:** Do you feel anxious even when you are well prepared for role play?

A. Strongly agree   B. Agree   C. Neutral   D. Disagree   E. Strongly disagree

**Table 3.18:** *Students' Feeling even if they Well Prepared*

Options	Students' number	Percentage
A	10	13 ,3%
B	28	37,3%
C	16	21,3%
D	16	21,3%
E	5	6,7%
Total	75	100%

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As it is shown in that table above (37, 3%) of the participants agree that they feel anxious even if they are well prepared for a role play, (21, 3%) of the students said that when they are well prepared to play a role they feel both anxious and not anxious, whereas (21,3%) of the participants disagree on that, they think that they do not feel anxious even though they are well prepared to perform it and this makes them relaxed. Besides, (13, 3%) of the students totally agree about their feeling even if they are well prepared, finally few participants (6, 7%) fully disagree about their feeling, they think that preparation is a key of feeling less anxious.

**Q20:** Does providing you with a mask in role play reduce your anxiety?

A. Yes B. No

**Table 3.19:** *Taking Others' Identity in Role Play to Reduce Students' Anxiety*

Options	Students' number	Percentage
A	44	58,7%
B	31	41,3%
Total	75	100%

The results in the table above reveal that (58, 7%) of the students believe that providing them with a mask decrease their feeling anxious because there is no eye contact as if they are performing alone without audience, while (41, 3%) of them said that taking others' identity by wearing a mask doesn't prevent them from being anxious.

**Justify please:**

The participants clarify their answers as follow:

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- Students like to show their faces because it attracts others to follow the role play
- Students don't like to be a center of attention and wearing a mask to attract others and this influences their performance
- In the play no one will see the player face in case he or she is a shy student
- Providing a student with a mask makes them feel self confidence
- It is not about covering the face because the fear is inside
- It is not a solution to put a mask, it is just about a good preparation
- Pupils cannot see the presenter red face and its expressions

**Q21:** Do you think that role plays provide a relaxed atmosphere in the class?

A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree

**Table 3. 20:** *Classroom Atmosphere*

Options	Students' number	Percentage
A	23	30,7%
B	28	37,3%
C	14	18,7%
D	5	6,7%
E	5	6,7%
Total	75	100%

According to the table above (37, 3%) of the participants agreed that role playing provides a relaxed atmosphere inside the classroom obstacles or fears, and (30,7%) of participants entirely agree that role play help the students to be more comfortable within the class,

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(18, 7%) of the students neutral about their opinion, while (6, 7%) disagree they think that role play does not provide a relaxed environment inside the class, besides (6, 7%) of the participants extremely disagree they never think that role play provide comfort and relief.

**Q22:** Does it embarrass you to volunteer role play in class?

A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree

**Table 3.21:** *Students' Feeling Anxious after Starting a Role Play*

Options	Students' number	Percentage
A	15	20%
B	15	20 %
C	22	29,3%
D	14	18,7%
E	9	12%
Total	75	100%

As it appears in the table 22 (29, 3%) of the students were neutral about their answers which means they are whether confused to decide or they are in both positions ( sometimes they feel anxious and sometimes they don't) opinion, (20%) of the students highly agree that they feel embarrassed to play roles, in addition (20%) of them feel unrest to have role play inside the classroom, while (18, 7%) find the opposite they love to perform or to be suggested to play a role, and few students (12%) totally disagree because they never think that role play is a technique that makes them anxious or nervous.

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**Q23:** Does role play decrease your anxiety?

A. Yes    B. No

**Table 3.22:** *Students' Opinions about Role Playing to Reduce Anxiety*

Options	Students' number	Percentage
A	39	52%
B	36	48%
Total	75	100%

From the table above students have two different views about the impact of role play in reducing anxiety, the highest percentage was (52%) saying that it really reduces their anxiety , while (48%) of them opted for “No”, thus the results indicates that the majority of students enjoy and feel comfortable during role play practice.

