

**GAMIFICATION IN L2 COMMUNICATION:
CONDENSED GLOBAL SIMULATION AS A MEANS
OF ALLEVIATING STUDENT ANXIETY**

Claire Laigneau Griffin
Université de Nantes - INSPÉ site du Mans

Mots-clés

Communication en L2 - émotions - simulation globale - volonté de communication - ludification.

Keywords

L2 communication - emotions - global simulation - willingness to communicate - gamification.

Résumé

Le présent article revient sur une simulation globale (SG) condensée, mise en œuvre dans une classe de BTS en France en 2017. L'objectif principal de ce projet pédagogique était de comprendre l'impact de la ludification sur la « volonté de communication » d'un grand groupe d'apprenants. Nous cherchions des moyens d'atténuer l'impact de l'anxiété sur la communication en L2, celle-ci étant connue pour être inhibante lors des tâches de production et d'interaction orales. Nous sommes partis de l'hypothèse que la SG pouvait potentiellement aider les étudiants à se focaliser sur la situation plutôt que sur les enjeux de la prise de parole (stress, anxiété). L'utilisation d'un questionnaire post-séance a permis un décryptage de l'expérience pédagogique côté étudiant.

Abstract

This short paper looks back at a condensed global simulation (GS) conducted in a higher education English class in France in 2017. Our main objective was to try to understand the impact of gamification on Willingness to Communicate (WTC) in a large group. Anxiety is known to inhibit communication in second language learning and we were looking for ways to alleviate it. The global simulation was based on the hypothesis that it could potentially alleviate anxiousness by taking students' minds off the activity at hand and revitalizing communication dynamics. We invited students to answer a questionnaire in order to understand their perceptions of the GS and the impact that it had on their involvement in the project.

Introduction

Emotions play a key part in second (and foreign) language learning, facilitating or hindering how a student functions when it comes to communication processes (Boudreau, Macintyre & Dewaele, 2018: 150). In the case of higher education English classes taught in French upper secondary schools, students often have an audience of 30-35 students and communicating with and for one's peers can trigger feelings which interfere with the goal of achieving fluent communication. Anxiety in the foreign language classroom has been widely studied (Dewaele & MacIntyre, 2014; MacIntyre, 1999; Osboe et al., 2007). Like fear, anxiety can undermine language learning and efficiency due to issues of low self-esteem and tension among students or between students and teachers because these feelings tend to inhibit rather than facilitate communication.

As Dewaele (2019) reminds us, "Willingness to Communicate" (WTC) is not a new problem: it is part and parcel of the learning and teaching process. The main purpose of this short paper is to understand the effects of an action-based condensed GS on the participants' WTC. In this brief analysis, we ask whether this particular form of gamification can help higher education students to overcome their negative emotions by creating a fresh, stimulating environment in which they can progress more rapidly in their L2 oral tasks. We will explore the benefits and drawbacks of using a modern, highly-condensed form of GS with a large higher education class to unlock students' potential for speaking and interacting in the language course room. What impact did the GS have on students' WTC? What can students' perceptions of the activity teach us about how to support students and provide a secure learning environment in which spoken communication can flow more serenely?

1. From theory to practice

Speaking activities are a priority in English classes in France at every level of the school system and yet they can put pressure on students who are not quite ready to brush their notes aside or harness their emotions in a way which eases communication. The immediacy of interaction makes it challenging because there is

no time to perfect your message (Crosnier & Décuré, 2018: 1), unlike, for example, writing. Addressing an audience can also be stressful despite careful preparation. This area of research has been widely explored, and the literature provides teachers with an insight into learning processes, group dynamics (Dornyei & Murphey, 2003) and other aspects of speaking to and with others (Cicurel, 2011). So much is at stake when students take part in an oral task: self-esteem, self-image, fluency, accuracy, perception of others, status within the group, emotional responses (MacIntyre, 1999), past learner experiences, etc.

In the case of this specific study, we posited that with a large group of post-secondary students, a whole-class gamified speaking task would encourage participants to overcome anxiety and other inhibitors by getting them to focus on the game. This would also allow them to “forget” or lose sight of their difficulties, which might be psychological, social, communicational or linguistic. We did not choose to focus on what they said or how they said it because the aim of the project was to increase WTC and help students share talking time more evenly.

1.1 Global simulation

Global simulation was developed in the early 1970s and seems to have its roots in the Structuro-Global Audiovisual method (SGAV)¹ which relied heavily on visual stimuli, roleplays and dialogue. A GS is an invention or “collective creative project” (Caré & Debyser, 1995: 7) which seeks to create a “space-time continuum” through the use of scenery and setting, characters and events (8). Global simulations are usually learner-centered although condensed forms are pre-designed as far as the description of the situation or casting is concerned. Students interact in a given setting (cf. *L’immeuble*, *Îles*, *L’entreprise*), and improvise or script-write what they wish to say. A twenty-first century GS uses the concept of the space-time continuum but in an action-based, operative perspective where reality is tangible and believable. This is key to its success, since foreign language learning and teaching have been thoroughly transformed since the 1970s and learners are not necessarily comfortable with artificial situations which are not of their design and which are too far-removed from reality. In light of this evolution, we chose to try out a highly-condensed form of

¹ Cf. Bourguignon, C. (2005). *La démarche didactique en anglais. Du concours à la pratique*. Paris : Presses universitaires de France, pp. 25-31.

