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The Effectiveness of Icebreaker Activities to Enhance Students' Speaking Skill: A Case Study of Second Year English Students at Yahia Fares University of Medea

Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in Applied Linguistics

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Dedication

To my mother and father,

I must express enormous gratitude to you for your sacrifice to give me a great education, your unstinting support, endless love and continuous prayers. My objective is to always make you proud of me, and this work is the least I could do.

To my sisters and in-laws,

Your wishes to see me in higher ranks have always been the source of my resolve; I really appreciate your sympathy and encouragement.

To my teachers and best friends,

I owe a lot to my teachers and best friends for always leaving me optimistic and motivated. Thanks for your patience in all these years.

To my partner "Chaimaa Hadibi"

I am grateful for the continued cooperation we shared throughout this adventure. I hope one day, we reap the rewards of our hard work.

Sara

Dedication

To my father for his endless support,

To my mother for her priceless guidance in all life matters,

To my sisters for their unconditional love and constant encouragement,

To my teachers and friends for being such a source of inspiration to never stop pursuing knowledge,

To my partner "Sara Ghreibi" with whom I shared this modest experience,

To you readers,

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Abstract

Students encounter many difficulties throughout their journey to master a foreign language. This calls teachers into action to seek new teaching strategies and approaches. The current research attempted to investigate the effectiveness of an icebreaker-based approach to enhance Algerian EFL students' speaking skill. Therefore, a case study was carried out with second-year students at the Department of English, Yahia Fares University, Medea. This survey used a mixed method to collect and describe the data. Two groups were tested before and after using icebreaker activities while learning to speak English. Each group was investigated separately to guarantee a spontaneous performance and reliable results. The findings revealed significant differences in informants' motivation and interaction when using warm up activities in the classroom. The participants showed remarkable enthusiasm when learning to speak after the use of icebreakers. As a conclusion, icebreakers have been proved to be an effective tool that inspires students who are disinterested in learning English in general and speaking skill in particular. They create a collaborative, interactive learning environment that requires the active, rather than passive, participation of students.

Keywords: Icebreaker activities, speaking skill, interaction, motivation.

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List of Abbreviations

EFL: English as a Foreign Language.

ESL:English as a Second Language.

LMD: License-Master-Doctorat.

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General Introduction

1. Introduction

The teaching learning process is not just about filling students' minds with facts. However, the value of educational process lies in the training of the mind how to think creatively. Instructors often rely on traditional methods of teaching, such as repetitious drills and other non-productive tasks to teach a foreign language. These methods turn out to be ineffective especially when teaching productive skills such as speaking and writing, as they do not support students' motivation and willingness to learn.

As far as looking for alternatives to support students' learning and motivation, it is concluded that the use of icebreaker activities is a topic commonly mentioned in methodologies suggested for English classes. Yet, it has not been given enough importance as compared to other stages or phases of classes such as practice, students' production or presentations (Velandia, 2008). Besides, the teacher-centered approach that is adopted by most teachers does not make the students eager to be involved in the learning process each time.

Icebreakers set the tone of the lesson and get students to begin thinking and focusing on English in use, they also provide a transition into the topic and create curiosity among students through bringing variation in class activity. Therefore, icebreakers create an environment that is not only fun, but allow learners to be energized and motivated at the same time (Pack, 2015).

2. Statement of the Problem

Classroom management is an essential skill for teaching-learning process. The teacher has a crucial role in directing the students' activities to achieve the learning goals. However, teachers usually complain about students' low attention span, which varies according to several factors such as the use of inappropriate learning activities. Students participate and learn more when they are part of the learning process. Therefore, a teacher must be able to create an effective leaning atmosphere through designing interesting materials and techniques such as 'icebreaker activities'.

Algerian EFL teachers' failure to break the ice among students in speaking classes has become a critical issue. Considering that learning the speaking skill is one of the

most important aspects of learning a second or foreign language, and success is measured based on the ability to perform a conversation in the language (Nunan, 1991). Thus, EFL students in the Algerian universities need more consideration in order to overcome the factors that hinder them from speaking in class such as: shyness, lack of motivation and boredom.

3. Significance of the Study

Many researches that cover the aspects of teaching and learning English have concentrated on the use of humor to make learning enjoyable. But, a small bulk of research has been conducted on the effectiveness of icebreaker activities to foster speaking skill.

The originality of this study drives from the fact that it would seem to be among the first attempts to deal with this particular topic in the Algerian context. In this regard, the benefits expected from this research cut cross different aspects as follow:

- For English teachers, this research could add insight and novelty to the teaching process as well as an alternative solution for learners' law ability in speaking, also to mark the speaking class more enjoyable.
- For English learners, the results of this study could increase their motivation to engage more in class. Thus, enhancing their speaking skill.
- For other researchers, this study provides an additional data source for further research on this particular topic.

4. Aim of the Study

This study highlights different positive dimensions of using icebreaker activities and their effect in improving second year EFL learners' speaking skill at Medea University. It admits the fact that students need to enjoy learning progress and feel more comfortable with each other and be more energized in formal situations. Further, it attests the effectiveness of icebreaker activities as a pedagogical strategy through investigating their effect on the speaking skill.

5. Research Questions and Hypotheses

This research was built upon the following questions:

- Is speaking the most important skill in an EFL learning process?
- What obstacles hinder EFL learners from speaking?
- Do icebreakers affect EFL students' speaking skill?
- How icebreakers enhance EFL students' speaking skill?
- Is any sort of icebreaker effective in improving the speaking skill?

Based on our observation, questionnaires, and the aims of this research, we seek to investigate the following hypotheses.

- Speaking could be the most important skill in an EFL classroom.
- EFL learners could hesitate to speak in class due to many difficulties, mainly shyness, lack of motivation, and fear of making mistakes.
- Icebreakers could enhance the speaking skills.
- Icebreakers are considered as "interaction activities", through interaction EFL learners could learn to speak more actively and enjoyably.
- Not any sort of icebreaker could be effective in improving the speaking skill; there could be some criteria and techniques for effective icebreakers.

6. Research Methodology

This research uses a mixed-method methodology in which the researchers integrated both qualitative and quantitative methodologies to create a rich picture about the topic. The current study went through two phases. The researchers initiated the process by conducting an observation, then, they sent questionnaires to both students and teachers. The observation enabled the researchers to elucidate how icebreakers affect speaking skill, while the questionnaires provided the necessary information about the participants' perspectives on the topic. Regarding sampling, this study observed a sample of forty-six (46) students, from which thirty-eight (38) answered the questionnaire. The participants were second year LMD students and nine (09) teachers at the Department of English, Yahia Fares University of Medea.

7. Limitations of the Study

This research has some potential limitations. First, the process took so much time because of the university's measures against the pandemic (COVID-19) based on which students were divided into groups in order to study in turns according to their levels. This study required the use of both an online survey and a class observation. Both instruments took quite a long time to do, especially conducting the observation, which was a hard task to accomplish due to the pandemic. Second, there were issues with sampling and selection. This research attempted to show results on first year LMD students, yet due to their unfamiliarity with methodological tools such as questionnaires. The researchers shifted the sample to second year LMD students for more accurate results. Lastly, the researchers encountered some data collection issues because of the lack of previous research studies on the topic.

8. Structure of the Study

This research consists of two chapters. The first chapter is devoted to the literature review that outlines both the nature of speaking, and icebreakers. It defines speaking, and states types, functions, components, and scoring of the speaking skill. In addition, it highlights the importance of speaking and suggests a set of principles for designing creative speaking techniques. In a later section, besides defining icebreakers, it presents criteria of a good icebreaker, and techniques of using icebreaker activities. Furthermore, it accentuates the purpose of using icebreakers and the strengths of implementing such activities.

The second chapter presents the research design, population and sampling, and data collection tools. It explains in detail the data collected from both the questionnaires and the observation conducted. It displays the results, and finally analyzes and discusses them. Eventually, it proves the effectiveness of icebreaker activities on the EFL students' speaking skill.

Chapter One

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1.1. Introduction

Students' involvement is a key factor in English teaching and learning process. One of the elements needed in class for a good teaching and learning is engagement. The latter refers to the degree of attention, curiosity, and emotion that students show when they are learning or being taught. Teachers can stimulate students' interests through games (depending on their age), discussions, aroused pictures, dramatic stories and amusing anecdotes, etc. As a result, it is crucial for the instructor to engage learners in enjoyable activities (Harmer, 2007).

Speaking among the other foreign language skills (listening, reading and writing) seems intuitively the most important one (Ur, 1996; Richard and Renandya, 2002). Nevertheless, EFL learners encounter many difficulties in learning this skill, such as shyness, inhibitions, lack of confidence, fear of making mistakes, disorientation, and anxiety (Dwyer and Heller-Murphy, 1996; Ur, 2012). One of the most effective techniques to engage students in speaking is the use of icebreaker activities. Lots of icebreakers can be used as fun engaging activities to get EFL students excited about learning and boosting their oral skills (Harmer, 2007).

The current chapter demonstrates the influence of icebreaker activities on EFL students' speaking skill. It initiates some key concepts related to speaking and icebreaker activities. Further, it sheds light on the nature of speaking as well as its importance. It also deals with types, functions, components, and scoring of speaking. Besides, it discusses some problems in learning speaking skill and provides a set of principles for designing effective speaking techniques. In addition, it outlines the criteria of good icebreaker activities, their techniques and purposes. Finally yet importantly, it elaborates the strengths of implementing icebreaker activities in EFL learning and teaching process, and how they promote EFL learners' speaking skill.

1.2. Historical Background

A huge amount of research has been conducted on the significance of icebreaker activities in improving students' engagement, participation in class, and English learning in general (e.g., Estalkhbijari and Khodareza, 2012; Savaş, 2016;Yeganehpour and Takkaç, 2016; Cheung, 2018; Rahmayanti, Saraswati, and Bhuana, 2019; Astuti, Solihat, and Satriani, 2020). However, there is scant research on the importance of icebreaker activities to improve speaking skill.

In an exploratory action research conducted by Savaş (2016), pre-intermediate level English students at a foundation university in Turkey participated in a study that aimed at enhancing the efficacy of warm-up activities used in EFL classrooms. For that reason, two different questionnaires were used and mediated by application of some warm up activities. The first one aimed at investigating students' perceptions on the use of warm-up activities as tools to increase participation in class, and the second one was used to explore what changes occurred in their attitudes towards the use of redesigned warm-up activities in classes. The results revealed that students showed more enthusiasm for these activities and changed their attitudes towards them. Hence, arguably the use of warm up activities has an effective impact on students' engagement.

Similarly, Rahmayanti, Saraswati, and Bhuana (2019) scrutinized the effectiveness of icebreakers to improve Indonesian students' motivation in learning English. A pretest and posttest were used in this study.The data was collected through motivation test adapted. The results confirmed that icebreaker activities could definitely improve the students' motivation in learning English.

In the same context, Yeganehpour and Takkaç (2016) examined the positive effects of icebreakers on EFL students' speaking ability. This study included one hundred Turkish EFL students from the American Culture Institute, Erzurum, Turkey. They were divided randomly into two groups; the experimental group and the control group. Students of both groups had to speak about some topics; theiroral production went through a pre-test and a post-test. The findings demonstrated that the experimental group in which icebreakers were implemented performed better in the speaking test.

This study, however, focused solely on students' communicative skills neglecting their learning abilities.

By the same token, Astuti, Solihat, and Satriani (2020) aimed at exploring the use of icebreaker strategies in teaching English for student at Junior High School in Cimahi, Indonesia. This qualitative case study targeted an English teacher at a Junior High School in Cimahi. The researchers used both an observation and an interview to collect the data. They concluded that icebreakers help students to concentrate better and get rid of discomfort in the class. Still, their study approached icebreakers from only one angle, which is the role of icebreakers in promoting students' motivation.

Additionally, Estalkhbijari and Khodareza (2012) investigated the effects of warm-up tasks on the Iranian EFL students' writing ability. Participants from the Islamic Azad University were randomly divided into two groups; the experimental group who received treatment on warm up tasks, and the control group that received no treatment on these tasks, however, they spent the whole time just learning the rules of paragraph writing. Later, both groups had to write two paragraphs of about 150 words to examine their performance in writing after the treatment. The findings have shown that participants in the experimental group, who had received the treatments on warm up tasks, significantly enhanced their performance in the writing test.

In parallel, Cheung (2018) investigated the effect of writing instructors' motivational strategies such as icebreakers on students' motivation. Participants were 344 first-year undergraduate students taking a writing course at a Singaporean university. Classroom observation schemes, students' surveys, and surveys with writing instructors were collected. Findings showed that the more the writing instructors reported using warm up strategies in generating students' initial motivation in the classroom, the more the students reported having positive attitude and improved self confidence in the writing course.