### **Explain please,**

Students' justification and opinions about role play:

- A student feels anxious due to the fear of losing words or bad performance.
- Practising role play makes the students motivated.
- Because of the daily presentations the student faces, his feeling anxious and stressed will reduce and he will be familiar with such presentations, and the more the student takes presentation the more his anxiety decrease.
- Because the student enters in a motivational atmosphere so that he get rid of anxiety.
- Feeling anxious during role playing will reduce by time.

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### 3.3. Teachers' Questionnaire

The second population chosen for this work consists of 07 second year teachers of Oral Expression at the department of Letters and English Language University of Mohamed Seddik Ben Yahia –Jijel-. The chosen sample seems appropriate to give the needed data concerning the topic under investigation. Teachers were selected randomly without taking into consideration the years of experience. The purpose is to check whether role play can minimize students' anxiety.

#### 3.3.1. Description of the Questionnaire

Teachers' questionnaire is made up of 19 questions divided into 3 main sections

The first section is about personal information which includes two simple questions. **Q1** is about the teachers' qualifications and **Q2** is about teachers' experience in teaching oral expression.

The second section is a combination of 9 questions (**from Q3 to Q11**) which aims at exploring teachers' attitudes towards the use of role play; **Q3** (seeks to know the types of activities that the teachers use in teaching speaking. **Q4** and **Q5** ask teachers if they use role play technique in their classes, and the frequency of using it. **Q6** attempts to explore the main reasons pushing teachers to use role play in their classes. **Q7** is designed to explore teachers' views about role play. **Q8** seeks to know the kinds of topics the teachers prefer to tackle through role play. **Q9** is an open-ended question, it is designed to know whether role play helps students to improve their speaking skill or not. **Q10** teachers are asked to state the difficulties they face when using role play in teaching oral expression course. **Q11** it is also an open ended-question where

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teachers are asked about their views concerning role play as an effective technique to be adopted in EFL classes.

The third section is composed of 8 questions (**from Q12 to Q19**) all of them aim to get information about teachers' opinion towards role play as a technique to reduce anxiety. **Q12** aims at exploring teachers' opinions concerning the importance of role play in providing a relaxed atmosphere inside the class. **Q13** is designed to discover for what purpose teachers use role play. **Q14** is a multiple choices question where teachers are asked whether role play makes students feel relaxed and comfortable because they know that it is just a role not their own character. In **Q15** teachers are required to state the rate of the students who feel anxious while performing a role play. **Q16** teachers are asked to guess the reasons that make students feel anxious during a role play. **Q17** is an open-ended question where teachers are asked to state their opinions about the impact of role play in decreasing students' anxiety. In **Q18** and **Q19** teachers are supposed to give some pieces of advice and strategies for students to overcome their anxiety.

### **3.3.2. Analysis of the Results**

#### **Section One: General Information**

**Q 01:** Degrees held

- A. BA (License)      B. Master      C. Magister      D. PHD (Doctorate)



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**Table 3. 23:** *Teachers' Qualification*

Options	Teachers' Number	Percentage
BA (License)	0	0%
Master	1	14,3
Magister	1	71,4
PHD( Doctorate)	5	14,3
Total	7	100%

From the results in the table above, It is noticeable that the majority of the teachers (71, 4%) of the total population have magister degree and (14, 3%) have PHD degree, while no one of the teachers have BA (License). Based on their responses, it is demonstrated that they are qualified enough to provide reliable data to enrich the research with their knowledge and opinions.

**Q02:** How many years have you been teaching oral expression?

**Table 3. 24:** *Teachers' Experience in Teaching Oral Expression*

Years	number	percentage
01-03	4	42,8 %
03-06	0	0 %
06-10	3	57, 1%
Total	7	100%

In this question, teachers were asked to state their years of experience in teaching oral expression, (57, 14%) of the teachers said that their teaching experience extinct between

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06-10 years and (42, 85%) of the teachers who have experienced teaching oral expression for 01-03 years, thus our sample of the teachers is mixed of old experienced and new teachers of oral expression. These findings represent that the chosen sample of teachers consists of a well experienced instructors in the field. They have an experience of more than six years through which they gained a wide view about the whole teaching-learning process. They will contribute to the research with precious information about the topic under investigation.