GS inspired by a recent event: the eruption of Mount Agung on the island of Bali. Caré and Debyser (1995: 5) recommend 20-100 hours for a whole GS project but this could obviously not be our goal here.

1.1.1. The learning context

The GS was organized with a class of 33 post-secondary students whose levels ranged from A2+ to C1 (CEFR). All students were studying two foreign languages as part of their technical diploma course in international trade². Motivation was not necessarily an obstacle since the students on this specific course show strong motivation for languages because they intend to work abroad. Their L2 competence is one of the key criteria which are taken into account during the selection process. We were hoping to support group dynamics and help students to develop a stronger sense of cohesion.

For the purposes of our analysis, we chose to film the GS using two different cameras and also made field notes during the event. We chose to rely on discreet observation and anonymous student questionnaires (cf. Appendix 1) in order to adjust and improve the project for the future.

2. The GS session

The GS took place on December 7, 2017 at the lycée Marguerite Yourcenar in Le Mans, France. It was a non-assessed, final task of a teaching unit on tourism designed as part of the second and final year of the English course for students studying International Trade in order to obtain a two-year technical diploma after secondary school education. The students were attending the higher education department of an upper secondary school (*lycée*). The experiment grew out of a number of observations in connection with students' WTC: we needed to weigh up the pros and cons of introducing a hitherto unseen approach with a view to encouraging risk-taking in all the participants and new patterns of communication with regard to dominant and dormant interlocutors in oral activities. Indeed, some students were over-reliant on others during speaking activities and group work and

² *BTS Commerce international à référentiel européen (CIRCE)*.

seemed quite withdrawn compared with other more self-confident, outgoing members of the class.

The learning environment seemed conducive to trying out a GS since we had access to two course rooms including a learning lab and the corridor and also the school's digital camera equipment. We rearranged the learning space so as to create an unfamiliar atmosphere using multimodal resources such as music, projected scenery and props to add an exotic feel to the event. The students seemed ready to jump in the deep-end: it was almost the end of the first semester so a new format provided a novel form of closure for the teaching unit and at the same time offered a taste of things to come as far as language communication was concerned. The aims of the GS were to boost students' confidence by helping them to forget that other people might be judging their language competence. In a crisis, people must rely on one another and show solidarity. The crisis scenario required students to be interdependent, find key factual information for decision-making purposes and also show support and provide feedback on the spot.

Summary of the GS	Mount Agung, on the island of Bali, has erupted, thus provoking a major crisis in the tourism sector. You have been summoned to attend an emergency meeting at the end of which the question of evacuating specific tourists will be negotiated.
Input	Teaching Unit about tourism and environmental changes on Bali + Press Review about the 2017 eruption of Mount Agung.
Other media	Backdrop of Mount Agung (projected photo). Balinese music played in the background.
Number of participants	33
Number of organizers	3
Number of mediators	5
Roles distributed beforehand	No
Information given about costumes and accessories beforehand	Yes
Total duration on the day	1'45 + debrief
Preparation required	Create the scenarios, design organization chart to show who's who, hand out information cards about costumes and accessories, install equipment, liaise with student teachers.
Feedback requested	Students were given a feedback form to fill out and return to their teacher (optional participation).

Crisis assembly members (roles)	Volcanologist - A.Vesuvio Firefighter in Chief - I Gusti Ayu Firefighter assistant - Wyan Balik Organizer and host - Ida Denpasar Secretary to Organizer - Anak Agung Istri Bali Tourism Board Representative - Ni Luh Hotel Manager - Anak Agung, Ida Ayu, Melanie Foster, Chloe Williams, Florian Grant Tourism Minister - Arief Yahya Youth Hostel Manager - Harry Deep Chief Executive <i>Hotel Chanin</i> in Bali - W. Balik Guided Tours Agent - Ms James Taxi Driver - Wayan Balik, Wayan Solo National Indonesian Politician - Joko Nidodo Mayor of Denpasar - Ida Mantra Local Elected Politician - Ida Balik Local Politician from Lombok - Wayan Lombok Bodygard - Rindoko Wingint Airport Manager Denpasar - P. Chambers Air Traffic Control Denpasar - Ms Tarragona TV crew - Anak Ayu Ayu, Joko Mathik Journalist, <i>Asia Today</i> - Charlotte Ling A & E Doctor - Dr Wulan Air New Zealand Pilot - Ms Wellington KLM Pilot - Ms Utrecht Journalist, <i>Bali Times</i> - Nyoman Winarta
--	---

The following SWOT analysis³ provides an overview of the situation in the run-up to the activity. The fact that two first-year Master's students had been working with the students as part of their teaching placement was a deciding factor. They had been taking sessions on the topic of tourism and took part in the preparation and delivery of the project. The apparent weaknesses and threats were outweighed by numerous strengths and opportunities, which motivated us to move into action.