In essence, previous studies investigated the influence of icebreakers activities on learning English in general and some language skills such as writing. Yet, the emphasis was mainly on the role ofwarm up activities in fostering students' self-efficacy and motivation. Research about the impact of warm up activities on speaking

competence is scarce if not void.In Algeria, there is a remarkable lack of research concerning the role of icebreakers in boosting EFL students' speaking abilities. Therefore, the use of icebreakers, which have been deduced to promote students' learning skills in general and speaking skill in particular, should be investigated thoroughly.

The following section, tackles speaking from different angles. It highlights its importance, types, functions, components, and scoring. Most importantly, it brings to light challenges that EFL learners encounter when learning the speaking skill, and suggests principles for designing speaking techniques.

1.3. The Nature of Speaking

Speaking is a crucial skill among the four language skills (listening, speaking, reading, and writing). In this context, Varghese (2017) mentions that the need to learn a new language arises only when one is required to speak that language orally.

1.3.1. Definition of Speaking

Linguists vary in their definition of speaking. Nunan (2003) asserts that "speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning."(p.40). Put differently, speaking refers to the interactive process of constructing meaning that involves producing vocal expressions. In a similar vein, Clark and Clark (1977) claim that

> *Speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, bet, warn, and exclaim to affect them in still other ways.* (pp. 223-224).

That is to say, speaking is a process of converting mental representations to concrete manifestations of language in order to convey meaning. It is not related only to conveying meaning, but also to receiving and processing delivered information. Technically, speaking is an interactive process of constructing meaning that involves

producing and receiving and processing information (Brown 1994; Burns and Joyce 1997). In other words, it is a communicative means through which people can comprehend one another. They could either exchange their already existing knowledge, or ask questions to update their prior knowledge concerning different real-life situations.

In brief, attaining a good speaking proficiency is the core of an effective communication. Consequently, the importance of speaking should be brought to light.

1.3.2. The Importance of Speaking Skill

Speaking is considered to be the most important skill in all areas of foreign language learning. In this respect, Nunan (1991) asserts that "to most people, mastering the art of speaking is the single most important aspect of learning a second language or foreign language and success is measured in terms of the ability to carry out a conversation in the language" (p. 39). Otherwise speaking, a successful ESL/ EFL learner is one with the ability to communicate using the target language smoothly. Thus, attaining a good oral proficiency is necessary in a second/ foreign language learning process. In this context, Freeman and Freeman (1994) believe that language develops in context of functional use. Put in other words, EFL students must practice language inside the classroom. When EFL teachers create situations in which all their students use language for a variety of purposes, they would consequently become familiar with different real-life situations.

In conclusion, speaking is a device through which people communicate ideas. Accordingly, this exchange of information broadens their knowledge about both language and the world. People often speak for particular functions; hence, functions of speaking should be highlighted.

1.3.3. Functions of Speaking

Several linguists have attempted to classify the functions of speaking in human interaction. An expanded three-part version of Brown and Yule's framework categorizes these functions as follows: talk as interaction, talk as transaction, and talk as performance. These speech activities vary from one to another in terms of form and function and require different teaching approaches (Richards, 2006).

1.3.3.1. Talk as Interaction

Talk as interaction is equivalent to "conversation". It refers to interaction that has mainly a social function. In order for people to establish and maintain social relations, they exchange greetings when they meet people, make small talk, tell recent experiences and so forth. The focus is more on how speakers intend to introduce themselves to each other than on the message. Such exchanges can be either casual or more formal, depending on the context (Richards, 2006).

1.3.3.2. Talk as Transaction

Talk as transaction describes situations where the central focus is neither on the participants themselves nor on how they interact socially with each other, but on the message and making it clear and accurate (Richards, 2006). In this framework, Burns (1998) suggests two distinct types of talk as transaction. The first type includes situations where the focus is on delivering and receiving information successfully. Participants focus mainly on what is said or achieved, without paying much attention to accuracy. Asking for directions is one form of talk as transaction. The second type focuses on obtaining goods or services, such as ordering food in a restaurant.

1.3.3.3. Talk as Performance

Talk as performance refers to public speaking; in other words, talk to communicate information before an audience. Examples about that could be making classroom presentations or delivering public speeches. Talk as performance is more likely to be in a form of monolog. It respects a recognizable format, and is more like written language than conversational language. Talk as performance is often assessed based on its impact on the listener, which is not the case for talk as interaction or transaction (Richards, 2006).

In brief, when people communicate with each other, they are using language for particular purposes or functions. These functions could be to interact "talk as interaction", to make a message clear "talk as transaction", or to perform before an audience "talk as performance". These speech functions vary from one to another in terms of form and teaching approaches. In an attempt to give a broader picture of speaking skill, components of speaking should also be taken into account.

1.3.4. Components of Speaking

According to Harris (1996), speaking is a complex skill requiring the simultaneous use of a number of different abilities. Five components are generally recognized in the speech process: pronunciation, grammar, vocabulary, fluency, and comprehension.

1.3.4.1. Pronunciation

Hornby (1995) mentions that "pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words of a language" (p.928).That is, pronunciation refers to uttering words in an accepted manner. Harmer (2001) emphasizes the necessity of improving student's pronunciation. He posits that pronunciation is not concerned with the mastery of various sounds or isolated utterances, instead it embodies many elements namely stress, rhythm, pitch, and intonation. Stressing words and phrases correctly is crucial if emphasis is to be given to the important parts of messages and if words are to be understood correctly. Intonation is a vital carrier of meaning; by changing the pitch of our voice we indicate whether we are asking a question or making a statement, whether we are enthusiastic or bored.

In short, teachers should pay more attention to this aspect of language due to its significant contribution to students' communicative competence (Hismanoglu, 2006).

1.3.4.2. Grammar

Thornbury (1999) points out that "grammar is partly the study of what forms (or structures) are possible in a language" (p.1). That is, grammar is related to the arrangement of words in a sentence. Liu (1999) believes that the mastery of a language depends on the mastery of its grammar. Batstone (1994) argues that "language without grammar is chaotic; countless words without indispensable guidelines for how they can be ordered and modified" (p. 35). This implies that grammar is an important component of the language system; linguists believe the language system is incomplete without grammar, thus, they emphasize on the necessity of teaching grammar.

1.3.4.3. Vocabulary

Vocabulary is an important aspect in language learning. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. That is, it refers to dictions or a group of words appropriately selected to describe concepts and convey ideas in spoken or written form.

1.3.4.4. Fluency

Hedge (2000) defines fluency as "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation" (p.275). Otherwise speaking, fluency refers to learners' ability to speak easily and effectively. An EFL learner may make few grammar mistakes throughout his speech, yet his/her speech should be relatively quick, comprehensible and without too many pauses or hesitations.

Fluency indicates progress in foreign language proficiency; especially oral performance (Chambers, 1997). It makes speech comprehensible, thus it ensures successful communication (Gorkaltseva, Gozhin, and Nagel, 2015).EFL learners' speaking fluency needs to be the central focus of attention in the EFL teaching settings (Albino, 2017). Expressly, it is crucial both inside and outside the classroom; inside the classroom, it is a norm upon which EFL learners' skills are judged, meanwhile outside of the classroom, fluency can help them socialize with native English speakers and avoid misunderstandings.

1.3.4.5. Comprehension

Language comprehension is an automatic task performed by humans. "It is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002, p.13). In other words, it is one of the most complex cognitive processes, as it requires the simultaneous integration of different types of information, including vocabulary knowledge, knowledge of text and sentence structures, and background knowledge.

Similarly, Hornby (1995) asserts that "comprehension is an exercise aimed at improving or testing one's understanding of a language whether written or spoken" (p.235). That is, comprehension refers to the ability to perceive and understand pieces

of written or spoken language. Therefore, it is important in avoiding misunderstandings between speakers and listeners.

To sum up, when teaching a foreign language, it is important that EFL instructors cover all five components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). Regarding assessing EFL learners' oral proficiency, different assessment activities are used.

1.3.5. Types of Speaking Assessment

According to Brown (2004), there are five types of activities to assess speaking performance: imitative, intensive, responsive, interactive, and extensive.

1.3.5.1. Imitative

Imitative speaking focuses on learners' ability to repeat words, phrases or sentences. It is a purely phonetic level of speaking (i.e. pronunciation), still it includes other language properties (lexical, grammatical… etc.). At this level, EFL learners parrot back the speech uttered by their teacher with some adherence to pronunciation, yet no attention is paid to meaning or to taking part in conversation. One good example of imitative tasks could be word or sentence repetition tasks(Brown, 2004).

1.3.5.2. Intensive

Intensive speaking involves producing short stretches of spoken language. Tasks at this level require learners to demonstrate their linguistic ability through achieving certain grammatical or lexical mastery. An example of this would be "read-aloud tasks", where students' prosodic stress, intonation, and other oral skills are assessed(Brown, 2004).

1.3.5.3. Responsive

Responsive speaking involves test comprehension and a brief interaction with interlocutors. There are three types of assessment for responsive speaking: questions and answers, giving instructions, and paraphrasing. In the question-answer type of assessment, test administrators ask a question and the test-taker responds, thus, conversations that are short and simple in content take place. Responsive tasks help teachers assess their students' ability to generate meaningful language responses and engage in discussions (Brown, 2004).

1.3.5.4. Interactive

Interactive speaking requires long stretches of interactive oral language. It differs from responsive speech in terms of complexity and length of the output. Types of interactive speech assessment include role-plays, interviews, discussions and conversations, and games, besides other less interactive tasks such as speeches, and translations. Unlike the transactional nature of responsive speaking, the unique feature of intensive speaking is being more interpersonal than transactional. This characteristic, however, is challenging for EFL speakers since it involves a much more complex aspect of language that is pragmatics (Brown, 2004).

1.3.5.5. Extensive

Extensive speaking involves stretches of discourse that are relatively lengthy and complex. Interaction is either limited or ruled out in this type of tasks. In addition, they require planning and preparation. Extensive speaking assessment tasks include speeches, oral presentation and storytelling (Brown, 2004).

To conclude, assessment activities are essential in the process of language learning. Speaking assessment includes imitative activities that target prosodic features of language such as pronunciation. Furthermore, it incorporates intensive activities that aim at attaining a certain grammatical or lexical mastery, and responsive activities that require test comprehension and a brief interaction with interlocutors. It also includes interactive activities that involve long stretches of interactive oral language. Moreover, it encompasses extensive activities that involve relatively lengthy and complex stretches of discourse, yet they are limited and require planning and preparation. For a better flow of language instruction and assessment, it is essential to be aware of the scoring of speaking skill.

1.3.6. Scoring of Speaking Skill

Speaking is taken to be the most difficult language skill to assess. Madsen (1983) points out that of all language exams testing speaking ability is the most challenging in terms of test preparation, administration, and scoring. By way of explanation, assessing speaking ability requires competent raters to select appropriate assessment methods and develop rating scales.

The following table that is adopted from Brown (2001) introduced an assessment scale based on different speaking scoring categories.

Table1.1: Oral Proficiency Test Scoring Categories (Adapted from Brown 2001, pp.406-407).

Aspect	**Information**	**Score**
Grammar	-Errors in grammar are frequent. -Can usually handle elementary constructions quite accurately. -Control of grammar is good. -Able to use the language accurately on all levels normally, pertinent to professional needs. -Equivalent to that of an educated native speaker.	01 02 03 04 05
Vocabulary	-Speaking vocabulary inadequate to express anything but the most elementary needs. -Has speaking vocabulary sufficient to express himself simply with some circumlocutions. -Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. -Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. -Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	01 02 03 04 05
Comprehension	-Within the scope of his very limited language experience. -Can get the gist of most conversations of non-	01 02

	technical subjects (i.e., topics that require no specialized knowledge). -Comprehension is quite complete at a normal rate of speech. -Can understand any conversation within the range of his experience. -Equivalent to that of an educated native speaker.	03 04 05
Fluency	-No specific fluency description -Can handle with confidence but not with facility most social situations -Can discuss particular interests of competence with reasonable ease. -Able to use the language fluently on all levels normally pertinent to professional needs. -Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	01 02 03 04 05
Pronunciation	-Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. -Accent is intelligible though often faulty. -Errors never interfere with understanding and rarely disturb the native speaker. -Errors in pronunciation are quite rare. -Equivalent to and fully accepted by educated native speakers.	01 02 03 04 05

The above table shows different categories of assessing speaking. EFL teachers as test makers and raters at the same time have to be aware of the scoring scale of these important categories (grammar, vocabulary, comprehension, fluency, pronunciation).

In an attempt to get accurate scoring of speaking proficiency, test administrators (i.e., teachers) have to select the appropriate assessment activity (types of speaking assessment aforementioned). Assessing grammar and vocabulary may require intensive activities; whereas, pronunciation may require imitative activities. Comprehension may require responsive activities, while fluency may require interactive or extensive activities.