**Q03:** what type of activities do you use in teaching speaking? (More than one answer is possible)

- A. Information gap activity. B. Games and quizzes. C. Oral presentations D. Role play. E. Free discussion

**Table 3.25:** *Activities Used in Speaking Classes*

Options	Number	percentage
A	2	21, 8%
B+D	5	35,7%
C+E	6	42, 5%
Total	6	100%

The results show that the majority of the teachers used different types of activities. (42.5%) used free discussions and oral presentation whereas 5 of the teachers use games, quizzes and role plays in teaching speaking with a percentage of (35,7%), and 6 of the teachers like including oral presentations in their classes. Only (21, 8%) i.e. only two teachers use information gap activity.

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This shows that teachers do not only use one kind of activity or two, they use different types giving students the chance to practice all types of activities. It can be deduced that students do really practice all kinds of activities to improve their speaking skill and teachers are working hard to motivate students to speak.

**Q04:** Do you use role play technique in your classes?

A. Yes.    B. No

**Table 3.26:** *Teachers' Implementation of Role Play*

Options	Teachers' number	Percentage
A	6	85.7%
B	1	14,3%
Total	7	100%

As it is shown in the table above almost all the teachers (85, 7%) said that they use role play technique in the class, while a small percentage of the participant (14, 3%) declared that they do not use it. This question is asked to confirm the previous one. It can be deduced that almost all students are used to participate in role plays.

**Q05:** How often do you use it?

A. Always    B. Sometimes    C. Very often    D. Never

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**Table 3.27:** *Frequency of Using Role Plays*

Options	Teachers' number	Percentage
A	0	0%
B	4	57,1%
C	3	42,9%
D	0	0%
<b>Total</b>	7	100%

From the results shown in the table we notice that the highest percentage of responses (57, 1%) is given to the answer sometimes because time is not enough to have role plays in all sessions. Whereas, (42, 9%) of the teachers answer with very often and no one chose to respond with always and never. It is worth to noting here that more than half of the teachers use role play for many times this due to its effectiveness in teaching.

**Q06:** what are the main reasons pushing you to use role play?

According to teachers' answers, the main reasons pushing them to use role plays are as follow:

- Role plays put students in real -life and authentic situations. To train them to use language for communication and practice what they have learned.
- To make students practice language use and learn the new language forms and expression.
- They are so practical in making the students more creative and daring especially shy ones.

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- In addition to adding varieties and a changing of pace, Role play activity gives students the opportunity to practice communication in real -like situation.

According to the answers, teachers know the importance of role plays in the learning process. They confirmed that this technique is giving the students the chance to practice and improve their language. For them, it is a practical way for the shy and weak students to get rid of their obstacles. Role play gives the students the possibility to think in English and create new sentences in different contexts using their imagination.

**Q07:** Do you consider role play as:

- A. Pedagogical strategy      B. Entertainment strategy      C. Both of them

**Table 3.28:** *Teachers' Views about Role Play*

Options	Teachers' number	Percentage
A	1	14,3%
B	1	14,3%
C	5	71,4%
Total	7	100%

The results of this table indicates that nearly all the teachers (71,4%)see role play as both a pedagogical strategy as and a way of entertainment for students. For them students really enjoy performing in one hand and improving their speaking skill on the other hand. However, (14,3%) of the whole population see role play as a strategy for entertainment in which all students find the pleasure to perform role play and ( 14,3%) of the teachers view role play as only a pedagogical strategy the teachers use it to achieve pedagogical goals not for entertainment.

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**Q08:** What kind of topics do you prefer to be tackled through role plays?

The purpose of this question is to know the topics that teachers prefer to address through role play; through the answers we can conclude that teachers prefer to tackle the following:

- Service encounters.
- Topics related to students' daily life or topics they are familiar with.
- Any topic just interesting to the students.
- Social ones.
- Any kind of topics.

