Teacher's and Learner's Attitudes Towards The Implementation of icebreakers to Improve The Learners' Speaking Skill

The Case of Second Year Students at The University of Mohamed Seddik Ben Yahia

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in didactics of foreign languages

Submitted by   **Supervised by**

- Nahla YESSAD   - Sarra LEKKAT

- Nihed BECHNOUNE

Board of Examiners

- **Chairperson**: (Mohammed BOUKEZZOULA, University of Mohamed Seddik Ben Yahia, Jijel)

- **Supervisor**: (Sarra LEKKAT, University of Mohamed Seddik Ben Yahia, Jijel)

- **Examiner**: (Loubna KOUIRA, University of Mohamed Seddik Ben Yahia, Jijel)

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Dedication

To my parents …

Nahla

Dedication

In the name of God, the most merciful, the most compassionate. Every

challenging work needs self- efforts as well as guidance and support of

others, particularly to those who are dear to our heart. I dedicate this work

to:

The most valuable people in my life, the one who gave me strength, emotion

and support. My dear mother **Djaoui Houria** and beloved father

BechnouneAzzeddine. I am deeply grateful to them for their love,

encouragement, support, and endless love. To my lovely and sweetheart

brothers Riad and Haitem. To my dearest sister **Hana** who supported and

encouraged me all the time. Tor my freind, **Moufida** To my partner **Nahla**. To

all my other friends without exception.

NIHED

Acknowledgment

In the Name of Allah, the Most Merciful, the Most compassionate all praise be to

Allah, the Lord of the worlds; and prayers and peace be upon Mohammed , His servant and messenger.

Abstract

This study aimed at engaging teachers' and students' evaluation of the effectiveness of icebreakers in improving learners' speaking skill. To achieve this aim, two research tools have been self-designed "a teacher interview and students' questionnaire" . The questionnaire was administered and distributed to fifty-five second-year license university students at the department of Englishin Mohamed Seddik Ben Yahia University . Whereas, the interview was conducted with four teachers of the oral expression module at the same department . The result stated that both teachers and students appreciate the use of icebreakers. Hence, teachers consider that it is necessary to create a fun and stimulating atmosphere by using different icebreakers activities. Students also confirmed that they learn better and they really ameliorate their speaking skills through the use of Icebreakers in their speaking classes. By applying icebreaker activities, a good interaction between students and teachers is established in the classroom.

Keywords: speaking skill, Icebreakers, learners and teachers .

List of Abbreviation

%: Percentage

EFL: English as a Foreign Language.

Q: Question.

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<center>**General introduction**</center>

1. Background of the Study

   By speaking, students can express their thoughts, opinions, and information more clearly than in written language. Shumin (1997) states that all skills have the same degree of importance and speaking is as important as other skills. The increasing interest in the various aspects of improving speaking ability has led to the need for teachers to find effective teaching and learning strategies and methods that suit the needs of students.

   Richard (1986) considered that "strategy as a plan, step or conscious action is taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 274). Implementing strategies that help in creating a positive and cheerful classroom atmosphere facilitates students' understanding of the material provided by teachers. Acording to Dryden(2009) learning will be more effective through enjoyable learning. One of the selected strategies that a teacher can apply to improve students' speaking ability in class is the use of icebreakers.

   An icebreaker is one that breaks the ice among learners; students engaging in icebreakers will be able to interact more effectively all together. According to Dover (2004),icebreakers are considered as "discussion questions" or "interaction activities" that help learners to learn how to speak easily and enjoyably. He believes that the primary goal of icebreakers is to develop an environment which decreases students' anxiety, "breaks the ice" between learners and learning with fun activities. Interestingly, the use of icebreaker activities in English language classroom is a great way to create a conductive atmosphere. It can be described as an interesting strategy

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that can be used by teachers to start a lesson and engage students within their English language classroom (Robertson &Acklam, 2000). It is accepted that the icebreaker is effective for enriching students' motivation and interaction successfully in the classroom (Kelly, 2004). Icebreakers activities are used on various learning community occasions for many purposes such as energizing the group, tension, reduction, feedback and disclosure (Verma& Pathak, 2011).