1.3.7. Challenges in Learning Speaking Skill

EFL teachers often complain of low achievements, low score and linguistic inadequacies in oral performance (Khelloufi, 2016). Acquiring speaking skill differs from one EFL learner to another. Some learners are very motivated, some are moderately motivated and some are not motivated at all. Learners also find it difficult to speak in class due to shyness and many other psychological and linguistic difficulties. In this context, Ur (1995) mentions some problems in teaching speaking including "inhibition" that involves fear of making mistakes, fear of criticism, and shyness. Moreover, EFL learners may have problems with finding motives to speak or they just have nothing to say. Low or uneven participation is another problem caused by the tendency of some learners to dominate in the group. In addition,some EFLlearners just feel free to express themselves in their native language. The use of mother-tongue is particularly common in less disciplined or less motivated classes. Therefore, speaking acquisition is affected by some linguistic and psychological barriers.

1.3.7.1. Linguistic Barriers

- **Lack of Vocabulary**

Language learners find it difficult to communicate their ideas whether in spoken or written form if they have a limited vocabulary. In this respect, Wallace (1982) comments that "it is possible to have a good knowledge of how the system of language works and yet not able to communicate in it; whereas if we know the vocabulary we need, it is usually possible to communicate well" (p.9). Put differently, not having a sufficient vocabulary is one of many other linguistic barriers that hinder language learners from accomplishing their learning goals. Having a large vocabulary, however, will boost students' verbal communication flow.

- **Poor Pronunciation**

Pronunciation is the most significant skill in foreign language learning since it allows EFL learners to be more competent in communication. In this context, Morley (1991) claims that "intelligible pronunciation is an essential component of communicative competence " (p. 488). It implies that pronunciation proficiency level is the main criteria upon which EFL students can be judged. Hence, they must practice the correct pronunciation forms and be aware of the various features of speech such as stress and intonation. Furthermore, pronunciation mistakes are one of the main factors that hinder the students' freedom of interaction in classroom. In this vein, Kelly (2000) assumes that "pronunciation errors can inhibit successful communication" (p. 11). When learners mispronounce words, they convey different meanings than those they actually want to convey. This could create some sorts of misunderstanding with their classmates; consequently, they would hesitate to speak in class and reduce their oral participation.

- **Poor Grammar**

Grammar is needed in spoken language, as it enables learners to produce well-structured sentences. The correctness of form should be considered in producing appropriate language and well-arranged structures. As fluency could be learned with continuity, accuracy should be learned through a long process of embedding a depth understanding of grammar (Harmer, 2007). Thus, grammatical error seems to be the hardest aspect to avoid for foreign language learners. Even though in a language learning process there are various kinds of errors that might be produced by language learners. EFL students' failure to learn features of spoken grammar can impede students' ability to speak English fluently and appropriately (Mumford 2009). Otherwise speaking, students with little grammar mastery have participation problems; they hesitate to interact or engage in discussion. Consequently, they may become silent and passive.

- **Poor Listening Practice**

Listening skill is important for foreign language acquisition. Wallace, Winifred and Herbert (2004) say that "listening skills are essential for learning since they enable students to acquire insights information and to achieve success in communicating with

others" (p.13). Put differently, listening skill help students to receive language input. Therefore, students need to have good listening skill; otherwise, their communication will be irrelevant.

1.3.7.2. Psychological Barriers

Psychological barriers are mind-associated issues that hinder learners' progress while learning a foreign language. Eventually, such barriers keep learners from reaching their ultimate language learning goals.

- **Language Anxiety**

Anxiety is a mental state associated with feelings of uneasiness, fear, frustration, self-doubt, apprehension or worry (Scovel, 1978; Brown, 2000). Simply put, anxiety refers to the state where EFL students do not feel at ease when practicing language. Debilitating anxiety is determined to cause students' low levels oral production, reduce students' self-esteem, and thus decrease achievement in language proficiency (Chen and Chang, 2004; Lian and Budin, 2014; Crookall and Oxford, 1991). In other words, when anxiety levels raise learners often become discouraged to interact in class.

In his context, Horwitz et al. (1986) posit that "any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic" (p. 128). It is inevitable that both teachers and students join EFL classrooms with a set of expectations, and beliefs about a particular teaching and learning environment. The interplay of these expectations may result in an active anxiety-free learning environment. While in instances, whereby, the atmosphere in the classroom is passive and judgmental, this presents an atmosphere that shakes the learner's self-concept. Language anxiety can have a detrimental impact on learners' achievement (Horwitz et al., 1986; Macintyre and Gardner, 1994). Concisely, anxiety is a serious problem because it impedes EFL learners from reaching their language learning goals. It can affect student's performance, particularly, the quality of oral production.

- **Shyness**

Shyness is another barrier that hinders students from accomplishing their ultimate goals of learning English. It ranges from a mild to a moderate feeling of unease to

debilitating levels of anxiety that lead to passiveness. It eventually prevents learners from improving their speaking skill. In this regard, Cheek (1989) assumes that shyness is "a temporary emotional reaction triggered by encountering new people and situations" (p.17). That is to say, it is a sense of awkwardness or apprehension that some people consistently feel during social encounters, especially unfamiliar situations. Besides, Juhana (2012) asserts that, "shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class" (p.101). Stated differently, many learners struggle to participate in class discussions because of shyness. They tend to be afraid to speak up before their classmates. The feeling of shyness either makes them at a loss for words or forget what to say (Farooqui, 2007; Baldwin, 2011). To sum up, learners may fail in areas that involve oral presentations or participation with classmates due to shyness.

- **Lack of Motivation**

The term motivation refers to a complex concept, which is believed to be one of the very important characteristics of humans. Gredler (2001), Broussard and Garrison (2004) mention that "motivation is the attribute that "moves" us to do or not do something" (p. 106). Put differently, motivation is a general way of referring to the causes and origins (i.e. the antecedents) that make people do or do not do an action. It is responsible for the choice of a particular action, the effort expended on it and the persistence with it.

In EFL classrooms, a lack of motivation is considered as one of the main factors affecting students' oral participation. In this context, Dornyei (2001) declares that "without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language" (p.05). Hence, a student with a lack of motivation will neither have willingness to participate nor persistence to sustain the learning process.

- **Fear of Making Mistakes**

Another psychological barrier faced by EFL students is fear of making mistakes. UR (2012) says that "learners are often inhibited about trying to say things in a foreign language classroom, worried about making mistakes, fearful of criticism or

loosing face, or simply shy of the attention that their speech attracts" (p.118). Consequently, many EFL students prefer to remain silent instead of producing ungrammatical speech or mispronounced words, thus, avoid being laughed at by their classmates or criticized by their teachers. Such fear limits students' oral production, and makes them passive learners.

1.3.8. Principles for Designing Speaking Techniques

Brown (2001) identifies seven principles for designing speaking techniques.

1. **Use techniques that cover the spectrum of learner needs, from language based on accuracy to message-based on interaction, meaning, and fluency.**

Make sure the tasks used -whether they are jigsaw activities, discussions, role-plays or any other activities- include techniques designed to help students to understand and use the building blocks of language. Simultaneously, give life to the activities selected by making them relatively close to real world situations and avoid repetitious drills. In this way, students are less likely to feel bored or lose interest in class.

2. **Provide intrinsically motivating techniques.**

Always aim at appealing to students' ultimate goals and interests, to their need for knowledge, and for achieving competence and autonomy. In those cases where students seem not interested at all in some activities, there is no harm to help them to see how the activity will benefit them. Often students miss the reasons behind asking them to do certain tasks; it usually pays to tell them.

3. **Encourage the use of authentic language in meaningful contexts.**

It is not easy to keep devising meaningful interaction. It takes time, energy and creativity to come up with authentic contexts and meaningful interaction, yet, with the help of many resource materials in teaching, the process can become a little easier to be done. Even repetitious drills can be adjusted to gain a sense of authenticity.

4. **Provide appropriate feedback and correction.**

In most EFL classrooms, it is important that teachers take advantage of their knowledge of English to inject kinds of corrective feedback that are appropriate for a given moment.

5. Capitalize on the natural link between speaking and listening.

In a language classroom, it is important to hint that speaking and listening are closely intertwined. Many interactive techniques involving speaking will automatically involve listening. That is, when focusing on speaking goals, listening goals are more likely to be targeted as well, since the two skills can reinforce one another. Taking advantage of the natural link between speaking and listening will certainly bring about positive results in an EFL context.

6. Give students opportunities to initiate oral communication.

Classroom interaction is often characterized by teachers' initiation of conversations. They ask questions, give instructions, and provide information, while students have been conditioned only to speak when spoken to. This does not go hand in hand with the nature of oral communication competence, which requires the ability to initiate conversations, to ask questions, to have control over a conversation, or even to change the subject if needed. When designing and using speaking techniques, teachers have to make sure they allow students to initiate language.

7. Encourage the development of speaking strategies.

In most EFL classrooms, not many students pay attention to developing their own personal strategies in order to accomplish oral communicative purposes. Due to foreign language teaching/ learning nature, it is important that students become aware of the strategies such as:

- Asking for clarification (What?).
- Asking someone to repeat something (Huh? Excuse me?).
- Using fillers (Uh, I mean, Well) in order to gain time to process.
- Using conversation maintenance cues (Uh huh, Right, Yeah, Okay, Hum).
- Appealing for assistance from the interlocutor (to get a word or phrase, for example).
- Using mime and nonverbal expressions to convey meaning. (pp. 275-276).

1.4. Icebreakers

1.4.1. Definition of Icebreakers

The origin of the term “icebreaker” comes from “break the ice” which in turn comes from a special kind of ships named “icebreakers”; these ships are designed to cut through the ice in the arctic regions (Diril, 2015). And as these ships open the road and facilitate traveling for other ships, icebreaker activities pave the way for students to learn within a fertile atmosphere.

Besides, Merriam Webster Dictionary (n.d) defines icebreakers as “something done or said to help people to relax and begin talking at meeting, party, etc”. In other words, icebreakers are a set of activities used to get through the first difficulties in starting a conversation or any kind of discussion.

In addition, Yeganehpour and Takkaç (2016) state that icebreakers are defined as **“**instruments that enable the teacher to make interaction quicker, encourage creative thinking, challenge fundamental assumptions, illustrate new ideas, and introduce new material**”** (p.221). This implies that there are different kinds of icebreakers and when designing an icebreaker task, the group leader ought to think about the "ice" that needs to be broken. Thus, icebreakers are used to help students get into the group meeting, through creating and maintaining active learning environment.

In brief, icebreakers are seen ascrucial instrumentsin the teaching learning process. Researchers have identified a number of characteristics of effective icebreaker activities. For them, the application of icebreaker activities increases the engagement of learners and their risk taking ability, it also alleviate students’ anxiety and stress, providing a more comfortable atmosphere for the learning process. Hence, the following part covers the criteria for a successful icebreaker.

1.4.2. Criteria of Good Icebreakers

A good icebreaker has to create a level of comfort with the class and the notion of experiential learning. The latter is provided through making the students share and discuss their perspectives about every lesson and also take them a step further, as they

will be introduced to an environment that meets their objectives (Robertson and Acklam, 2000). Moreover, Chlup and Collins (2010) posit that using an appropriate icebreaker make the group gets acquainted as many students are insecure about other learners and their place in the group. Good icebreakers have a number of criteria (Robertson and Acklam, 2000; Verma and Pathak, 2011;Yeganehpour and Takkaç, 2016).

- **Simple:**The icebreakers should be easy to administer.
- **Short:**The icebreakers have to be short since they are considered as a preparation for the other class stages. Thus, they should not be a dominant part of the lesson.
- **Motivational**:It is important to break the ice of students in a positive way by making sure that all of the participants feel comfortable. Hence, the activities that teachers use at the suitable time to bring about more motivation among the participants are considered as icebreakers. In this case, icebreakers pave the way for an enjoyable learning process by encouraging and motivating learners to speak English and making them feel more comfortable in the classroom.
- **Interesting:** In order to encourage students to use English, icebreakers should meet their interest in the first place.
- **Energizing:** Icebreakers should create an environment that excites students for learning and interacting with people in the classroom. Thus, icebreakers do not only provide an enjoyable atmosphere, but also allow students to be energized and motivated at the same time.