³ See Tim Friesner's *History of Swot Analysis* at <https://www.marketingteacher.com/swot.htm>

<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • Large group of students used to communicating in different ways • Maturity • Number of willing students to take on key roles and assist with everyday organization • Presence in the school of two Master's students (teaching & education - English) • Students needed to break with routine • A change of scenery in the classroom & costumes and/or accessories could help students to focus on things outside themselves 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Characteristically, often the same students were willing to communicate while others relied on them - would this also happen during the event? • Several students relied heavily on their notes for speaking purposes - would it be possible to break the cycle? • We only had two hours in which to run the project before the Master's students went back to university
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • The students might perceive a connection between a global simulation and gamification in the workplace which is becoming more and more prevalent • Gamification can encourage students to look beyond the FL activity to communication practice in general 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • The GS might be interrupted or it might not flow • The pressure of the exam might distract students from engaging with the GS because it is a form of gamification

2.1. Observations: emotional responses during the activity

It was interesting to see and hear how students responded to a completely gamified session, particularly as none of them had ever previously taken part in a global simulation in a foreign language. Most students seemed to take the GS seriously and it did not take them very long to get into their roles. Discussions became gradually more heated and a few students tended to get carried away with what they were saying because they seemed to be enjoying a newly-found freedom of speech. Increased responsibility boosted key speakers' confidence which could be detected in their posture: one of the politicians stood really tall and upright, which seemed to help her to find her words.

Several students had flushed faces due to their involvement and excitement, while a minority of students took a back seat and seemed to be watching their peers as they gradually mutated into VIPs. Faces were beaming, mediators were mediating,

carefully trying not to interrupt the flow of communication when they chaperoned people in and out of the crisis room. Bit by bit, most participants appeared to have forgotten that they were speaking English in the course room and they no longer seemed to care about what others would think of their language skills. They were part of the game; they were someone else with a mission. It was as if the GS had brought them a form of relief from routine activities. This led to a new lease of energy and it was obvious that something was happening in the FL course room.

2.1.1. Observations: impact on WTC seen from a student and a teacher perspective

When asked for individual feedback (cf. questionnaire, Appendix 1) after completion of the GS, students pinpointed several positive outcomes: it was “a fun activity”, more fun than they had anticipated; their spoken English was “more fluent” and they felt “more self-confident”; it enabled participants to improve their speaking skills “without thinking too hard”. On the other hand, some thought it needed to be longer so that they could really get into the role. The Table below provides a summary of students’ discourse about how they perceived the GS. It draws on feedback provided by students who responded to an anonymous questionnaire individually or in twos (12 questionnaires retrieved).

Weaknesses of the GS	Benefits of the GS
<p>Uneven impact on participation, possible dispersal, uneven communication, too short, students with strong personalities can be overpowering, perhaps limit each student’s speaking time, improve casting, split the class into two groups.</p>	<p>Fun, don’t have the impression that you’re working, encouraged by the group dynamics, you can go beyond your limits, less shy, learning, driven to participate (momentum), feel useful, fun activity, interesting, dynamic, spontaneous speaking, fluency, confidence, original, solidarity, spirit of gamification, freedom of speech, improvisation, speaking with others, students can let go, well-organized, different learning format, amazing experience, joy, laughter, joyous and relaxed atmosphere, we can speak English, cohesion, feel proud to speak in front of all our peers, listen to one another, team spirit, feeling of completion / culmination, see people in a different light, everyone was equal</p>

	because they couldn't prepare their role beforehand, cooperation , enriching.
--	--

Some students explained that what helped them to feel more involved in the activity was the fact that they were not speaking in their own name, but in their character's name. Group cohesion also enabled them to let go of their fear of speaking in front of the whole class. These young adults are well aware of the impact of their own anxiety which usually inhibits them:

Personally, I'm not at all comfortable with improvisation. Unprepared speaking activities or speeches make me feel anxious. In the course of the global simulation, I gradually managed to find my feet thanks to the role I played and I also managed to organise what I wanted to say throughout. I now use this experience in other classes and it really helps.

Another student said that his/her stress levels had gone down since the activity when he/she has to speak in front of a large group of students.

From the teacher's perspective, the GS enabled students to break the cycle as far as usual interaction patterns are concerned. Indeed, students often feel comfortable when they can communicate with their usual partners and it takes a lot to encourage them to mingle. The GS shuffled the cards, which meant that they had to work with new partners and with everyone. In that respect, students were taken out of their comfort zone and into a new format where they could forge a new identity and discover people they barely worked with on a daily basis. Although WTC increased during the session, which is confirmed by student feedback, we still need to provide extra support for those students whose participation remains peripheral and whose emotions still get in the way of spontaneous communication in the FL classroom.

3. Conclusion

The present study showed that if it was worthwhile setting up the GS experiment with a large group of higher education students insofar as it fostered enjoyment and involvement in spoken communication, both addressing an audience and speaking in interaction, it did not solve the problem of peripheral participation on the edge of the L2 learner experience. Indeed, the detailed feedback from the students indicates that even if WTC was enhanced by the unfamiliar activity of gamification through roleplay, which encouraged many students to get involved and overcome their anxiety, a few students remained in the background in spite of the new group dynamic.