Icebreakers helps in successful exchange of ideas by clear the way to the participants and make them more comfortable and engaging. Heinonen (2009) argues that an icebreaker can be used as a facilitation exercise in order to help the group overcome fears and feelings of uncertainty. Therefore, teachers' adaptation of an interesting activity or technique such as the ice-breaking strategy helps in the success of the interactive process of the students which depends mainly on how to break the ice between them and thus improve their speaking ability. As stated in the Encyclopedia of icebreakers, ice breakers are tools that enable group leaders to foster interaction, stimulate creative thinking, challenge basic assumptions, as well as clarify new concepts, and present specific.

2. Statement of the Problem

Speaking plays an important and pivotal role in English language learning and teaching contexts. It has always been the most dominant skill for all language learning categories, since it reflects the ability of each learner to manage the four skills together successfully or not. However, it is not easy to motivate the learners to speak or find the best way to attract them. As a result, many learners face many problems. In the speaking skill, they are not well motivated or face lack of effective method. By encouraging students to participate in enjoyable and low risk ice breaking activities,

they will be more successful in learning process. Based on this belief, this study seeks to verify whether the icebreakers strategy has a positive effect on improving the speaking skill of the English language learners.

3. Aim and Significance of the study

The aim of the study is to explore both learners and teachers' attitudes towards the implementation of icebreakers as a new teaching and learning strategy by teachers to attract students' attention as well as enhance and improve the speaking skills of English language learners within the classroom. This topic is of great importance as it provides a clear picture about how the students will respond towards the technique.

4. Research questions

The present study seeks to answer the following research questions:

1- How does the icebreaker improve the learners speaking skill in terms of accuracy and fluency?
2- How does icebreaker usage by teachers attract students' attention in English language classroom?
3- How do students respond to the use of icebreaker?

Based on the above research questions, the following assumptions are suggested:

The implementation of icebreaking in learning will improve the learners speaking skill.

5. Means of research

In order to verify the above stated assumption, to answer the research questions and to achieve the objectives of this study, this research used the expalanatory method, which mainly comprises both a qualitative tool, namely the interview, and a

quantitative tool, namely the questionnaire. The questionnaire was administered and distributed to fifty five second-year license university students at the department of English, to elicit their opinions on the use of icebreakers as a way to develop their speaking skill. Whereas, the interview was conducted with four teachers of the oral expression module at the department of English to explore their views on the implementation of the icebreakers strategy in the teaching and learning processes within the oral expression classes to develop the students' speaking skill.

6. The Structure of the dissertation

The current research comprises of two main chapters with a general introduction and a general conclusion. The first chapter represents the theoretical part, while the second chapter represents the practical part. The theoretical part is in turn divided into two sections. The first section is entitled "the Speaking Skill" and reviews some key points about this skill. While the second section is devoted to discussing the concept of icebreakers and delving into some of its points under the title "the icebreakers". On the other hand, Chapter two aims to explore the effect of using icebreakers strategy on improving students' speaking skill. It presents the analysis and interpretations of the data obtained through the interview and questionnaire. Also, some limitations of research are highlighted in this chapter.

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Section one: the speaking skill

Introduction

English has become the language of the era that connects people all over the world. Successful learning and mastery of English as a foreign language means developing and integrating all four-language skills that are related to one another: reading, listening, speaking and writing in an effective way. This chapter also sheds light on some strategis for successful speaking in addition to problems encountered by learners while speaking.

1.1. The concept of speaking:

The primary goal of foreign language teaching is the ability to communicate. Teaching the speaking skill must be increased in order to achieve the goal of language learning, William (1981:1). Improving the speaking skill is very important in the language learning process. Speakers communicate through oral expression to obtain more information efficiently. According to Bambang (2006: 125), debate is used as an activity to understand a speaking topic. This activity is carried out by two groups: a "pro" group and a "contra" group; each group consisting of three or five students. It can give motivation to express the learner's opinion and respond to the argument using the English language. It can build their listening ability and speaking ability and increase their motivation to speak. However, the speaking skill is not an easy thing as it is affected by the mental factor of students such as their mood, motivation and readiness. Thus, students should be provided with interesting activities and tasks that makes them speak freely and more enthusiastically. Sardiman (1992:84) says: "Motivation is a prerequisite for learning, if the teacher gives students the motivation

in the language learning process, the aim of the study will be optimal, especially in learning a foreign language".