The diagram bellow summarizes the main criteria for a successful icebreaker activity:

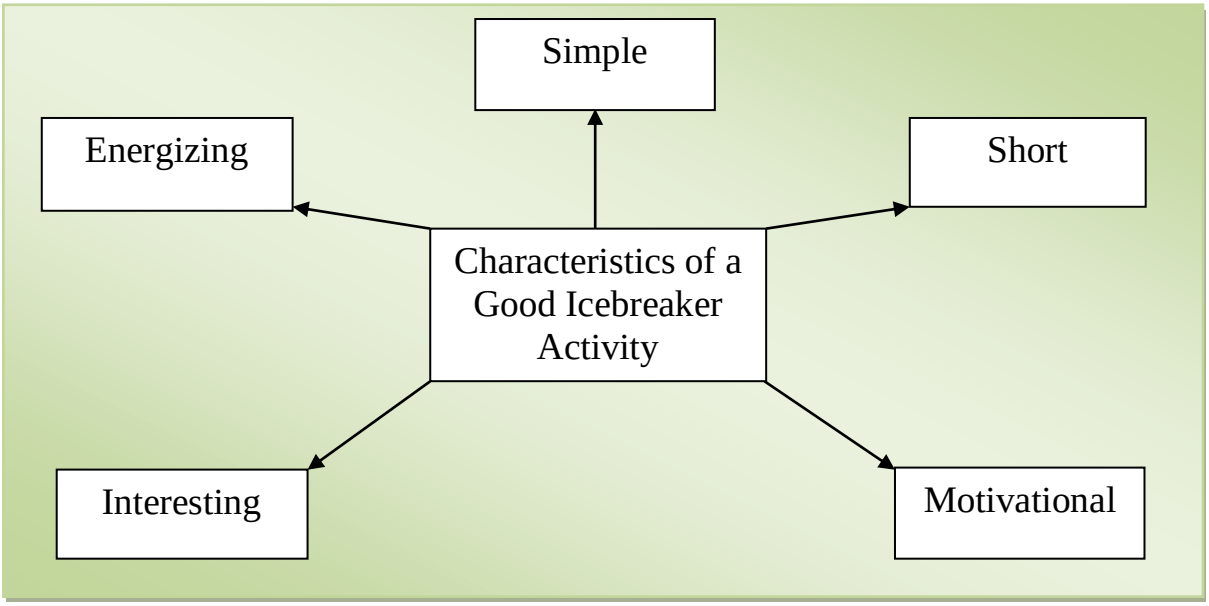


Diagram 1: Criteria of a Good Icebreaker Activity

In short, icebreakers should be short, simple, motivational, interesting, relevant and energizing. These characteristics not only provide a safe and an appropriate environment for the smooth run of teaching learning process, but also motivate students and create enthusiasm in the classroom. Nonetheless, icebreakers can be used within different stages during the class; the coming section demonstrates these stages.

1.4.3. Stages of Using Icebreaker Activities

Some researchers emphasized the use of icebreaker activities within three different stages:

1.4.3.1. Icebreaker activities at the Beginning of Learning Process

Warm up activities help teachers start the learning event as they draw the students' attention and adjust them into the learning mood. Besides, they build familiarity and promote enthusiasm among learners (Diril, 2015). In the same vein, Chlup and Collins(2010) assert that icebreakers help students start discussions and relieve discouragement or tension between group members at the beginning of the session, all

these are conducive to facilitate engagement as a first step in building confidence between one another.

1.4.3.2. Icebreaker Activities at the Core of Learning Process

The core of the learning process is an essential stage in which students may feel bored and not focused. Icebreakers help students refocus their attention during the hours learning process takes place both while doing tasks or listening to the teacher's explanation (Pack, 2015).

1.4.3.3. Icebreaker Activities at the End of the Learning Process

Icebreaker activities are needed even after the lesson is finished. They provide positive reinforcement among EFL students that will motivate them for the upcoming sessions. They are also used to debrief the activity because they enable students to confirm or review the discussed material (Pack, 2015).

As discussed above, icebreaker activities can be used within different stages; they can be used as openers to motivate learners toward the lessons. Further, they can be used in the middle of a session to refresh the situation and get the concentration back. Finally, they are also used at the end of the lesson to confirm or review the material. All that for various purposes that are going to be stated in the coming part.

1.4.4. Purpose of Using Icebreaker Activities

- **Eliminating barriers between Students**

Icebreakers can be utilized as a bridge from unfamiliar situation to more comfortable conditions i.e. they create familiarity between EFL students and ease everyone into the group situation (Pack, 2015).

- **Prior Knowledge Assessment**

Icebreakers help the teacher to assess the students' prior knowledge of a certain material or materials that have been given to them (Pack, 2015).

- **Fostering Motivation**

Warm up activities are used to attract students' curiosity and interest and create an active environment that allows them to be energized and motivated to further involve students in the group setting (Velandia, 2008).

- **Grapping Attention**

Warm up activities improve students receptivity as they set the tone of the lesson and help learners refocus their attention (Diril, 2015).

- **Encourage Interaction**

Icebreaker is a motivating phenomenon that support and promote communication and fluency among learners. It is considered as an interactive tool which enhances effective learning and fluent speaking (Yeganehpour and Takkaç, 2016).

- **Eliminate Distracting Factors**

Icebreakers, likewise, get rid of the class routines and eliminate boredom, anxiety, and fatigue (Astuti, Solihat and Satriani, 2020).

Given these points, it is seenthat interesting icebreaker activities will make students more active, enthusiastic, and eager to receive knowledge as these activities supply guidance to help cover the spectrum of learners' needs, mainly their interaction in class.Therefore, the application of icebreakeractivities gives more strength to students' performance.

1.4.5. Strengths of Implementing Icebreaker Activities

According to Abrami (1995), Chlup and Collins (2010), Johnson (2012), Yeganehpour and Takkaç (2016), there are several advantages of using icebreaker activities in EFL classroom.

- Icebreakers create positive attitudes towards school and learning.
- Icebreakers create a unified classroom community.
- Icebreakers stimulate students to interact more, thus, they increase risk taking ability which improves learners' speaking skills.
- Icebreakers help students reduce stress and begin to feel comfortable with each other.

- Using icebreakers brings humor into the group and foster a save learning environment.
- Icebreakers contribute in boosting students' persistence and enhance students learning and speaking performance.
- Icebreakers establish positive teacher-student rapport.
- Icebreaker activities eliminate cultural barriers among learners, allowing them to build trust and friendship between one another and encourage and prepare them to learn by stimulating their minds and/or their bodies.
- Icebreakers encourage critical thinking.

Warm-up activities also activate students' prior knowledge. García, Martín, and Olallas (2004) mention that one of the objectives of using warm up activities is to activate students' background knowledge. Activating students' already existing knowledge allows teachers to know how to introduce the new lessons, and facilitates the process of comprehension for learners. Kim (2010) argues that "a text by itself does not carry meaning, but rather guides readers in retrieving meaning based on their prior knowledge." (p. 36). Thus, icebreakers target an important aspect in language learning process, which is comprehension.

In brief, all the mentioned advantages emphasize the importance of warm up activities in fostering students' learning skills. Thus, the use of these activities is expected to promote EFL learners' speaking skill.

1.5. How Icebreakers Promote Speaking

Learning environment is crucial in the learning process because it affects students overall performance. According to Fraser(1998), the learning environment refers to "the social, psychological and pedagogical contexts in which learning occurs and which affect students' achievement and attitudes" (p. 3).

Creating an effective classroom environment, however, assists students to engage more in class activities. According to (Brown, 2004), effective classroom management triggers positive interaction between students and teachers. Thus, it is important to consider effective learning environments.

An active learning environment can be created through the use of interactive activities. Shumin (1997) stresses the importance of "interaction" in developing adult EFL students' speaking abilities. Hence, one effective way for boosting interaction and enthusiasm in speaking classes is the use of icebreakers or warm up activities.

Not least of all, icebreakers help to develop various soft skills such as interpersonal skill, communication skills that include written, verbal, non-verbal and team-building skills. The reason is classroom icebreaker activities are a part of creative thinking, positive thinking, problem solving and learning strategies, not only in business organizations but also for students of all age groups (Forbes-Greene, 2007).Ultimately, developing interpersonal and communication skills help EFL learners to overcome many linguistic and psychological barriers and motivates them to speak effectively.

All in all, icebreakers enhance speaking in many ways. They assist EFL students to overcome linguistic problems, as they allow them to activate their prior knowledge, which eventually solves problems such as lack of vocabulary. In addition to improving their comprehension skills, that is a crucial component in achieving good oral proficiency.Icebreaking also targets psychological barriers inhibiting students from participating in class.Icebreakers create a friendly anxiety-free learning environment. Therefore, students become less anxious and less shy to speak in class. Consequently, students express themselves without being afraid of making mistakes or being criticized, and feel free to discuss be it individually or in groups.

1.6. Conclusion

This chapter dealt with key aspects of the speaking skill, including types, functions, components, and scoring of speaking. In addition to highlighting its importance, it emphasized on the obstacles encountered by EFL learners when learning speaking and shed light on some principles for designing creative and energizing speaking techniques. In a later part, this chapter tackled icebreaker activities. It defined icebreakers, stated some criteria for good icebreakers, and suggested a set of techniques of using these activities. It also tackled the purpose of using icebreakers, and drew attention to the effectiveness of implementing icebreaker activities in enhancing students' speaking skill.Eventually, icebreakers are proven operative in promoting EFL learners' speaking ability as they create an effective classroom environment, boost interaction and enthusiasm in speaking classes,and help EFL learners to develop various soft skills (interpersonal and communication skills) including verbal skills.

CHAPTER TWO

Chapter Two: Research Methodology and Data Analysis

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2.1. Introduction

The second chapter presents the research methodology adopted in this survey. Initially, it tackles the research design, population, sampling, data collection tools, and statistical treatments. This investigation took place at Yahia Fares University of Medea. It targeted second year students and teachers at English department. The main reason for conducting this research is investigating the effectiveness of icebreaker activities to enhance EFL students' speaking skill.

2.2. Research design

Selecting a research method is a crucial phase in conducting a research study. In this project, the researchers opted for the case study approach. A case study has been described as "an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables" (Woods and Calanzaro, 1988, p.122).That is, a case study refers to investigating a phenomenon in an organized and intensive manner, besides examining variable that are related to the study.

The current study was carried out at the English section, Yahia Fares University of Medea. It involved second year EFL students and teachers. It used mixed-methods that involve collecting, analyzing and integrating qualitative and quantitative data. Two main research instruments were utilized to collect research data: Classroom observation and questionnaires. Variation in data collection allowed the researchers to get reliable and accurate information. In this regard, Mackey and Gass (2005) assert that the use of multiple research techniques and multiple data sources contributes to the credibility of the investigation**.** That is to say, the use of multiple strategies in research offers different perspectives and provides a deeper insight into the topic under investigation.

2.2.1. Methodology

Research methodology is the organized way of solving the research problem. It refers to the various procedures that are generally adopted by a researcher in studying his research problem along with the logic behind them (Kothari, 2009). A mixed-methods methodology was used in this survey to collect and analyze data. The researchers combined quantitative and qualitative techniques to provide a broader picture of the phenomenon being studied. Qualitative instruments include interviews, diaries and observation. These tools supply researchers with qualitative data in form of words, pictures or icons (Dornyei, 2007; O'Leary, 2004). The qualitative aspect of the current study involves the analysis of data obtained from a classroom observation.

Nevertheless, quantitative instruments include short answer responses, dichotomous questions, multiple choice answers, check boxes,linear scale, and multiple choice grids (Trigueros, Juan, and Sandoval, 2017).The data values are represented through numbers, graphs, and statistics (O'Leary, 2004). The quantitative aspect of this research involves the statistical analysis of the results obtained from students and teachers' questionnaires.

2.3. Population and Sampling

2.3.1. Population

The population is the study's target individuals that are intended to be studied or treated. Investigators recruit a sample from the population of interest to include in their study. In such cases, the objective of the research study is to generalize the study findings from the sample to the population (Broeck, Sandøy, and Brestoff, 2013). Thus, the population of the current study is EFL students at Medea University.

2.3.2. Sampling

Sampling is the process of selecting a statistically representative sample of individuals from the population in such a way that all of them have an equal and independent chance of being selected (Gay, 1987). It is an important part of research because it is usually not possible to study entire populations (Springer, 2009).

Therefore, the population of the present study is EFL students of Yahia Fares University of Medea and the sampling is second year English students.

2.3.3. Participants' Profile

2.3.3.1. Students' Profile:

The respondents involved in this study were second year English students of Medea University. Their age ranged between nineteen and twenty two years old. The sample was made up of thirty-eight (38) students; twenty-nine (29) females and nine males. The researchers have selected the participants randomly in order to generate reliable results and to ensure generalizability.

2.3.3.2. Teachers' Profile:

The participants were teachers of English at Yahia Fares University of Medea. They were nine (09) teachers, two (2) males and seven (07) females. All participants teach speaking module.Six (06) teachers who answered the questionnaire have three (03) to nine (09) years of teaching experience while three (03) teachers have only five (05) months of teaching experience.