Solidarity and cooperation boosted a majority of the participants, giving rise to increased WTC, but it may have excluded a small minority of more reserved students whose anxiety levels were higher. This study is very small-scale and empirical, our main objective being to explore and assess what was at stake before, during and after the GS event and decide how effective this pedagogical format can be today in the post-secondary FL course room. In retrospect, we can clearly say that this GS was an effective and original way to breathe new life into oral activities, despite the fact that some students remained on the edge of things for a number of internal and external reasons. It would be interesting to include a small number of different variables in a comparative study between a GS and an escape game in order to see whether the latter can alleviate this perennial problem.

Appendices

Appendix 1. Anonymous student questionnaire.

1. How would you define a global simulation?
2. Had you ever taken part in a GS before?
 YES NO If your answer was YES, please develop.
3. What did you think a GS would be like before you took part in it from start to finish?
4. Now that you have experienced a GS, what do you think of it?
(short answers requested here)
5. Could you tell us about the impact that this learning experiment has had on your English?
6. Could you tell us about the impact that the experiment has had on you generally?
(please write longer answers here and give specific examples)
7. In your opinion, what would you say the strengths or benefits of the GS were?
8. Again, in your opinion, what weaknesses do you think global simulations have?
9. How could this activity be improved?
10. Would you recommend global simulations to other students? YES NO
In either case, please justify your answer.
11. You are welcome to share any further observations and suggestions in this section.

Thank you for your feedback!

Appendix 2. List of roles and role card descriptions.

Role	Name
1. Volcanologist Accessories: glasses, tablet, Slideshow with maps of the ash clouds	A. Vesuvio
2. Firefighter in chief Accessories: cap with rim, yellow sticky tape to put round arms, black boots with laces	I Gusti Ayu
3. Firefighter (assistant) Accessories: cap with rim, yellow sticky tape to put round arms, black boots with laces	Wayan Balik
4. Tourism Minister Accessories: folder, tie, jacket, ring	A. Bamya
5. Bali Tourism Board representative Accessories: silk scarf/pashmina	Ni Luh
6. Hotel Manager 1 Hotel in Ubud Accessories: shirt and tie, folder, pen	Anak Agung
7. Hotel Manager 2 Hotel in Denpasar Accessories: jacket, bangles, diary	Ida Ayu
8. Hotel Manager 3 Hotel on Kuta Beach Accessories: silk scarf, big necklace, nail polish, sunglasses	Melanie Foster
9. Hotel Manager 4 Small hotel in Ubud Accessories: silk scarf, big necklace, nail polish, sunglasses	Chloe Williams
10. Hotel Manager 5 Large luxury hotel on Kuta beach Accessories: big sunglasses, cool clothes, cap...	Florian Grant
11. Youth Hostel Director Denpasar	Harry Deep
12. Guided tours agent	Ms James
13. Taxi driver 1 Accessories: cap, tee-shirt	Wayan Solo
14. Taxi driver 2 Accessories: cap, tee-shirt	Wayan Balik
15. A & E doctor from the local hospital in Denpasar Accessories: stethoscope and doctor's bag if possible (even toy)	Dr Wulan

16. Mayor of Denpasar	Ida Balik
17. Local elected politician	Ida Ubud
18. National Indonesian politician who arrives from Java	Joko Kalla
19. National politician's assistant - they arrive together with a bodyguard	Joko Sufano
20. National politician's bodyguard Accessories: suit, sunglasses, Bluetooth, belt, phone	Rindoko Wingit
21. Local politician from the neighbouring island of Lombok who is concerned about the risks Accessories: if possible an ikat dress or Indonesian-style dress.	Wayan Lombok
22. Journalist from the <i>Bali Times</i> Accessories: notepad, pencil, camera, sunglasses...	Nyoman Winarta
23. Journalist from the Singapore newspaper <i>Asia Today</i> Accessories: notepad, pencil, camera, sunglasses...	Charlotte Ling
24. Australian Ambassador Accessories: very well dressed. Long coat.	Haley Sydney
25. German Ambassador Accessories: very well dressed. Long coat.	Louisa Schmidt
26. Chief executive of a hotel chain in Bali	Siam Balik
27. Airport Manager in Denpasar Accessories: smart clothes, formal, pen and pad.	Pauline Chambers
28. Pilot for KLM Accessories: smart, official.	Ms Utrecht
29. Pilot for Air New Zealand Accessories: smart, official.	Ms Wellington
30. Air Traffic Control Denpasar Accessories: smart, official.	MsTarragona
31. Television crew ok Accessories: camera, cool clothes.	Joko Mathik
32. Television crew Accessories: smart, official.	Anak Ayu Ayu
33. Organizer and host Accessories: formal but trendy clothes.	Ida Denpasar
34. Secretary to Organizer Accessories: very smart clothes; hair tied up; high-heeled shoes?	Anak Agung Istri
<p style="text-align: center;">1</p> <p style="text-align: center;">Volcanologist</p> <p><i>The last time Mount Agung erupted was in 1963. More than 1,000 people lost their lives.</i></p> <p><i>The evacuated area could be totally</i></p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Firefighter in chief</p> <p>You are the firefighter in chief on Bali and you and your colleague arrive 15 minutes after the start of the meeting with urgent recommendations to communicate to the local</p>