1.1.1. The nature of speaking

Speaking is a way of oral communication that enables the speaker to express himself through language. No communication can be made while interacting with people without speaking. Brown in Malayanti (2004) describes speaking as an interactive process that involves the production, reception, and processing of information to obtain meaning. Whereas Cornblect (2011:18) shows that speaking is the combination of sounds in a recognized and systematic way. According to the principles of specific language, speaking is not based on the production, reception and processing of information only, but contains combination of sound in addition. On the other hand, Harmer (2001) explains that speaking takes place when two people are engaged and they are sure that there is a good reason for them to do so. The reason may be that they need to say something or have a communicative purpose. Widdowson (1985:57) adds that speaking is the oral communication that includes two essential elements for conveying informations: The speaker who delivers the message and the listener who receives the message. In other words, the process of communication involves productive listening skill. Nunan (2003:48) summarizes his opinion by defining speaking as a productive aural and oral skill. Scoot (2005: IV) similarly defines it as a skill that needs continuous development and practice independently of the grammar curriculum. According to him speaking is an interaction that requires the ability to cooperate in managing speaking turns. On the other hand Scoot (2005; 79) states that speaking is a cognitive skill; it is the idea that successive practice makes knowledge increasingly automated. For him speaking is an

activity in which thoughts, ideas and opinions can be expressed orally to respond to the verbal and non-verbal information. Additionally, Widdowson (1985:9) states that communication through speaking usually occurs in face-to-face situations. It is often a part of dialogue rather than verbal exchange. According to him, the act of speaking is not limited to the production of sounds only but also uses gesture, facial muscles movement and the general movement of an entire body. However, it can be said that speaking is an oral communication in which information is given and it is the most important means by which the speaker can express himself through language.

1.1.2. A typology of speaking of speaking

Brown (2004: 141) describes five basic types of speaking or oral production. They are:

1.1.2.1. Imitative Speaking

The generating of "human tape recorder" speech is a very limited part of classroom speaking; for instance, learners can practice an intonation contour or pinpoint a particular vowel sound during this exercise. It isn't done for meaningful interaction, but to concentrate on some particular feature of language format. In this category, it is important to understand that students need to practice some specific aspects of language form. This is just imitating a word, phrase, or sentence. The essential part is to focus on pronunciation. The teacher uses drilling to allow students to hear and repeat some words out loud. Using imitation involves repeating the words, phrases, or sentences of others as a way to convey meaning or even to interact in a conversation. In this method, pronunciation is taken into account to aid learners in learning the language (Brown, 2004)

1.1.2.2. Intensive speaking

Intensive speaking goes one step beyond imitative that include any speaking performance in which the students practice some phonological and grammatical aspects of language. It is usually done in pairs (group work); for example, reading aloud a paragraph, reading dialogue with a partner, reading information from a chart, etc. In intensive speaking, participants produce short passages throughout which they display competence in a narrow band of grammatical relationships, such as intonation, stress, and rhythm; this type of performance also includes some assessment tasks, such as reading aloud, sentence and dialogue completion, and so on (Brown, 2004, p. 141).

1.1.2.3. Responsive speaking

It involves short interactions like short conversations, small talk, and simple requests in order to preserve authenticity and provide clarity with only one or two follow-up questions as demonstrated in Brown (2004, p. 142) in the following short conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine- fifteen.

It includes interaction and test comprehension, but at the level of very short conversation, standard greetings, and simple comments. This is a sort of brief response to a teacher or student question or comment, and is usually sufficient and meaningful.

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1.1.2.4. Interactive speaking

In contrast to responsive thinking, in this type of language, two forms of languages are involved; transactional language and interpersonal language. The former is used to exchange specific information, whereas the latter is used to maintain social relationships. Oral production in this type of language can be more complex with the use of colloquial language, ellipses, and slang. Interactive speaking may also involve some assessment activities, such as interviews, role-plays, and discussion groups (Brown, 2004, p. 142).