2.4. Data Collection Instruments

Research instruments are tools used to measure and gather data in research. The main objective of these instruments is to allow researchers formulate credible answers and conclusions (Adosi, 2020).On this basis, two data collection instruments were used: A classroom observation and two questionnaires directed to both teachers and students.

2.4.1. Observation

Marshall and Rossman (1989) say that "observation is the systematic description of the events, behaviors, and artifacts of a social setting."(p.79). Observation is widely used as a data collection instrument in both qualitative and quantitative studies. It is a useful tool that helps researchers to identify participants' attitudes, actions, conversations, interpersonal interactions, organization or community processes or any other aspect of observable human experience (Patton, 2002).

In a similar vein, Kawulich (2012) says that "observation has two main types. Participant observation involves being in the setting under study as both observer and participant. Direct observation involves observing without interacting with the objects or people under study in the setting."(p.151).

In the present study, forty-six (46) participants of second year English students were involved in the study. They were divided into two groups, twenty-three per each. They were evaluated through direct observation. The latter aimed at scrutinizing the changes in respondents' speaking skill before and after the use of icebreaker activities. The researchers attended twelve sessions, six with each group. In the first three sessions, the instructors did not use any icebreaker activity. Yet, in the next three sessions, the teachers used different kinds of icebreaker activities. This enabled the researchers to assess the participants' speaking performance before and after using icebreakers.

2.4.2. Questionnaire

A questionnaire is a list of questions that enables researchers to obtain data from individuals about a given topic; it is a substantial technique of gathering a wide range of information from a large number of individuals, often referred to as respondents (Roopa and Rani, 2012). Similarly, Barr, et al., (1953) declare that "a questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired."(p.65).Therefore, the researchers used two questionnaires destined to both teachers and students so that to get more accurate results.

2.4.2.1. Students' Questionnaire

This questionnaire was a response filled by second year English students of Medea University in the academic year 2020-2021. It aimed to gather data about Algerian EFL students' speaking performance and their attitudes towards using icebreaker activities. The students' questionnaire contains closed and open format questions. It consists of fourteen questions interspersed with a brief definition of "icebreaker activities".

2.4.2.2. Teachers' Questionnaires

The second questionnaire was administered to EFL teachers of Medea University. It consists of fifteen questions. It sought to fathom Algerian EFL teachers' viewpoints about the effectiveness of icebreaker activities to improve students' speaking skill. This questionnaireis also a combination of closed-ended and open-ended questions in order to provide adequate data for this study.

2.5. Data Analysis

2.5.1. Observation

The researchers used a non-participant (direct) observation in order to test the research hypotheses. They did not include icebreakers in the first phase of the observation. But, they created an active learning environment in the second phase of the observation to evaluate how participants actually respond to classes that include energizing activities (icebreakers).

In the first phase, classroom observation allowed the researchers to notice the following:

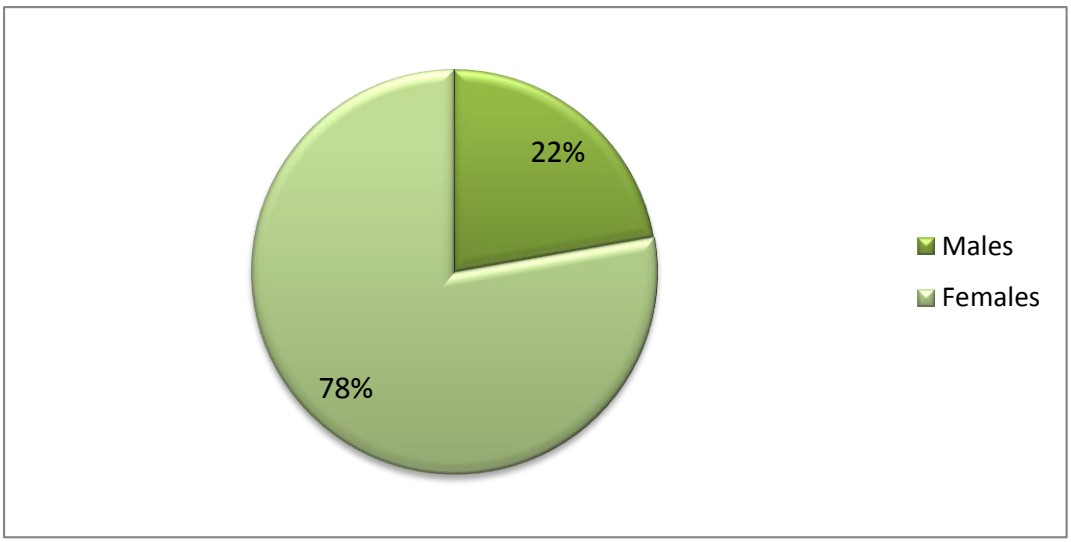
- Only few students were active and participated constantly in class discussions.
- It was evident that most students showed no interest in class discussions. This is mainly related to the lack of vocabulary, fear of making mistakes, or inappropriate teaching methods.
- Most students were bored and kept nodding not because they actually did understand what the teacher said, but only because they feared their teacher would notice their passivity and asked them to answer some questions.
- It was clear that many participants have language anxiety; they hesitate to answer even when they know their answers would be correct. While others are shy; they would rather remain silent than speak in front of their classmates.

In the second phase of this observation, the researchers created an active learning classroom. They observed how students would actually respond to classes that include energizing activities (icebreakers). The following observations were obtained:

- When implementing icebreakers, all categories of students were eager to speak and share opinions.
- Students having language anxiety felt at ease; such activities reduced their hesitation to speak and reduced the number of anxious students.
- Shy and introverted students could easily blend with their active extroverted classmates due to the friendly and dynamic learning environment that such energizing activities created. This led to the decrease of the number of shy students.
- The number of students who fear making mistakes decreased remarkably.
- The number of students who are not interested in the topics being discussed was reduced.

2.5.2. Students' Questionnaire Analysis

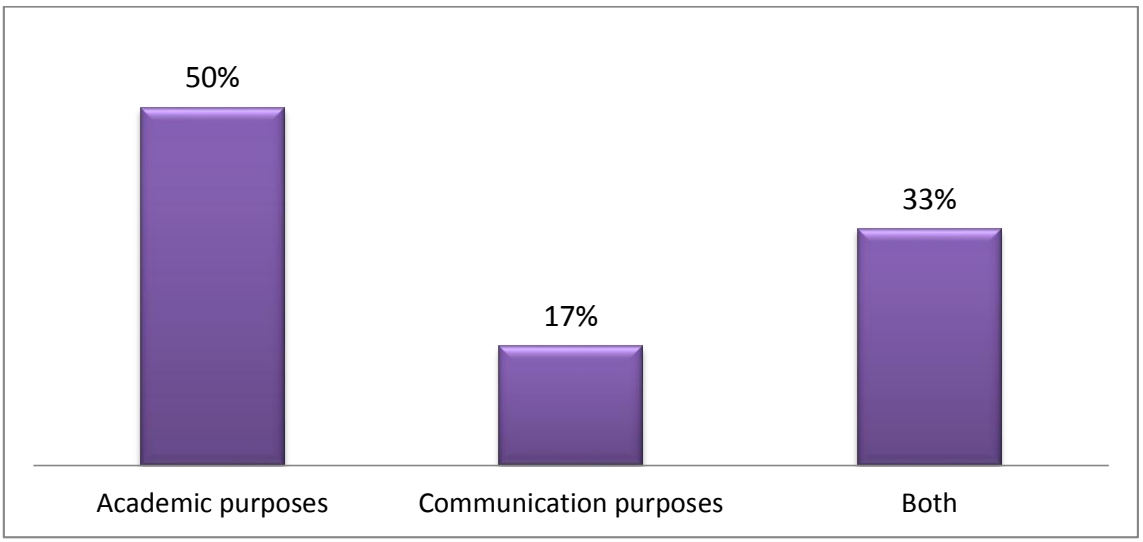
Q1- Students' gender.



Graph 2.1: Students' Gender

The data collected shows that (22%) of the participants are males, whilst, (78%) are females. This indicates that the majority of second year English students are females.

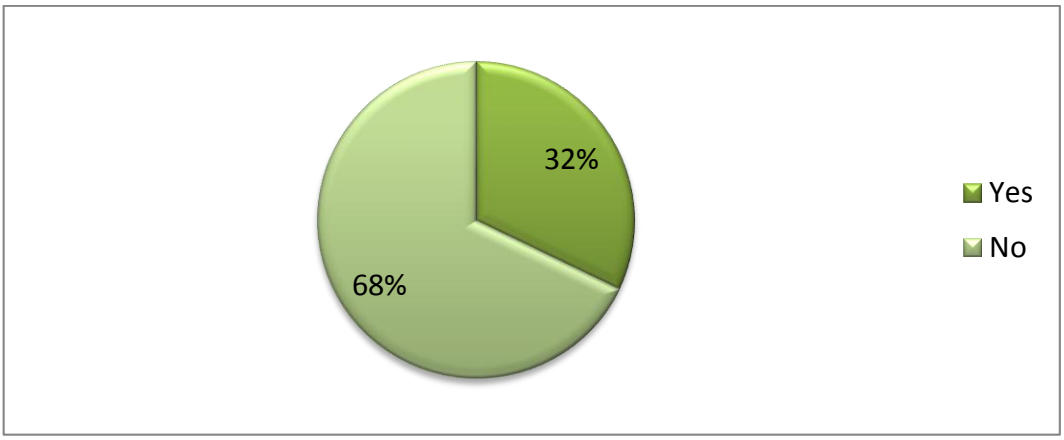
Q2- What do you study English for?



Graph 2.2: Students' Purposes of Learning Speaking.

When asking students about the reasons for which they study English, half of the number of participants (50%) seem to study for academic purposes, (17%) study for communicative purposes, and (33%) study for both academic and communicative reasons.

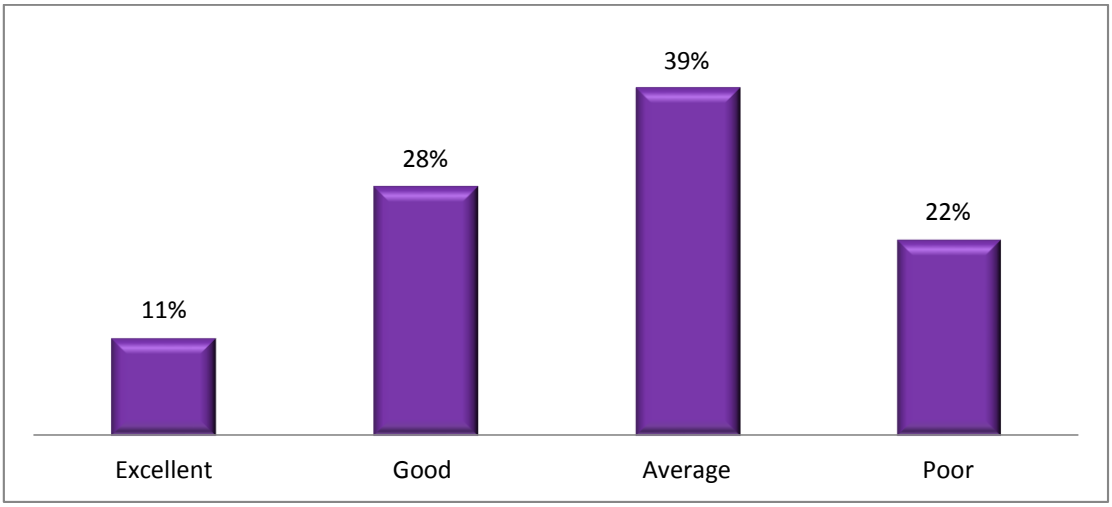
Q3- Do you feel comfortable when you speak English?



Graph 2.3: Students' Feeling about Speaking English.

Amongst the total number of subjects, (32%) students feel comfortable when they speak English, while (68%) do not. This could be due to factors such as language anxiety, shyness, lack of vocabulary, or poor pronunciation.

Q4- How do you evaluate your English interaction?



Graph 2.4: Students' Evaluation of their English Interaction

When considering students' evaluation of their interaction in class, (11%) believe they have an excellent level, (28%) believe their English interaction is good, (39%) believe it is average, while (22%) assume to have a poor interaction.

Q5-Why do you not participate in class?

Options	Students' Answers	Percentage
Teachers' Method	3	9,37%
Not Enough Vocabulary	5	15,62%
You Feel Bored	4	12,5%
You Feel Shy	8	25%
Other Opinions	**Students' Answers**	**Percentage**
Less Interesting Topics	1	6,25%
I have Bad Pronunciation	1	3,1%
I Participate	2	3,1%

Table 2.1: Students Reasons for their Limited Participation.