<p><i>devastated by this. It is a young active volcano, and it has a long history of repeated explosive eruptions. It is the sort of volcano that probably erupts once every hundred years or so.</i></p> <p><i>Signals picked up by those monitoring the volcano, including changing patterns in the frequency and intensity of earthquakes beneath it, have suggested since September that an eruption is brewing, and evacuations were also carried out then.</i></p> <p><i>The last eruption, which began in February 1963, involved about a month of small explosions, ash emissions, lava flows and mudflows. The big explosions, including pyroclastic flows (superheated and fast-flowing currents of gas and rock), came later, in March and May, with activity lasting nearly a year.</i></p> <p><i>Predicting what happens next is largely based on what a particular volcano has done before. We have data from only one recent eruption, so for now we are assuming the activity is likely to follow a similar pattern.</i></p> <p><i>Although mudflows and falling ash are hazardous, the biggest threat to humans would come from pyroclastic flows which can travel at 70 miles per hour. The likelihood of pyroclastic flows occurring depends on how the column of ash develops.</i></p> <p><i>If the ash just settles out of the sky, depending on how thick the ashfall is, you can kill crops or collapse roofs of buildings and so on. But if the rising column gets too heavy to support itself and it collapses, that will produce a pyroclastic flow, rushing down the sides of the volcano. Pyroclastic flows are absolutely deadly. They are hot ... and they are very, very destructive.</i></p> <p>Source: https://www.theguardian.com/world/2017/nov/27/mount-agung-how-dangerous-is-the-bali-volcano</p>	<p>authorities and hotel managers.</p> <p>If the volcano spews pyroclastic flows, all tourists and locals must be evacuated.</p> <p>You insist on the dangers of pyroclastic flows - they are deadly and can travel at 70 mph.</p> <p>No one should stay behind. All foreign citizens should be taken to Denpasar airport. Don't try to climb to the tops of buildings because the fire risk is too high.</p> <p>You will be inspecting local hotels to check that they conform to the national safety regulations.</p> <p>You take questions.</p> <p>You ask your colleague to corroborate what you say. "My colleague..." "As my colleague just said..."</p> <p>You reassure the audience and take people's questions.</p>
<p style="text-align: center;">3</p> <p>Firefighter in chief's colleague/assistant</p> <p>You are the firefighter in chief's assistant on Bali and you and your superior arrive 15 minutes after the start of the meeting with urgent recommendations to communicate to the local authorities and hotel managers.</p> <p>If the volcano spews pyroclastic flows, all</p>	<p style="text-align: center;">4</p> <p>Tourism Minister</p> <p>You arrive from Jakarta. You are Indonesia's Tourism Minister, A. Bamyra and you call on hotels in Bali to offer discounts to travelers who are stuck there due to the eruption of Mt Agung. You respond to any questions related to tourism.</p> <p>I entrust that you will... I call upon you to + V</p>

<p>tourists and locals must be evacuated.</p> <p>You insist on the dangers of pyroclastic flows - they are deadly and can travel at 70 mph.</p> <p>No one should stay behind. All foreign citizens should be taken to Denpasar airport. Don't try to climb to the tops of buildings because the fire risk is too high.</p> <p>You will be inspecting local hotels to check that they conform to the national safety regulations.</p> <p>You and the firefighter in chief take questions.</p> <p>You support what she says. “As the firefighter in chief just said...”</p>	<p>DEVELOP</p> <p style="text-align: center;">channelnewsasia.com</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">Bali Tourism Board Representative</p> <p>You work for the Bali Tourism Board and you are very concerned about the situation on Bali. You need to know when to evacuate tourists.</p> <p>You ask the volcanologist how hard it is to predict an eruption. How sure can we be? What threat does the volcano pose? Ask any more questions that you can think of in connection with your role.</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">Hotel Manager 1/6 Hotel in Ubud</p> <p>100 tourists</p> <p>You run a hotel in Ubud (you are Balinese) and you are concerned about the well-being of your clients. You ask the volcanologist, the local authorities and the firefighter for information about the situation. You want to negotiate a quick departure for your foreign clients at the hotel who should leave Bali as soon as possible. You must negotiate with the authorities and the local airline companies (pilots and airport manager).</p> <p>Request for information + modals + need to know + like to know + it is crucial that + S + V</p>
<p style="text-align: center;">7</p> <p style="text-align: center;">Hotel Manager 1/6 Hotel in Denpasar</p> <p>100 tourists</p> <p>You run a hotel in Denpasar (you are Balinese) and you are concerned about the well-being of your clients. You ask the volcanologist, the local authorities and the firefighter for information about the situation. You want to negotiate a quick departure for your foreign clients at the hotel who should leave Bali as soon as possible. You must negotiate with the authorities and the local airline companies (pilots and airport manager).</p> <p>Request for information + modals + need to know + like to know + it is crucial that + S + V Opinion - negotiation</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">Hotel Manager 1/6 Hotel in Kuta Beach</p> <p>100 tourists</p> <p>You run a hotel in Kuta Beach (you are Australian) and you are concerned about the well-being of your clients. You ask the volcanologist, the local authorities and the firefighter for information about the situation. You want to negotiate a quick departure for your foreign clients at the hotel who should leave Bali as soon as possible. You must negotiate with the authorities and the local airline companies (pilots and airport manager).</p> <p>Request for information + modals + need to know + like to know + it is crucial that + S + V Opinion - negotiation</p>