1.1.2.5. Extensive speaking (monologue)

Teachers give students extended monologues in the form of oral reports, summaries, and story-telling and short speeches, Based on that theory, there are some elements that need to be considered when assessing speaking; Students need to be familiar with the pronunciation, vocabulary, and cultural references that they are going to use, Once they are ready and prepared for the activity, students will be able to use the language appropriately.((2004: 142)

1.2. The components of speaking skills

It is necessary for every skill to have some components to fulfill its need. Like any other skill, speaking requires many components. When speaking, the speakers are not only expected to possess the ability to speak and communicate, but also have some components involved in speaking, which are in particular the following:

A. Accuracy

Accuracy is measured using the percentages of sentences that do not contain any errors; it is the degree of being correct if the speech is accurate. Accuracy is critical to learning a grammatically correct foreign language, because its main focus is the formation of impeccable sentences as well as the transmission of messages without making any mistakes. According to Robert B Kaplan, (2002: 32), maintaining formal accuracy is only one aspect of a more general process in order to ensure that conceptualization, formulation, as well as the articulation of the message are consistent with the intent of the speaker.

Skehan (1996) states that the basis for accuracy is «how well the target language is produced in relation to the rule system of the target language". Cited in Ellis &Barkhuizen, 2005, p. 139).Therefore, to produce a grammatically correct language, learners must focus primarily on the grammatical structure and vocabulary as well as how they are applied and pronounced. Similarly, Harmer (2001) confirms that by arguing that accuracy essentially requires the use of some key characteristics that help teachers correctly assess student competence which are: grammar, vocabulary and pronunciation.

2.2.1. Pronunciation

Pronunciation is the production of speech sounds. Hornby (1995: 928) defines pronunciation as the way in which a language is spoken, the way in which words are pronounced, the way in which people speak an unknown language. While Yates (2002:1) states that pronunciation refers to the way, someone uses sounds to convey meaning. Pronunciation includes vowels formation, accents, and inflections, based on

some standards of content or proficiency. It is one of the main factors that affects the learner's ability to speak. Since through good pronunciation, the listeners get the meaning that a speaker wants to convey. Pronunciation teaching is typically concerned with two integrated skills: understanding and recognition (Widdowson, 1985:9) both skills largely need very little for the mastery of any pronunciation rules. The constant practice of listening and speaking will certainly give the learners the skill.

1.2.2. Grammar

Grammar is one of the crucial factors that may affect and influence a language speaker. According to Nunan (2003, p.154), "a set of rules specifying the correct ordering of words at the sentence level." Grammar is mainly concerned with the studying of rules that govern a language in a spoken or written context, since it should be arranged for giving meaningful sentences can be understood within a communication process, it is one of the main obstacles that the speaker may encounter due to the lack of the grammatical knowledge which may cause fear and shyness from making errors when speaking. Hornby (1995:517) states grammar is the rules in language for changing them into sentences, additionally, Ba'dulu (2004:15) states that grammar is the organization of words into various combinations, representing many layers of structure, such as phrases, sentences and complete utterances.

1.2.3. Vocabulary

Vocabularies are defined by Webster's near world print dictionary (Webster: 1983:2946), as list of words, etc. as a dictionary or glossary and all of the words used a language or by a person group, etc. As one of the language, aspect vocabulary is a

fundamental and principal element that takes a huge role in language teaching and learning. Increasing vocabulary is critical, because the higher the vocabulary, the greater the ability to communicate. Harmer in Nursyamsi (2016) distinguishes two types of vocabulary: active vocabulary and passive Vocabulary: Active vocabulary: refers to words that students are expected to be able to use after learning it and Passive vocabulary that refers to the words that students will acquire when they meet but are not yet able to use. Interesently, Willikins (1972) emphasized the significance of vocabulary by stating: "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

B) Fluency

Fluency is the ability to communicate and convey messages coherently and smoothly without showing pauses and hesitations which leads to less comprehension difficulties for the listeners (Christiene and Anne) .Webster (1975:500) introduced fluency as the ability to speak or write smoothly and readily with references to the ease with which a person is able to speak or write with others. It is basically considered as a term of communication. According to (Housen, 2012:5) there are least three sub-dimensions of fluency: Speed fluency, breakdown fluency and repair fluency.

Speed fluency is clearly associated with recall and storage procedures whereas breakdown and repair fluency are depending on the thelearners'confidence that what has been retained is reliable .O'Malley and chamot in Housen, (2012:55). Lennon , on the other hand , asserts two senses of fluency :the broad fluency that represents the highest scale of oral proficiency in a foreign language ,and the narrow fluency that is particularly refers to an isolated element of oral proficiency ,it is especially used in

the grading oral evaluations and many readers will be familiar with the scores of candidates' fluency as well as ,perhaps ,correctness , relevance ,appropriateness, pronunciation , lexical range , and so on (Candalin and Hall ,2002:12).