In an attempt to investigate the reasons behind students' passivity in class, students were asked why it is challenging for them to participate. Only two (02) answers showed that it is no trouble for them to participate, three (03) students' answers revealed that their teachers' method does not encourage them to participate. Five (05)

answers showed that it is because of lack of vocabulary, four (04) believed it is due to feeling bored, while eight (08) answers pointed out to shyness as an obstacle that hinders them from participating. That is, students' boredom, lack of motivation, and shyness are the main reasons for which they are discouraged to participate. Very few answers revealed that their passivity could be due to other reasons such as not having interest in the topics being discussed in class, or having bad pronunciation.

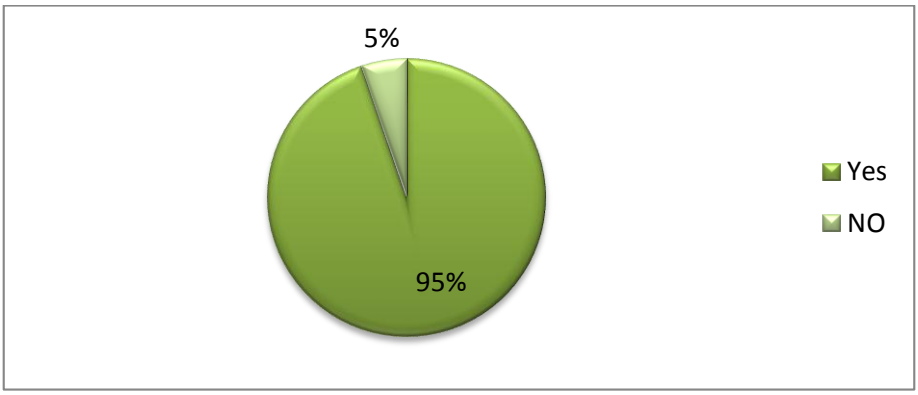
Q6- Which type of speaking activities do your teachers usually use?

Options	Students' Answers	Percentage
Discussion Tasks	26	68%
Icebreakers	9	24%
Information-Gap Tasks	3	8%
Interviews	0	0%

Table 2.2: Speaking Activities that your Teachers Use.

When asking students about the types of speaking activities that their teachers use, (68%) stated that discussion tasks are the activities mostly used in speaking classes. (24%) named icebreakers as the type of speaking activities usually used. (08%) named information-gap tasks, while none of them named interviews.

Q7- Do you think that using icebreakers improves your speaking skills?



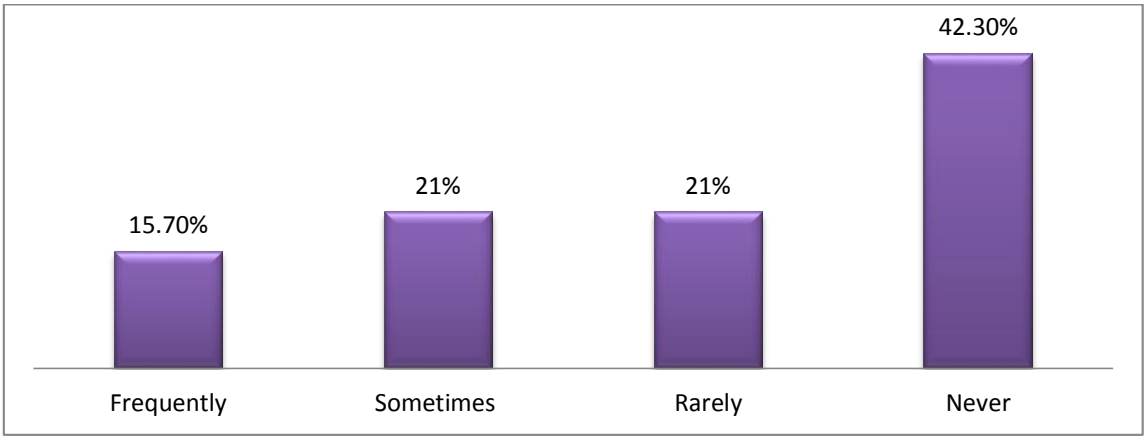
Graph 2.5: Students' Opinion about Using Icebreakers to Improve their Speaking Skill.

Asking students whether they believe that icebreakers improve their speaking skills or not, resulted in the approval of the majority (95%) that icebreakers are effective from their point of view, that is, icebreakers indeed enhance students speaking ability.

Q8- If yes, How?

Most answers agreed that icebreakers are effective because they break down barriers between students and teachers, prevent boredom, and make students less reluctant to participate. In addition to creating collaborative working which helps enhancing students' communicative skills.

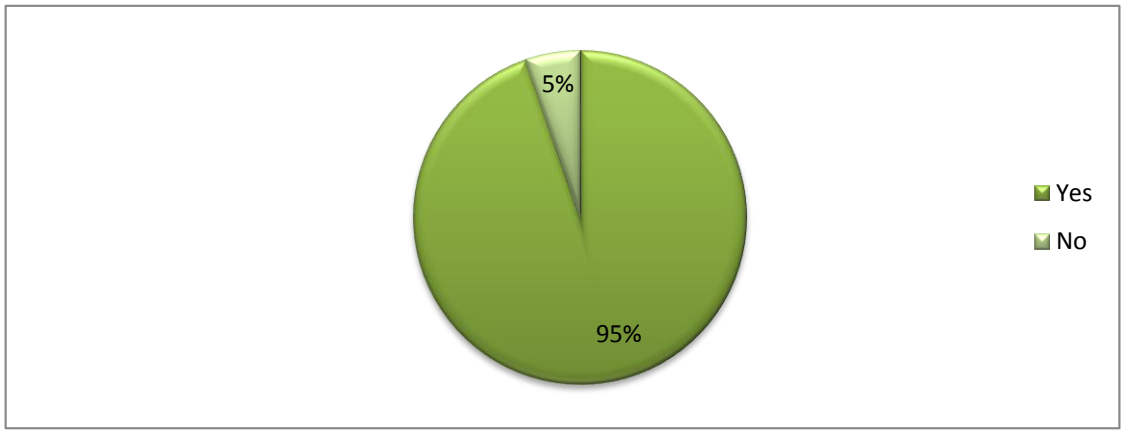
Q9- How often do your speaking teachers use icebreaker activities?



Graph 2.6: Frequency of Using Icebreakers by Teachers.

According to students' answers, (16%) agreed that their teachers use icebreakers frequently, (21%) agreed that their teachers use icebreakers sometimes, (21%) agreed that their instructors rarely use icebreakers, while the majority (42%) agreed that their teachers do not use icebreakers at all. Not using icebreakers can be attributed to the fact that icebreaker activities might be time consuming whether in terms of preparation or implementation.

Q10- Do you think that icebreaker activities enhance teamwork and collaboration?



Graph 2.7: students' Opinion about the Effectiveness of Using Icebreakers.

Only few students (05%) disagreed to the fact that icebreakers are effective, while the majority (95%) agreed that icebreakers do enhance teamwork and collaboration. That is maybe because such activities reduce shyness and promote a sense of trust and friendship among students. Eventually, students will feel at ease when working in groups.

Q11- If your speaking teacher uses icebreakers, so what is your favorite icebreaker activity?

Options	Students' Answers	Percentage
Tongue Twister Race	10	26,31%
Storytelling	7	18,42%
Last Letter Game	9	23,68%
Daring Game	5	13,15%
Role Plays	7	18,42%

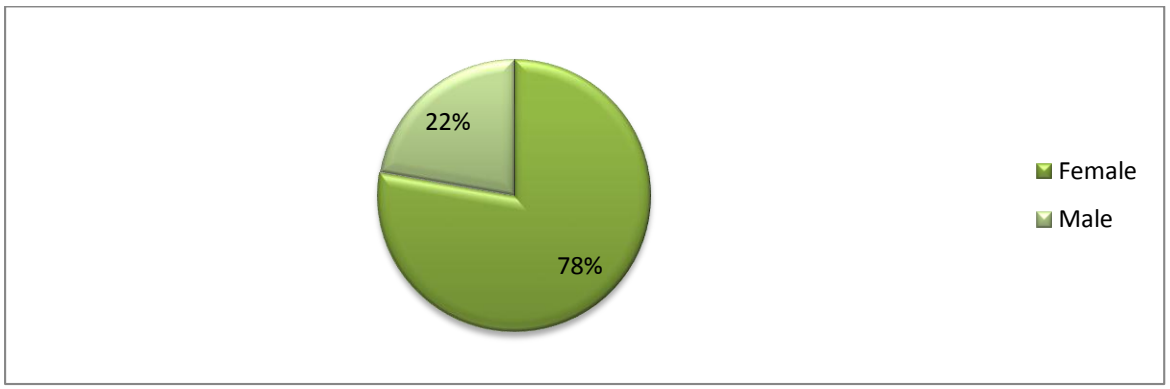
Table 2.3: Students' Favorite Icebreaker Activity.

A number of ten (10) answers favored tongue twister race, seven(07) answers favored storytelling, nine (09) favored last letter game, five (05) favored daring games,

while another seven (07) favored role plays. This implies that tong twister race is the most favorable icebreaker activity by most students.

2.5.3. Teachers' Questionnaire Analysis

Q1-Teachers' Gender.



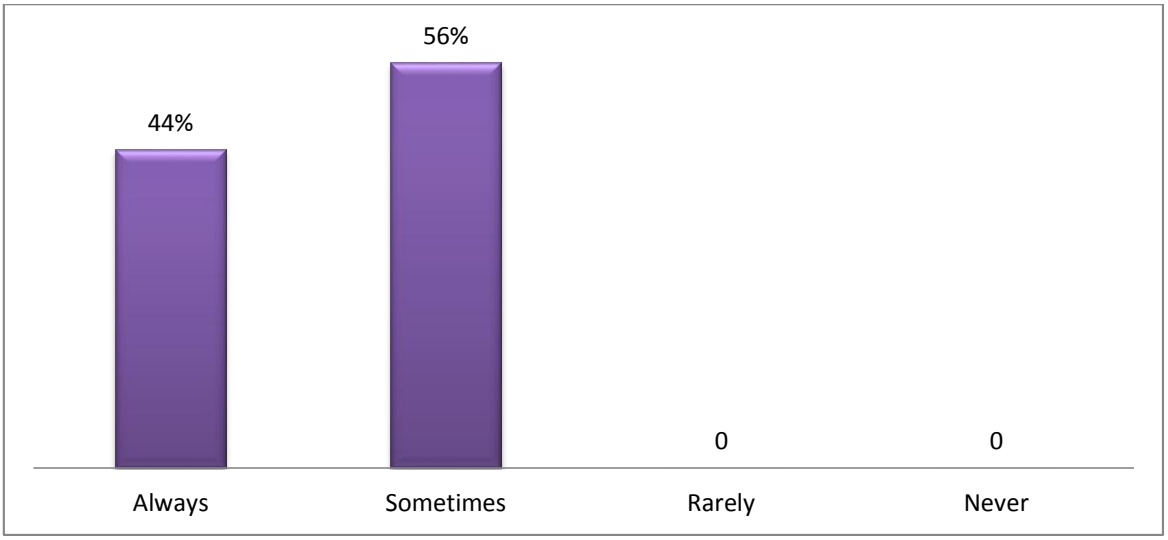
Graph 2.8: Teachers' Gender

Analyzing the data obtained shows that a percentage of (78%) female teachers answered the questionnaire, while only (22%) males answered it.

Q2- How long have you been teaching English?

The average teaching experience of the participants is approximately four years. The shortest teaching experience period is 5 months, and the longest one is nine years. Six (06) teachers who answered the questionnaire have three (03) to nine (09) years of teaching experience while three (03) teachers haveonly five (05) months of teaching experience.This indicates that most participants are aware of which teaching methods are most effective for teaching speaking.

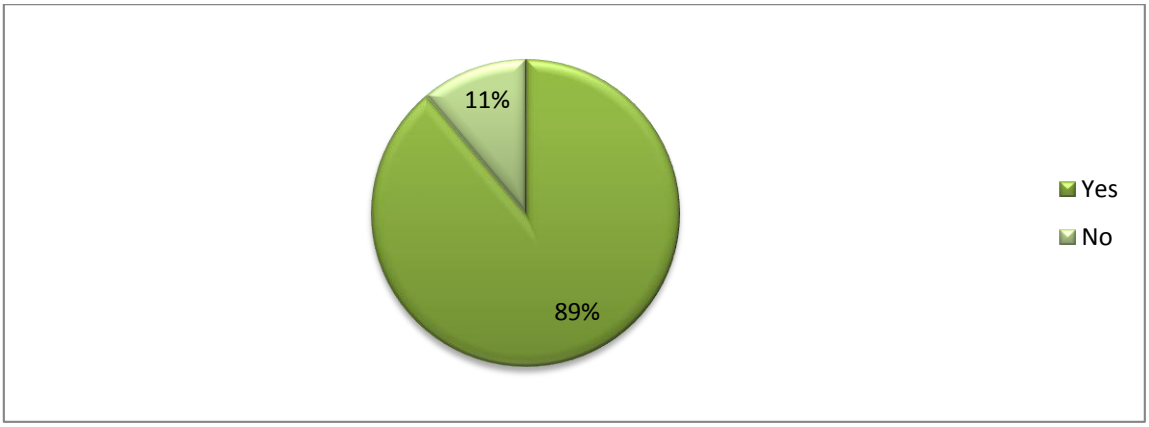
Q3- How often do your students participate/ speak in class?