<p style="text-align: center;">9</p> <p>50 tourists You run a small hotel in Ubud (you are British) and you are concerned about the well-being of your clients. You ask the volcanologist, the local authorities and the firefighters for information about the situation. You want to negotiate a quick departure for your foreign clients at the hotel who should leave Bali as soon as possible. You must negotiate with the authorities and the local airline companies (pilots and airport manager). Request for information + modals + need to know + like to know + it is crucial that + S + V Opinion - negotiation</p>	<p style="text-align: center;">10</p> <p>100 tourists You run a large luxury hotel in Ubud (you are British) and you are concerned about the well-being of your clients. You ask the volcanologist, the local authorities and the firefighters for information about the situation. You want to negotiate a quick departure for your foreign clients at the hotel who should leave Bali as soon as possible. You must negotiate with the authorities and the local airline companies (pilots and airport manager). In your hotel you have Hugh Jackman and he is a priority. Request for information + modals + need to know + like to know + it is crucial that + S + V Opinion - negotiation</p>
<p style="text-align: center;">11 Youth Hostel Director</p> <p>50 tourists You run a small youth hostel with lots of backpackers on holidays on their way to Australia and other Pacific places. You are concerned with the well-being of your clients. You ask the volcanologist, the local authorities and the firefighters for information about the situation. You want to evacuate clients who wish to go but you are a bit worried about losing clients as you run a cheap budget hotel. You ask local politicians and the Bali Tourism board if there will be any measures to help local business if tourists are evacuated, and what to expect from the future. Request for information + modals + need to know + like to know + it is crucial that + S + V Opinion – negotiation Accessories: laid back clothing, sunglasses.</p>	<p style="text-align: center;">12</p> <p>You are a guided tours agent in Bali. You are concerned with the well-being of your clients. However, you are also worried about your business. You ask the volcanologist, the local authorities and the fire fighters for information about the situation and how dangerous it is. You ask the Tourism board how they are planning on dealing with the tourists in the future as your entire business relies on tourists. You are worried and enquire vividly about vital information to the national Indonesian politician. You ask the ambassadors (German & Australian) how they see the future for tourists of their countries in Bali and their plans for the future, because you need to ensure a healthy future for your guided tours business. Request for information + modals + need to know + like to know + it is crucial that + S + V Opinion – negotiation</p>
<p style="text-align: center;">13 Taxi driver on Bali</p> <p>You are a taxi driver on Bali. You are concerned with the well-being of your clients. You ask the volcanologist, the local authorities and the firefighters for information about the situation. You ask the airport manager if your help is required in order to evacuate tourists to the airport and Balinese people as well. You ask the tourism board what is going to happen next for you and for the tourism industry.</p>	<p style="text-align: center;">14 Taxi driver on Bali</p> <p>You are a taxi driver on the island of Bali. You are concerned with the well-being of your clients. You ask the volcanologist, the local authorities and the firefighters for information about the situation. You ask the airport manager if your help is required in order to evacuate tourists to the airport. You also ask the local authorities what is the future for the tourism industry because you rely heavily on tourists in order to make a living and are a bit worried about all the tourists leaving the island or cancelling their holidays. You ask the hotel managers if they want to coordinate help together.</p>
<p style="text-align: center;">15 A & E doctor from the local hospital in Denpasar</p> <p>You are a local emergency doctor and you are concerned about the number of cases of respiratory problems including asthma and shortness of breath. You insist that all tourists</p>	<p style="text-align: center;">16 Mayor of Denpasar</p> <p>You will be called to make a short speech about Bali. You want to remind people that the Balinese have to stay strong in this difficult time and that you love your island.</p>