It can be deduced that teachers did not really tackle specific topics may be because they give the chance to the students to choose. For them, students know which topics they can work on and which topics motivate them to work hard on the role. The most important thing for the teacher is to reach their purpose is improving students' speaking skill.

**Q09:** Do you think that role plays help students to improve their speaking skills?

A. Yes      B. No

**Table3.29:** *Teachers' Attitudes towards Role Play to Improve Students' Speaking Skills*

Options	Teachers' number	Percentage
A	7	100%
B	0	0%
Total	7	100%

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The statistics in the table above reveal that 100% of the teachers agree that role play is helpful for students to improve their speaking skills, because practice of language improves its use. Moreover, role play is a speaking activity so, the more students do role play the more their speaking skills would be enhanced.

**Q10:** What kind of difficulties do you face when you use role play in teaching oral expression session? (More than one answer is possible)

- A. Time   B. Technical means   C. Students' anxiety   D. Topics

**Table3. 30:** *Difficulties Teachers Facing when Using Role Play*

Options	Teachers' number	Percentage
A	7	50, 1%
B	3	21, 4%
C	4	28, 5%
D	0	0%
Total	7	100%

From the table we notice that all the teachers with the percentage of (50,1%) stated that time is the major difficulty they face when performing role play, while 4 of the teachers making up (28,5%) said that the problem that they confront when performing role play is anxiety, on the other hand 3 of the teachers with the percentage of ( 21, 4%) face the problem of technical means , however, no one of them find the problem of topics. The teachers had considerable views in this regard where they linked the students' problems to many factors based on their

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experience in teaching different types of students. From the teachers' point of view, it can be deduced that anxiety is not the biggest problem that students face when performing a role play.

**Q11:** Do you think that role play is an effective technique to be adopted in EFL classes?

A. yes      B. No.

**Table 3. 31:** *Teachers Perceptions about Role Play as an Effective Technique to be adopted in EFL Classes*

Options	Teachers' number	Percentage
A	5	85,7%
B	2	14,3%
Total	7	100%

As can be seen from the table above that the majority of teachers (85, 7%) assume that role play is an effective technique to be adopted in EFL classes, however (14, 3%) of the teachers did not agree with this idea. Consequently, most of the teachers are aware of the importance of role plays as a technique to improve EFL students speaking skills. And the answer to this question confirmed the previous question (question 09)

**Q12:** Do you think that role plays provide a relaxed atmosphere inside the class?

A. Strongly agree.      B. Agree.      C. Neutral.      D. Disagree.      E. Strongly disagree.



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**Table3. 32:** *Class Atmosphere when Performing a Play*

Options	Teachers' number	Percentage
A	3	42,8%
B	2	28,6%
C	1	14,3%
D	1	14,3%
E	0	0%
Total	7	100%

The purpose of this question is to see whether role play can provide a relaxed atmosphere for students. (42, 8%) of the teachers show their positive attitudes towards the idea that role play provides a relaxed atmosphere and said they strongly agree, (28, 6%) of the teachers also believe in the idea and they totally agree, whereas, only (14, 3%) of the respondents do not agree with the idea, (14, 3%) of them neither agree nor disagree and no one show his /her strong disagreement. Most of teachers confirmed that performing in a role play provides a relaxed atmosphere but students said the opposite. It can be deduced that students do not show their fear and anxiety to the teachers because it is psychological; it can be hidden.

**Q13:** For what purpose do you use role play? (More than one answer is possible)

A. Decreasing anxiety    B. Developing speaking skills    C. Increasing creativity and imagination.

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**Table3.33:** *the Teachers' Purpose for Using Role in the Classroom*

Options	Teachers' number	Percentage
B	6	57, 2%
A+C	5	42, 8%
Total	7	100%

The aim of this question is to know for what purpose teachers use role play in the classroom, the majority of the teachers (57, 2%) declared that they use role play for developing speaking skills, while the first and the third options with the percentage of (42, 8 %) stated that they use role play for decreasing anxiety as well as increasing creativity and imagination. It can be said that teachers are not really interested to reduce students' anxiety; in fact they focus on developing their speaking skills and improving their English.