1.3. The importance of the speaking skill

Speaking skill allows people to create new ways to communicate with others about any topic or idea. Speaking fluently, correctly, with correct intonation, and a sound pronunciation is essential in a second or foreign language. In many countries, Effective Communication skill is one of the standards for teachers. The ability to speak in a second language makes the speaker a skilled communicator.(Warda, S, 2019). The development of speaking skills, in particular, is a challenge to teachers of English as a foreign language since students being able to communicate orally with each other using effectively the target language is of the utmost importance today. Students who are unable to improve their fluency can never be considered effective language users.

Speaking a language is synonymous with knowing that language, because speech is the most basic form of communication for most people, according to Bygate (1978, p.2). By speaking, learners can influence their listeners. It is a means for expressing and showing social positions and enhancing the solidarity of societies. The importance of speaking becomes more apparent when other language skills are being integrated, speaking, for instance, can help students develop their vocabulary and grammar skills. Additionally, speaking can help improve students' writing skills since learners are able to express their personal feelings, opinions, or thoughts in a clear and confident manner.

1.Techniques of successful speaking

According to Ur (1991:120), having successful speaking is based on some different characteristics: Learners talk a lot, participation is even, motivation is high and language is of an acceptable level. The main goal of speaking teaching is to have a successful speaker, this purpose can only be reached through the teachers' use of highly efficient strategies while teaching in order to solve the problems of speaking and make students actively in the classroom. The following strategies areused for fulfilling the language learners' needs while learning English:

1.4.1. Tongue twisters

Tongue twisters are vital techniques has defined by Stuckey (2009) as words, phrases and sentences containing alliteration that are difficult to say because of a varying combination of similar sounds. He states that although they are very challenging they can be a way to motive and create an enjoyable atmosphere for learning, simply because having fun with the practice makes the students more likely to do that practice. Stuckey (2009:1) also states that Tongue twisters improve newly acquired articulation skills and self-monitoring skill in addition to offer a variety of opportunities to practice speaking or language goals, such as:" auditory discrimination, fluency, and voice". Bailey (2005) pointed out that a tongue twister is a common game favored by both kids and adults alike.

1.4.2. English games

Games have a special role in foreign language teaching because it makes learning easier in an enjoyable way. According to Deesri(2002) using the English games as a teaching tool for acquiring new vocabulary and grammar reduce students'

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stress and allow practicing communication more effectively, since it promotes friendly competitions and real communication among them. Although teachers in general regard games as time consumers, but there are evidences that, they are useful for both teachers and learners. For example, Piaget (1962) states that Technology-based games and plays have a crucial role in acquiring and learning new skills. Additionally, Mc Callun (1980) says: "games automatically stimulate students' interest; a properly introduced game can be one of the highest motivating techniques".

1.4.3. Code-switching or code mixing

According to yegheanpour, (2012) interest in code switching has led to a variety of investigations, and theoretical discussions have led to new information to accommodate bilingual speech behaviour. Reducing or even uprooting students' mother tongue use has been emphasized by English teachers who use a monolingual strategy in their own teaching methods in the classroom. The justification for this may be to increase the amount of time to use the target code which leads to better learning efficiency. The term is briefly defined by Nunan and Carter (2001) as "a phenomenon of switching from one language to another in the same discourse" (p. 93). According to Grosjan (1982), Btter interaction can be achieved through using code switching as a strategy by speakers while communicate with their classmates.

1.4.4. English songs

English songs an enthusiasm and magical strategy in English teaching and learning Paul (2003:58) presented songs as a useful strategy help in remembering things more easily and draw more deeply into a lesson. According to Phillips (1993: 37), learners are much more likely to imitate and remember music than words spoken

verbally. Using English songs to teach and master new vocabulary and grammar is a very important way to enhance communication and reduce student stress. Since many songs are considered part of the English-speaking culture, the use of music and rhythm is very important in learning that language. Gardner (1983), through the famous theory of multiple intelligence, considered music as intelligence, and added that musical intelligence can be greatly developed by using songs through the curriculum by teachers.