<p>should be evacuated as soon as possible but that also aid should be flown in from Australia (talk to the Australian ambassador) and the sick should be transferred to Java by helicopter.</p>	<p>Afterwards you will have to negotiate with several protagonists (airport manager, hotel managers) in order to evacuate the tourists. You need to think of a way to get the tourists to the airport.</p>
<p style="text-align: center;">17 Locally-elected politician</p> <p>You will be called to make a short speech about Bali. You want to show people that the situation is under control, that the mayor and you will be monitoring the situation. Afterwards you will have to negotiate with several protagonists (airport manager, hotel managers) in order to evacuate the tourists. You need to think of a way to bring the tourists to the airport.</p>	<p style="text-align: center;">18 National politician</p> <p>You are a national Indonesian politician and you arrive 20 minutes after the start of the meeting with your assistant and bodyguard. You make a speech about how important it is to prevent a national disaster and insist that the airport management must make arrangements for rapid evacuation of all customers. Your assistant then ask the firefighters about measures to protect the local population. The TV crew and journalists take lots of photos of you while you give your speech.</p>
<p style="text-align: center;">19 National politician's assistant</p> <p>You are a national Indonesian politician's assistant and you arrive 20 minutes after the start of the meeting with a bodyguard. The national politician makes a speech about how important it is to prevent a national disaster and insist that the airport management must make arrangements for rapid evacuation of all customers. You then ask the firefighters about measures to protect the local population. The TV crew and journalists take lots of photos of you while you ask your questions.</p>	<p style="text-align: center;">20 National politician's bodyguard</p> <p>You are a national politician's bodyguard and it is your job to protect him at all times during his trip to Bali. You ask him if he is okay, but you don't have a talking role. You can still invent your role and adjust to the unfolding action. Use your body to express your state of mind. You are defensive.</p>
<p style="text-align: center;">21 Local politician from the neighboring island of Lombok</p> <p>You are concerned about how your island and its people are going to be affected by the volcanic activity on Mount Agung. You ask the volcanologist and the Balinese politicians for an explanation.</p>	<p style="text-align: center;">22 Journalist from the <i>Bali Times</i></p> <p>You cover the event, take photos and interview people as often as you can. You interrupt speeches and ask questions. Accessories: notepad, pencil, camera, jeans and sunglasses.</p>
<p style="text-align: center;">23 Journalist from the Singapore newspaper <i>Asia Today</i></p> <p>You cover the event, take photos and interview people as often as you can. You interrupt speeches and ask questions. Accessories: notepad, pencil, camera, jeans and sunglasses.</p>	<p style="text-align: center;">24 Australian Ambassador</p> <p>You give a short speech showing support for your Balinese counterparts, the local population etc. You insist on how important it is to take good care of Australian nationals whose regular visits to Bali are key to the island's wealth and success. You also offer your country's assistance if the Balinese require logistic aid. However, you will only do that if Hugh Jackman is on a plane.</p>
<p style="text-align: center;">25 German Ambassador</p> <p>You give a short speech showing support for</p>	<p style="text-align: center;">26 CEO of a chain of hotels in Bali</p> <p>You run a hotel chain in Bali (you are Balinese)</p>

<p>your Balinese counterparts, the local population etc. You insist on how important it is to take good care of German nationals whose regular visits to Bali are key to the island's wealth and success. You also offer your country's assistance if the Balinese require logistic aid.</p>	<p>and you are concerned about the well-being of your clients. You ask the volcanologist, the local authorities and the firefighter for information about the situation. You want to negotiate a quick departure for your foreign clients at the hotel who should leave Bali as soon as possible. You must negotiate with the authorities and the local airline companies (pilots and airport manager).</p> <p>Request for information + modals + need to know + like to know + it is crucial that + S + V</p> <p>Opinion - negotiation</p>
<p style="text-align: center;">27</p> <p style="text-align: center;">Airport Manager in Denpasar</p> <p>You discuss evacuating tourists with the hotel managers and local politicians and the tourist board. You insist that it will be difficult to evacuate all foreigners in 48 hours. You liaise with the pilots and air traffic control.</p> <p>You must reach a decision and announce it. News come through that an extra plane has become available. You inform everyone.</p>	<p style="text-align: center;">28</p> <p style="text-align: center;">Pilot for KLM</p> <p>You have an Airbus A320 with 150 seats. You can't take more than 150 passengers because it will not be safe.</p> <p>You discuss the risks of evacuating foreign tourists and liaise with the airport manager, the other pilot and air traffic control. You defend your profession and explain how difficult it is to fly when the visibility is affected by ash clouds.</p>
<p style="text-align: center;">29</p> <p style="text-align: center;">Pilot for Air New Zealand</p> <p>You have an Airbus A320 with 150 seats. You can't take more than 150 passengers because it will not be safe.</p> <p>You discuss the risks of evacuating foreign tourists and liaise with the airport manager, the other pilot and air traffic control. You defend your profession and explain how difficult it is to fly when the visibility is affected by ash clouds.</p>	<p style="text-align: center;">30</p> <p style="text-align: center;">Air Traffic Control, Denpasar</p> <p>You liaise with the Airport Manager and the pilots in order to reach a decision and announce how tourists will be evacuated. You are a key actor in this negotiation!!</p>
<p style="text-align: center;">31</p> <p style="text-align: center;">National Television Crew</p> <p>You come to Bali from Jakarta to film the emergency meeting with a colleague. You film the event and take photographs for the <i>Jakarta Post</i>. You ask the national politicians if you can take a selfie with them.</p>	<p style="text-align: center;">32</p> <p style="text-align: center;">National Television Crew</p> <p>You come to Bali from Jakarta to film the emergency meeting with a colleague. You film the event and take photographs for the <i>Jakarta Post</i>. You ask people if it is okay to film them or take photos of them.</p>
<p style="text-align: center;">33</p> <p style="text-align: center;">Organizer and host</p> <p>You have organized this emergency meeting and welcome everyone to Ubud. You must deal with new arrivals and make sure you give each newcomer a warm welcome. There will be ambassadors and politicians, with their assistants and also a bodyguard. You will need to ask questions to structure the talk and also get people to talk about their concerns or provide key information (volcanologist, firefighters, etc.).</p> <p>If the TV crew get in the way, ask them to move or stop filming during a tense debate or negotiation. The aim of the meeting is to assess whether or not to evacuate. The volcanologist will tell you that it is imperative and urgent. So then you need to get the hotel managers to organize the evacuation of their clients with the airport and the tourist board.</p> <p>Schedule:</p> <ol style="list-style-type: none"> 1. You welcome everyone and make an introductory speech 2. You invite the local politicians to give a short speech about Bali. 3. You ask whether or not you will need to evacuate tourists. Invite the volcanologist to give his talk. 	