**Q14:** Is it believed that role play makes students feel relaxed and comfortable because they know that it is just a role not their own character?

A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly agree

**Table3. 34:** *Teachers' Opinion about Students feeling Relaxed and Comfortable*

Options	Teachers' number	Percentage
A	2	28, 6%
B	2	28, 6%
C	2	28, 6%
D	1	14, 3%
E	0	0%
Total	7	100%

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The statistics in the table above show that (28, 6 %) of the teachers said that they strongly agree with this idea that role play makes students feel relaxed and comfortable because they know that it is just a role not their own character and (28, 6%) of them show their agreement, However, (28, 6%) don't show their agreement or disagreement about the idea, they are neutral responses. Meanwhile, (14, 3%) of the participants express their disagreement.

**Q15:** Do you notice that some students feel anxious when performing role play?

A. Always B. Sometimes C. Never D. Rarely

**Table3. 35:** *students' Feeling Anxious During Role Play*

Options	Teachers' number	Percentage
A	3	42,9%
B	4	57,1%
C	0	0%
D	0	0%
Total	7	100%

From the results obtained in the table above, It is noticeable that (57, 1%) of the teachers said that students sometimes feel anxious when they perform a role play, However, (42, 9%) stated that they notice that their students always fell anxious when performing a role play. It can be deduced that teachers are able to notice students' fear and nervousness when, performing a role play. Teachers' responses confirmed what students have said concerning feeling anxious during the role play.

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**Q16:** In your opinion, what makes students feel anxious when performing a role play?  
(More than one answer is possible)

A. Fear of negative evaluation    B. Fear of making mistakes    C. Lack of confidence

**Table3. 36:** *the Teachers 'Opinions on what Make Students Feel Anxious when Performing a Role Play*

Options	teachers' number	Percentage
A+C	6	78,4%
B	4	21,6%
Total	7	100%

The obtained results show that most of the teachers making up (78.4%) as the highest percentage think that students feel anxious when they perform a role play because of the lack of confidence and the fear of negative feedback. Mostly they are afraid of having bad marks and of course they feel worried because their mates may laugh at them. However, (21, 6%) of them stated that the fear of making mistakes is the reason behind feeling anxious while performing a role play.

**Q17:** In your class, do you notice that practicing role play decrease the level of anxiety of your students?

A. Yes    B. No

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**Table 3.37:** *Teachers' Perception about practicing role play to Decrease the Level of Students' Anxiety*

Options	Teachers' number	Percentage
A	4	71,4%
B	3	28,6%
Total	7	100 %

The question aims to see the extent to which practicing role play can decrease the level of students' anxiety. The results shown in the table indicate that the majority of the teachers with the percentage of (71, 4%) assume that practicing role play reduce anxiety, However, (28, 6%) of the participants said the opposite.

If yes, say how?

The teachers answer as follow:

- Students become gradually self-confident and relaxed while interacting in the classroom.
- They feel more relaxed.
- Sometimes, I do discover some of my students' speaking talents, while setting them to perform role plays.
- Students are less anxious especially once they get fully involved in the activity and have a chance to speak with their friends.
- The more they practice role plays the more they feel comfortable at speaking.

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**Q18:** Besides role play, what are the others strategies that you adopt to reduce anxiety in the class? (More than one answer is possible)

- A. Games and quizzes.      B. Oral presentation.      C. Topic discussion      D.