Graph 2.9: Frequency of Students' Participation in Class according to Teachers.

Regarding students' participation frequency, (44%) of participants claimed that their students 'always' participate, (56%) claimed they 'sometimes' participate, while no teacher claimed a rarely or completely passive learning classroom. High levels of class participation is the outcome of using warm up activities, since most teachers who claimed their students 'always' or 'sometimes' participate said they use icebreaker activities.

Q4- Do your students struggle to participate/ speak in class?



Graph 2.10: Teachers' Opinion about Students Struggle in Participating in Class.

The majority of teachers (89%) agreed that their students do struggle when attempting to speak in class. This could be due to linguistic or psychological barriers that hinder students from speaking, such as shyness, lack of motivation, poor listening skills, etc. However, a percentage of (11%) claimed that their students do not find it difficult to speak. It could be because the learning environment set by those teachers is dynamic and friendly, which allows students to not struggle when speaking.

Q5- If yes, what are the factors that hinder EFL students from participating/ speaking in EFL classrooms?

P.S: The teachers were able to choose more than one option.

Options	Teachers' Answers	Percentage
Language Anxiety	6	23,07%
Shyness	7	27%
Lack of Motivation	6	23,07%
Lack of Vocabulary	3	11,53%
Lack of Knowledge about the topics	4	15,38%

Table 2.4: Teachers' Opinion about Students' Participation Hindrances.

A number of seven (07) answers revealed that the reason behind students' passivity is shyness, six (06) answers stated language anxiety, and another six (06) answers suggested the lack of motivation as an important factor affecting students speaking skill. The remaining few believed that students do not speak due to their lack of vocabulary, and lack of knowledge about the topics being discussed in class.

Q6- In your opinion, what is the best method of teaching speaking in EFL classroom?

Most teachers agreed that the best method of teaching speaking is the communicative approach, which encourages the use of activities such as discussions and roles plays. They believe such method engages students in interactive activities related to real life situations or in discussions and debates about various topics.

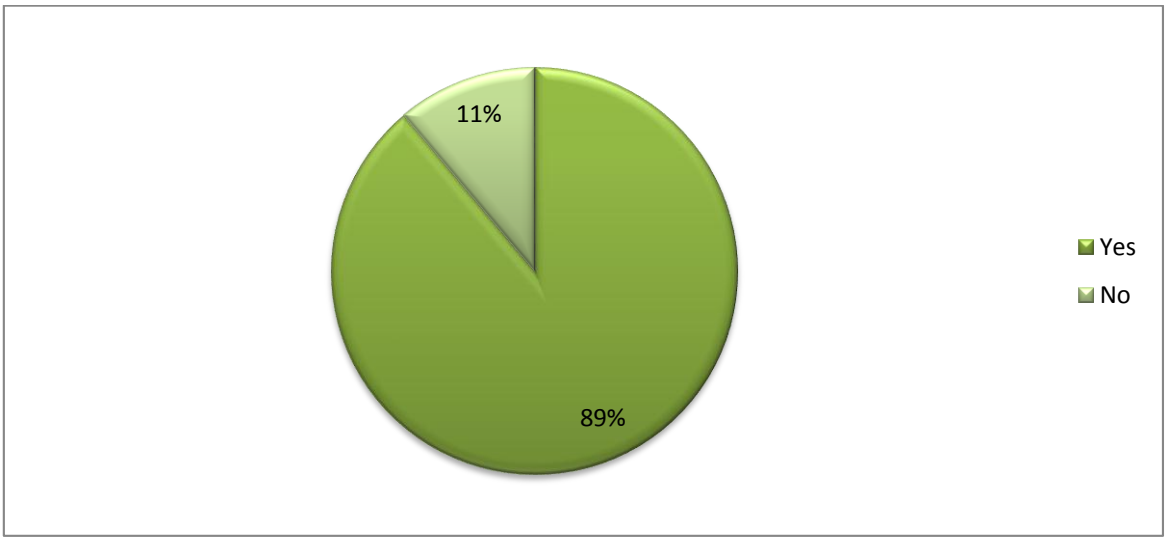
Q7-What activities do you use in order to help your students interact/ speak more?

Options	Teachers' Answers	Percentage
Discussion Tasks	7	37%
Information-gap Tasks	2	11%
Icebreakers	7	37%
Interviews	1	5%
Other Opinions	**Teachers' Answers**	**Percentage**
Debates	1	5%
Presentation	1	5%

Table 2.5: Teachers' Activities that Help Students Interact in Class.

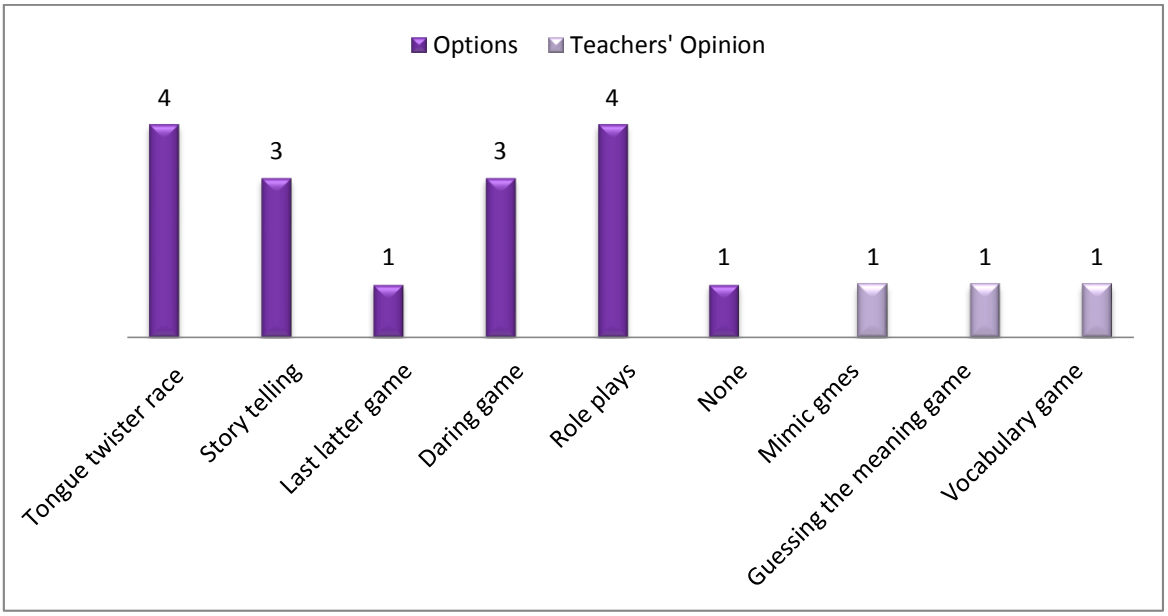
When asking teachers about the activities they use in order to help their students interact and speak more. Seven (07) answersnamed discussion tasks, seven (07) other answers named icebreakers, and two (02) answers named information-gap tasks. Only three (03) answers named interviews, debates and presentations.

Q8- Do you usually use icebreaker activities in your class?



Graph 2.11: Teachers' Usage of Icebreaker Activities.

Q9- If yes, what sort of activities do you use to break the ice in EFL classroom?



Graph 2.12: Types of Icebreakers Used by Teachers.

A quick interpretation of the graph related to the types of icebreakers used by EFL teachers reads that tongue twister race and role-plays are the most preferable types of warm up activities. Four (04) answers suggested the first, and other (04) suggested the latter. Three (03) answers named story-telling activities, while other three (03) named daring games. The remaining few preferred last letter game, mimic games, guessing the meaning game, and vocabulary game. Only one answer seemed to disagree to the idea of using games and favored not using such activities at all.

Q10- Do you think Icebreaker activities make EFL students more motivated to speak?

Options	Teachers' Answers	Percentage
Yes	8	89%
No	1	11%
Total	9	100%

Table 2.6: Teachers' View about Using Icebreakers to Motivate Students to Speak.

When asking teachers whether they believe icebreakers motivate students to speak or not, the majority (89%) answered with a 'Yes' while only one (11%) disagreed.

Q11- why?

Teachers that consented to the idea that icebreakers do motivate students to speak believe that icebreakers create a dynamic and friendly learning environment. This would help shy and introverted students to blend with their active classmates and participate without much hesitation. They also believe some sorts of icebreakers could also target students' vocabulary, grammar, and even pronunciation. This improves students' overall speaking performance. Nevertheless, teachers who disagreed believe that learning a foreign language is not only about students' interaction. Hence, warm up activities are not the only tool that encourage students to foster their speaking abilities.

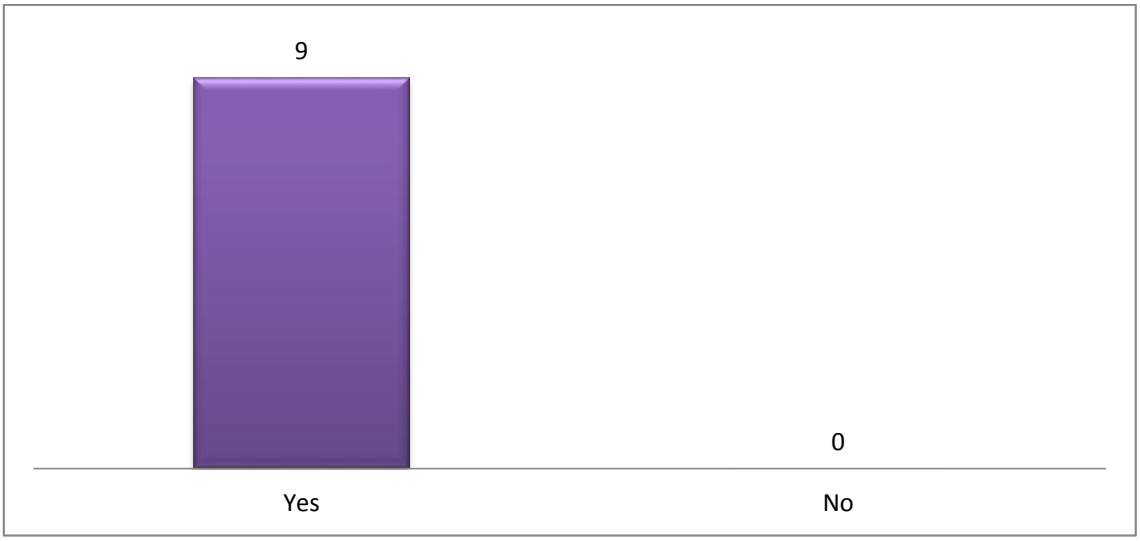
Q12- Do you think that icebreaker activities make EFL students less shy when speaking?

Options	Teachers' Answers	Percentage
Yes	8	89%
No	1	11%
Total	9	100%

Table 2.7: Teachers' Opinion about Using Icebreakers to Make Students lessShy.

As an answer to this question, the majority of teachers (89%) agreed to the idea that icebreakers reduce shyness, because they believe activities of this kind 'break the ice' in classrooms and allow students to feel comfortable. Only (11%) disagreed, because in their point of view icebreakers are not effective in reducing students' shyness.

Q13- Do you consider icebreakers as an effective method to boost EFL students' speaking skill?



Graph 2.13: Teachers' Opinion about Using Icebreakers to Boost EFL Students' Speaking Skill.