4. Following the volcanologist's speech, you inform the hotel managers that they will have to negotiate with the airport and the tourist board for the rapid evacuation of all their clients. **BUT there are only two planes available at the moment.**
5. In the middle of negotiations, the firefighters arrive. They insist on the risks and announce that they will be inspecting all the hotels in the area. They reassure the audience and **take questions.**
6. People are beginning to get worried when the national politicians arrive together with a bodyguard. They make a speech about how important it is to prevent a national disaster and insist that the airport management must make arrangements for rapid evacuation of all customers. They then ask the firefighters about measures to protect the local population.
7. Airport managers and politicians discuss arrangements.
8. The German and Australian Ambassadors give a short speech showing support for their Balinese counterparts, the local population etc. They insist on how important it is to take good care of their nationals and they also offer their country's assistance if the Balinese require logistic aid.
9. The Airport manager announces the evacuation plan as far as the airport is concerned.
News comes through that there is an extra plane available.

The organizer together with the local politicians round up the meeting and everyone leaves after a group photo (journalists and TV crew).

34

Secretary to the organizer

You bring people in and see them out and you also show them to their seats. You liaise with the organizer and assist her (**see organizer's schedule**).

Bibliographie

- Bombardieri, B., Brochard, P. & Henry, J.-B. (1996). *L'entreprise*. Paris : Hachette FLE, collection simulations globales.
- Boudreau, C., MacIntyre, P., & Dewaele, J.-M. (2018). *Enjoyment and anxiety in second language communication: An idiodynamic approach. Studies in Second Language Learning and Teaching, 1*. Kalisz.
DOI: 10.14746/ssl.2018.8.1.7.
- Bourguignon, C. (2005. 2016 2e édition). *La démarche didactique en anglais. Du concours à la pratique*. Paris : PUF.
- Caré, J.-M., & Debyser, F. [1995]. *Simulations globales*. Paris: CIEP. [Online].
<https://www.ciep.fr/sources/memoire-du-belc/docs/simulations-globales/files/assets/basic-html/index.html#1>.
- Caré, J.-M., Yaiche, F., & Estrade, C. (1997). *Îles*. Paris : CIEP.
- Cicurel, F. (2011). De l'analyse des interactions en classe de langue à l'agir professoral : une recherche entre linguistique interactionnelle, didactique et théories de l'action, *Pratiques* [En ligne].
<http://journals.openedition.org/pratiques/1693>.
DOI : 10.4000/pratiques.1693.
- Common European Framework of Reference for Languages*. (2001). Council of Europe.
- Crosnier, E. & Decuré, N.. (2018). Parler ou ne rien dire : La prise de parole en classe d'anglais Lansad. In *Les Cahiers de l'Acedle*, Recherches en didactiques des langues et des cultures, 15(2).
DOI: 10.4000/rdlc.3062 Accessed 30 April 2019..
- Debyser, F. & Yaiche, F. (1986). *L'immeuble*. Paris : Hachette.
- Dewaele, J.-M. (2019). The effect of classroom emotions, attitudes toward English, and teacher behavior on Willingness to Communicate among English foreign language learners. *Journal of Language and Social Psychology*.
DOI: 10.1177/0261927X19864996.
- Dewaele, J.-M. & MacIntyre, P.D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching, 4*, 237-274.
DOI: 10.14746/ssl.2014.4.2.5.
- Dornyei, Z. & Murphey, T. (2003). *Group Dynamics in the Language Classroom*. Cambridge : Cambridge University Press.

Friesner, T. (2011). *History of SWOT analysis. Marketing Teacher, 2000-2010.* <https://www.marketingteacher.com/swot.htm> Accessed July 7 2019.

MacIntyre, P.D. (1999). Language anxiety: A review of the research for language teachers. In : D.J. Young (Ed.), *Affect in foreign language and second language teaching: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 24-45). Boston : McGraw-Hill.

Osboe, S., Fujimura, T. & Hirschel, R. (2007). Student confidence and anxiety in L2 speaking activities. *Proceedings of the Independent Learning Association 2007 Japan Conference: Exploring theory, enhancing practice: Autonomy across the disciplines.* Kanda University of International Studies, Chiba, Japan, October 2007. DOI: 10.4000/rdlc.3062.

Les simulations globales (2011). CASNAV de l'académie de Grenoble. [Online article]. Accessed September 2017 at:

[http://www.ac-grenoble.fr/casnav/accueil/enseigner-FLE-FLS/index.php?post/2011/02/14/Les-simulations-globales.](http://www.ac-grenoble.fr/casnav/accueil/enseigner-FLE-FLS/index.php?post/2011/02/14/Les-simulations-globales)

Yaiche, F. (1996). *Les simulations globales, mode d'emploi.* Hachette : FLE, collection simulations globales (niveau perfectionnement).