Working in Small groups

**Table3.38:** *Teachers' Strategies to Reduce Anxiety in the Classroom.*

Options	teachers' number	Percentage
A+B+C	5	59, 5%
D	6	40, 5 %
Total	7	100%

This question is concerned with the strategies that the teachers adopt to reduce anxiety. The results show that the biggest portion (59. 5%) represent the teachers who use games and quizzes, oral presentations and topic discussions as their strategy to reduce anxiety, However (40, 5%) said that they depend on working in small groups to decrease anxiety in the classroom. This means that the majority of teachers use different techniques taking into consideration students' needs and their psychological aspect in order to motivate them and decrease their anxiety.

**Q19:** As a teacher, what would you advice you students to overcome anxiety when they perform a role plays?

this question aims at finding some proposition for students to overcome anxiety and be free.

The teachers' pieces of advice are as following:

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- Students should be relaxed because it is a part of the learning process
- Meeting in social groups to prepare and discuss performance
- Rehearsing the play before hand
- Students should forget about the fear of making mistakes, because this is part of the learning process
- Students should practice a lot in order to get used to speak in a perfect way in front of public.

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### **3.4. General Findings**

The aim of the questionnaires is to see whether role play technique increases or decreases EFL learners' anxiety. After analyzing and comparing the obtained results, it has been noticed that there are both similarities and differences between teachers' and students' responses. The results show that the majority of second year students of English at Mohamed Sedik Ben Yahia university think that role plays increase their feeling anxious, thus we deduce that our assumptions were opposite to teachers' and students' opinions. The learners' questionnaire let us notice that anxiety increases while performing a role play because most of them feel afraid to forget their roles due to nervousness. It is a motivational and an enjoyable technique more than a helpful technique to reduce panic. A big number of students feel their heart pounding while having a play, and some participants' main problem is the lack of confidence and shyness, where others fear to be evaluated negatively by their classmates or the teacher, moreover some students think that their classmates will laugh at them and this make them feel shy and sometimes lead them to stop playing. Accordingly role play has a negative effect on students' anxiety; it increases the students' anxiety and shyness. The research findings also revealed that EFL teachers think that role plays increase their students' anxiety, where they notice that some students feel anxious while performing role plays, so that their lack of self-confidence and their anxiety cause them this feeling. However some teachers claimed that role plays decrease the level of anxiety when they practise more role plays they would feel more comfortable when speaking. Also a good preparation is very helpful but it does not mean that role plays fully decrease the level of anxiety.



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The findings of the study may give the following answers to the research questions that were asked in the general introduction:

- Working in small groups while practising role play is the best technique used by the teachers in the classroom to decrease learners' anxiety where they can share their ideas and opinions without fear, it makes them feel comfortable in joining conversation therefore they tend to encourage each other. Besides, this technique helps to create a collaborative environment. On the other hand, some teachers stated that preparing and rehearsing the play beforehand help students a lot to minimize the feeling of anxiety. In addition to this technique, students take place in the teaching process as a way to reduce anxiety such as oral presentation, topic discussion, game and quizzes.
- Second year students at the department of English at Mohamed Saddik Ben Yahia University did not agree with the idea that role play decreases their anxiety and feeling stressed while learning because the majority think that performing in front of their classmates causes nervousness and unrest, but it does not mean that role play always increases anxiety.

### **General Conclusion**

In this research we believed that role play is a teaching technique to decrease learners' anxiety, as it is a way that inspires learners to love the process of learning a foreign language, it is a motivational technique where the learners express themselves and leave different situations. They wanted to be in without fear and stress.

Our research is a total of two chapters, the first is considered as the theoretical part, which aimed at reviewing and describing the nature of the two variables entitled in an

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investigation of students' attitudes towards the use of role plays to decrease anxiety. While the second chapter is the practical part devoted at interpreting and discussing the results obtained from the research tools. We have adopted two questionnaires as a quantitative method to collect data and these questionnaires were given to both teachers and students.

Although Corona Virus stands as a barrier we have tried to do our best to complete this practical part by constructing the two questionnaires one for teachers as well as another for students. The results of both questionnaires were carefully analyzed, interpreted and represented statistically and descriptively in tables. Finally; based on these findings our assumptions that role play decreases students' anxiety were the opposite of the students' views and answers.