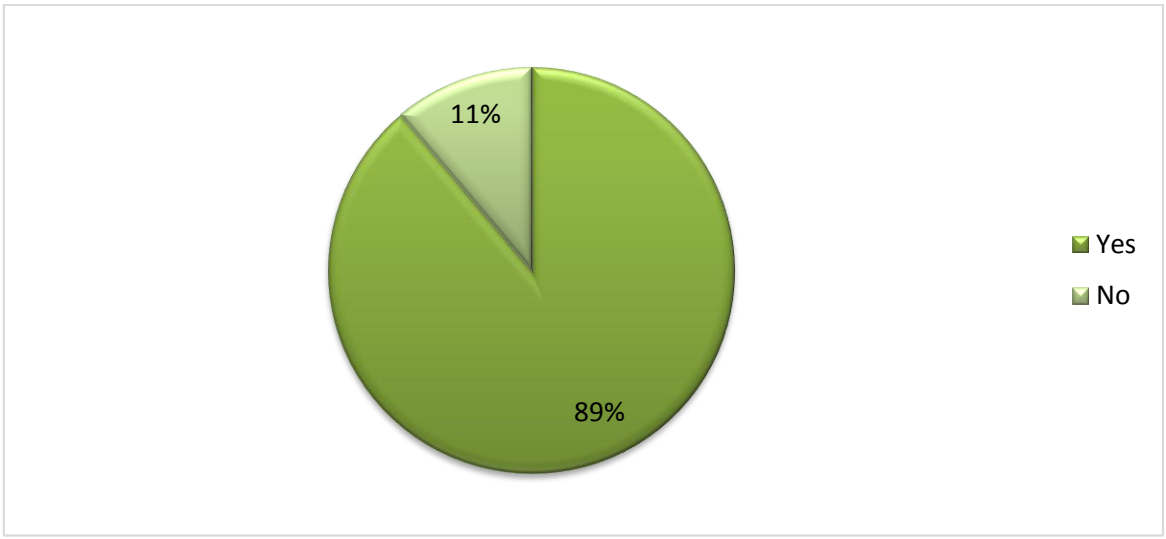
All teachers who were involved in this investigation agreed to icebreakers being an effective method to boost EFL students' speaking skill.

Q14-If yes, how?

Teachers answers to this question were similar to their responses to Q10 and Q11 (Do you think icebreaker activities make EFL students more motivated to speak? Why?).

Briefly put, teachers consider icebreakers effective to boost speaking skill because they create an atmosphere that is encouraging for all categories of students to speak, thus, such activities increase students' motivation and reduce boredom, shyness, and language anxiety. Consequently, students' speaking skill will improve.

Q15- Do you recommend using icebreaker activities in EFL classrooms?



Graph 2.14: Teachers' Recommendation of Using Icebreakers in EFL Classrooms.

As a concluding question, teachers were asked if they would recommend the use of icebreakers in EFL classes. Most teachers (89%) did recommend using icebreaker activities, while only (11%) did not believe it is necessary to implement such activities.

2.6. Discussion of the Main Findings

The classroom observation's results showed asignificant improvement in students speaking performance after the use of icebreaker activities.This confirmed the hypotheses of this study.Additionally, they revealed that the absence of icebreaker activities create a passive learning environment because of students' poor interaction. However, the use of icebreakers is an effective method to increase the number of active learners in class through getting rid of anxiety, boredom, shyness, and fear. All this proves the usefulness of icebreakers to boost EFL students' speaking skill.

Moreover, the data obtained from students' questionnaire demonstrated that the majority of respondents gave their English interaction an average evaluation. Most participants do not participate or feel comfortable when speaking English in class because of anxiety, boredom, fear of making mistakes, and lack of vocabulary. Apart from this, most participants believe that icebreaker activities can foster their speaking skills. They assume that these activities break down the barriers between students and teachers and provide more comfortable environment in spite of the underutilization of these activities by most of their teachers.

According to the announced results of the teachers' questionnaire, students often grapple with participation in class because of many factors like shyness, lack of motivation and language anxiety. Moreover, most participants confirmed the use of various sorts of interactive activities in their classes. Admittedly, icebreaker activities motivate students to interact more and boost their speaking skill. Hence, using these interactive activities is recommended by most teachers to be used in EFL classrooms.

2.7. Research Implications

The results of this study suggested a number of implications that are summed up as follow:

- Icebreaker activities can promote students' involvement in class and prepare them to focus more. They can motivate the students to speak and make them more confident in their speaking performance.
- These interactive activities enhance students' speaking abilities. Therefore, these activities need to be applied continuously in teaching speaking.
- The use of icebreakers creates an active learning environment that helps students reduce shyness and language anxiety.
- Teachers applying these activities notice an obvious improvement in students speaking skill.

2.8. Recommendations

Based on the findings of the study, it can be said that icebreakers have positive impact on students' speaking skill, and for further utilization of icebreakers in EFL classrooms, the study recommends the following:

- Teachers should be aware of the effectiveness of icebreaker activities and how to use them.
- Teachers have to offer opportunities to good students who do not interact because of shyness by using icebreaker activities.
- Icebreakers should not be discouraged when few students deny using them, since most students do like and want them.
- Teachers have to learn what icebreakers work out best according to the group level and number.

2.9. Conclusion

This chapter was devoted to the presentation of the research methodology used in this study. The researchers attempted to elicit the steps of the data collection procedures. First, it discusses the research methods and the setting where this study took place, in addition to the description of data collection tools used to accomplish this work. The researchers particularly opted for the aforementioned methodology and data collection tools to answer the research questions and hypotheses put forward via observation and analyzing both, students and teachers' questionnaires. Based on the findings, it can be concluded that the core hypothesis, which states that icebreaker activities might be effective to enhance EFL students' speaking skill is valid.

General Conclusion

General Conclusion

There is no doubt that the ultimate goal of learning a foreign language is being able to communicate effectively and smoothly using the target language. That is, the most important skill to improve in an EFL classroom is the speaking skill. However, for many EFL learners, enhancing the speaking ability is not an easy task to accomplish. This could be due to some linguistic barriers such as lack of vocabulary, or psychological barriers such as shyness, language anxiety and lack of motivation. Thus, more effective teaching methods should be implemented in order to improve EFL learners' speaking skill and assist them in overcoming learning barriers. Icebreaker activities are one of the most effective strategies used to motivate students achieve better oral proficiency.

The current research consisted of two parts. The first part highlighted the key concepts of the research. Moreover, it initiated the different psychological and linguistic factors that are likely to hinder speaking acquisition. The second part presented the practical part of the research, which involves implementing icebreakers that turned out effective in promoting learners' oral production. Therefore, the data collected validated the hypotheses put forward by the investigators.

The overall findings of the current research emphasized the effectiveness of icebreaker activities in enhancing students' speaking production. Results revealed that icebreakers influence EFL learners' speaking ability to a large extent since they reduce shyness and language anxiety. Furthermore, they increase learners' motivation to speak which is the core factor stimulating their desire to initiate a conversation, thus, communicating effectively and smoothly. The results also proved that teachers' method of teaching also have a great impact on students' willingness to speak in class.

In conclusion, this work calls language practitioners to relinquish traditional teaching approaches relying mainly on memorizing, repetitious drills, etc. Instead, they should seek effective teaching methods that meet students' needs with learning difficulties, and facilitate the process of acquiring a foreign language, especially the

speaking skill. Thus, achieving better oral proficiency and enhancing their communicative competence which plays a large part in EFL learners' success in foreign language classes.

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Appendices

Appendix I

Students' Questionnaire

YAHIA FARES UNIVERSITY OF MEDEA

FACULTY OF FOREIGN LANGUAGES

Dear students,

We hope this email finds you well.

As a part of our investigation on how effective icebreakers are to enhance your speaking skill, we have prepared a short online questionnaire on that basis. We kindly ask you to take five minutes of your time and contribute to this project by filling this survey on your experience.

The questionnaire is available at:

https://surveyheart.com/form/6060db6186b7d31a9560d3a9

Thank you for your time,

Researchers

1. Student's gender

- Male ☐
- Female ☐

2. Age

…….

3. Was English Major your choice?

- Yes ☐
- No ☐

4. Do you study English for:

- Academic purposes ☐
- Communication purposes ☐
- Others ☐

……..

5. Do you feel comfortable when you speak English in class?

- Yes ☐
- No ☐

6. If not, why?

……

……

……

7. How do you evaluate your English interaction in class?

- Excellent ☐
- Good ☐
- Average ☐
- Poor ☐

8. Why do you not participate in class?

- Your teachers' method ☐
- You do not have enough vocabulary ☐
- You feel bored ☐
- You are shy ☐
- Others ☐

……

…

9. Which types of speaking activities your teachers usually use?

- Discussion tasks ☐
- Icebreakers (definition below) ☐
- Information-gap tasks ☐
- Interviews ☐
- Others ☐

……

……

……

Definition of icebreakers:

Icebreakers: Activities that are designed to attract students' attention, to help them change the atmosphere from boring to more relaxing and put aside distracting thoughts, also to get them ready to focus individually and as groups on whatever activities that follow.

10. Do you think that using icebreakers improves your speaking skills?

- Yes ☐
- No ☐

11. If yes, how?

……

……

……

12. How often do your teachers use icebreaker activities?

- Frequently ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

13. Do you think that icebreaker activities enhance teamwork and collaboration?

- Yes ☐
- No ☐

14. What is your favorite Icebreaker activity?

- Tongue Twister Race ☐
- Story Telling ☐
- Last Letter Game ☐
- Daring Games ☐
- Role plays ☐
- Others ☐

……..

Appendix II

Teachers' Questionnaire

Dear teachers,

We hope this email finds you well.

As a part of our investigation on how effective icebreakers are to enhance EFL students' speaking skill, we have prepared a short online questionnaire on that basis. We kindly ask you to take five minutes of your precious time and contribute to this project by filling this survey on your experience.

The questionnaire is available at:

https://surveyheart.com/form/606f9e7498038063efa253b3

Thank you for your time and consideration,

Sincerely yours,

Researchers

1. Teachers' gender

- Male ☐
- Female ☐

2. How long have you been teaching English?

……

3. How often do your students participate/speak in class?

- Always ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

4. Do your students struggle to participate/speak in class?

- Yes ☐
- No ☐

5. If yes, what are the factors that hinder EFL students from participating/speaking in EFL classroom?

- Language anxiety ☐
- Shyness ☐
- Lack of motivation ☐
- Lack of knowledge about the topics ☐
- Others ☐

……

6. In your opinion, what is the best method for teaching speaking in EFL classroom?

……

……..

7. What activities do you use in order to help your students interact/speak more?

- Discussion tasks ☐
- Information-gap tasks ☐
- Icebreakers ☐
- Interviews ☐
- Others ☐

……

8. Do you usually use icebreaker activities in your classes?

- Yes ☐
- No ☐

9. If yes, what sort of activities do you use to break the ice in EFL classroom?

- Tongue twister race

- Story telling ☐
- Last letter game ☐
- Daring game ☐
- Role plays ☐
- None ☐
- Others ☐

……

……

10. Do you think icebreaker activities make EFL students more motivated to speak?

- Yes ☐
- No ☐

11. Why?

……

……..

12. Do you think that icebreaker activities make EFL students less shy when speaking?

- Yes ☐
- No ☐

13. Do you consider icebreaker as an effective method to boost EFL students' speaking skill?

- Yes ☐
- No ☐

14. If yes, how?

……

……

15. Do you recommend using icebreaker activities in EFL classrooms?

- Yes ☐
- No ☐

Thank you so much for your cooperation

ملخص

يواجه الطلاب العديد من التحديات خلال مسيرتهم لإتقان لغة ما، مما يدعو الأساتذة لانتهاج أساليب واستراتيجيات تدريس جديدة لتدارك هذا المشكل. يهدف البحث الحالي إلى التحقيق في فعالية النهج القائم على استخدام نشاطات كسر الجمود على تعزيز مهارات التحدث لدى الطلاب الجزائريين. ولهذا الغرض، تم إجراء دراسة حالة مع طلاب السنة الثانية في قسم اللغة الإنجليزية بجامعة يحيى فارس بالمدية. حيث تم اختبار مجموعتين من الطلاب أثناء حصص تعلمهم التحدث باللغة الانجليزية وهذا قبل وبعد تطبيق أنشطة كسر الجمود. وتم تدارس كل مجموعة على حدة من أجل ضمان أداء تلقائي ونتائج دقيقة. كما استخدمت هذه الدراسة نهج مزدوج الأسلوب لغرض جمع البيانات ووصفها .

أظهرت النتائج فروق كبيرة في اندفاعية الطلاب وتفاعلهم بعد استخدام نشاطات كسر الجمود. حيث أبدى المشاركون حماسا وتحسنا ملحوظا أثناء مشاركتهم في حصص المحادثة باللغة الانجليزية.

كخلاصة، فقد تم إثبات أن نشاطات كسر الجمود أداة فعالة تعمل على تحفيز الطلاب على تعلم اللغة الانجليزية بشكل عام، وعلى تحسين مهارات التحدث بشكل خاص. كما أنها تخلق بيئة تعليمية ايجابية تشجع العمل الجماعي وتشجع الطلاب على المشاركة الفعالة.

الكلمات الدلالية: مهارات التحدث، نشاطات كسر الجمود، الاندفاعية، المشاركة.