### **Limitations of the Study**

During the preparation of this dissertation we faced many obstacles, the most important limitations confronted us are presented here to draw the attention for guiding any future research of those who can make such experience better, these limitations are as follow:

The first problem which faced us; was the lack of cooperation among our participants, where we have noticed their carless about being serious in answering our questions because they were not obliged to answer since it was on the web, So they were free to answer and this was a big problem to collect the needed data. However; some students provide us with meaningless answers that are not related to our topic. The second limitation involved the sample size of the participants in the questionnaires, so our sample should be increased for getting more reliable and valid results. Thirdly, the lack of resources; meaning that there were some websites not provides for free .Therefore, we relied on a limited number of books. Next, we faced many

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difficulties due to corona virus in terms of the difficulty of meeting the supervisor to discuss the research. Furthermore it was impossible to adopt all of: the experiment, the questionnaires and the anxiety scale at once, so we relied only on the questionnaires. Among these obstacles the time limitation was the major enemy which hindered our investigation.

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# THE USE OF ROLE PLAY TO DECREASE ANXIETY

## APPENDECES

### Questionnaire for Students (2<sup>nd</sup> year students)

Dear students,

This questionnaire is designed to gather the needed information carried out for 2<sup>nd</sup> year students, its aims at investigating the students' attitudes towards using role play in decreasing their anxiety.

You are kindly asked to answer this questionnaire please, tick ✓ the appropriate box or provide a full statement whenever necessary. We hope you will answer with full attention, honesty and interest.

Thank you for your cooperation.

### Section One: General Information

#### 1- How do you see your level of English?

- Good
- Average
- Unsatisfactory
- Poor

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**2-Is oral expression your favorite course?**

- Yes
- No

## **Section Two: students' Attitudes towards Role Play**

**2- How do you find practicing role play?**

- Motivating
- Demotivating

**3- Are role plays enjoyable?**

- Yes
- No

If yes, please justify your answer

.....

.....

.....

**4- Does your teacher allow practicing role play technique in oral sessions?**

- Yes
- No

## THE USE OF ROLE PLAY TO DECREASE ANXIETY

**5- According to you, from which side do you find it useful?**

- Vocabulary acquisition
- Improving pronunciation
- Improving speaking skill
- Authentic language use

**7- Do you benefit from performing role playing in oral sessions?**

- Very much
- A little
- Not too much

**8- Does role play increase your creativity?**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**9- Do you get more experience through role play?**

- Strongly agree
- Agree
- Neutral

**THE USE OF ROLE PLAY TO DECREASE ANXIETY**

- Disagree

- strongly disagree

**10- Does role play increase your fluency?**

- Strongly agree

- Agree

- Neutral

- disagree

- strongly disagree

**11- Which topics you prefer to perform through role plays?**

.....

.....

.....

**12- Do you think that the use of role play saves time?**

- Yes

- No

Justify, Please.....

.....

.....

## **THE USE OF ROLE PLAY TO DECREASE ANXIETY**

### **13- Which problems do you face when performing role playing?**

- Lack of motivation
- Lack of confidence, shyness
- Lack of language (grammar, vocabulary)
- Difficulties in expressing thoughts

### **Section Three: Role Play to Decrease Anxiety**

### **14- Do you feel confident in performing the play?**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

### **15- Do you feel afraid that students in the class will laugh at you when you make mistakes while performing a play?**

- Always
- Sometimes
- Rarely
- Never

### **16 - Do you feel your heart beating when you perform a role play?**

- Always



## THE USE OF ROLE PLAY TO DECREASE ANXIETY

- Often
- Sometimes
- Rarely
- Never

### 17- Do you feel nervous and forget the conversation of your own role?

- Yes
- No

Please explain:

.....

.....

.....

### 18- Why do you feel anxious while presenting in role play?

- Lack of motivation
- Lack of preparation
- Fear of negative evaluation

### 19- Do you feel anxious even when you are well prepared for role play?

- Strongly agree
- Agree
- Neutral
- disagree
- strongly disagree

## THE USE OF ROLE PLAY TO DECREASE ANXIETY

**20- Does providing you with a mask in role play reduce your anxiety?**

• Yes

• No

Justify please.....

.....

.....

**21- Do you think that role plays provide a relaxed atmosphere in the class?**

• Strongly agree

• Agree

• Neutral

• Disagree

• Strongly disagree

**22- Does it embarrass you to volunteer play roles in class?**

• Strongly agree

• Agree

• Neutral

• Disagree

• Strongly disagree

**23- Does role play decrease your anxiety?**

• Yes

• No

## THE USE OF ROLE PLAY TO DECREASE ANXIETY

Please,

explain: .....

.....

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.....

# THE USE OF ROLE PLAY TO DECREASE ANXIETY

## QUESTIONNAIRE FOR TEACHERS

Dear teachers,

This questionnaire is devoted to gather the needed information for the accomplishment of a master dissertation; it aims at investigating students' and teachers' attitudes towards the use of role play to decrease anxiety.

We would be very grateful if you could help us filling in the questionnaire.

Please answer by ticking ✓

### **Section One: General Information**

1- Degrees held

- BA (License)
- Master
- Magister
- PHD (Doctorate)

2- How many years have you been teaching oral expression? .....

### **Section Two: Teachers' Attitudes towards the Use of Role Play**

3- What type of activities do you use in teaching speaking?

- Information gap activity
- Free discussions
- Role play
- Oral presentations

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- Games and quizzes

### 4- Do you use role play technique in your classes?

- Yes
- No

### 5- How often do you use it?

- Very often
- Sometimes
- Always
- Never

### 6- What are the main reasons pushing you to use role plays?

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.....

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### 7- Do you consider role play as:

- pedagogical strategy
- Entertainment strategy
- Both of them

### Explain please

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**THE USE OF ROLE PLAY TO DECREASE ANXIETY**

**8- What kind of topics you prefer to be tackled through role plays?**

.....  
.....  
.....

**9- Do you think that role play help your students to improve their speaking skills?**

- Yes
- No

If yes say

how? .....

.....

.....

**10- What kind of difficulties do you face when you use role play in teaching oral expression course?**

- Time
- Students' anxiety
- Technical means
- Topics

**11- Do you think that role play is an effective technique to be adopted in EFL classes?**

- Yes
- No

If yes, say

how? .....

**THE USE OF ROLE PLAY TO DECREASE ANXIETY**

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**Section Three: Role Play as a Technique to Reduce Anxiety**

**12- Do you think that role play provide a relaxed atmosphere inside the class?**

- Agree
- Strongly agree
- Disagree
- Strongly Disagree

**13- For what purpose do you use role play in the classroom?**

- Increasing creativity and imagination
- Developing speaking skills
- Decreasing anxiety

**Others, mention please**

.....  
.....  
.....

**14- It is believed that role play makes students feel relaxed and comfortable because they know that it is just a play not their own character?**

**THE USE OF ROLE PLAY TO DECREASE ANXIETY**

- Agree
- Strongly agree
- Disagree
- Strongly disagree

15- Do you notice that some students feel anxious while performing role play?

- Always
- Sometimes
- Rarely
- Never

**16- In your opinion, what makes students feel anxious when they perform a role play?**

- Lack of self-confidence
- Fear of making mistakes
- Fear of negative evaluation

**Others, mention please.....**

**17- In your class, do you notice that practicing role play decrease the level of anxiety of your students?**

- Yes
- No

**If yes, say**

**how? .....**

....



**THE USE OF ROLE PLAY TO DECREASE ANXIETY**

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.....  
.....

**18- Besides role-play, what are the other strategies that you adopt to reduce anxiety in the class?**

- Working in small groups
- Topic discussion
- Oral presentation
- Games and quizzes

**19- As a teacher, what would you advice your students to overcome anxiety when they perform role plays?**

.....  
.....  
.....

**Thank you for your collaboration**