1.4.5. Icebreakers

Icebreaker is our concern in this study. It is an activity, game or event that training classes and presents a comfortable atmosphere that will allow students to work together and interact spontaneously. M.Said (2010) considers icebreaker as a game or activity that serves to change the atmosphere of the ice in-group. Likewise, Johnson (2007) believes that to create and evoke an atmosphere of desire for study among students, teachers should use the ice breakers as a tool to avoid anxiety, boredom, disorientation and many other uncomfortable feelings while learning a language.

1.5. English speaking problems

Speaking problems are some problems that hinder a person's ability to speak.Rababa (2014) stated that, there are many factors that cause difficulties in speaking English as a foreign language. These factors are related to teaching strategies, the curriculum, the environment or the students themselves. Among the factors related to students, for example, is a lack of vocabulary, difficulty-understanding conversations, getting meaning and maintaining interaction. Motivation

is also an influencing factor in speaking English, having low motivation to speak impedes speaking. Ur (1996) in turn, asserts four main problems with speaking ability:

1.5.1.Inhibition

Conversational activities require the learner to turn all eyes on him as opposed to listening, writing, and reading. Being exposed to the audience often can cause learners to panic while trying to say things out of concern about mistakes that might be made, criticizing or losing face to the rest of the class or simply ashamed of the attention their speech might receive. Inhibition is condition which someone or students losing face, worry about making mistakes and afraid of the attention that their speech attraction (Ur, 1996, p.121).

1.5.2. Nothing to say

Learners often complain that it is difficult to think of anything to say, even if they are not inhibited. Despite the multiplicity of ideas in their minds, the need to think and express in a second language is an obstacle to Express that ideas. Rivers (1968) explains this by stating "learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it" (para. 5).

1.5.3.Low or uneven participation:

This problem concerns how much each student takes while speaking. It is exacerbated by the domination of some learners of speech, while these students spend almost the entire time talking, others resort to speaking only a little if what they are

going to say is correct or just keep quiet and do not speak at all. Harmer (2001) proposes streamlining week participation into groups and letting them work together. That way, week participants will not hide behind strong participants and the teacher can achieve a high level in participation. Classroom arrangement is also a factor that can create a participation problem as it affects students' activity while speaking.

1.5.4. Mother tongue use

The mother tongue affects students when producing a foreign language. Students tend to use while learning a second language because it is easier and they feel more comfortable with someone in it. Skutnabb-Kangas (2008) argues that speaking the mother tongue in the classroom can promote a better teaching and learning environment by reducing language anxiety and boosting confidence.

Conclusion

Speaking is an essential part of EFL classes, yet learners have difficulties with it because they are non-native speakers, and their mother tongue controls them because it expresses their identity, and they cannot easily get rid of it. To make learners speak fluently and accurately, teachers give oral classes a special interest.Therefore, in this section we tried to shed the light on speaking skill .

Section two: The use of icebreakers in EFL Speaking classes

2.1. Definition of Icebreakers

2.2. The Principles of Icebreaker

Section 2: The concept of icebreakers

Introduction

In teaching English as a foreign language, there are many problems that English language teachers face while dealing with students. The most important of which is improving their speaking ability while learning. Finding an attractive method or strategy to boost students' speaking ability is essential. Therefore, one of the effective strategies that can be used to avoid this problem are the icebreakers. There is a belief that an icebreaker can improve and enhance students' learning .This chapter try to confirm its effectiveness in improving students speaking ability by delving into the following titles :the definition and principles of icebreakers ,its purpose, the procedures of using icebreakers and some different strategies that are used to apply this technique, in addition to the types of icebreakers ,its advantages and disadvantages, the impact of icebreakers on the speaking skill and icebreakers usage in the classroom.

2.1. Definition of Icebreakers

Icebreaker is an educational activity that usually lasts a few minutes at the beginning of the class but brings many advantages to the students.Tambunan and Hutasoit (2018) define it as a ship whose primary purpose to "break the ice" in the Arctic region to clear the way of travel. An icebreaker is a way to end conflict and make the participant more comfortable, relaxed, more receptive and contributed to the conversation. Johnson (2012) describes it as an ideal learning tool can take approximately five to 15 minutes. For him, a well-planned academic icebreaker allows for engaging students mentally and emotionally, relieving anxiety,

encouraging critical thinking, and creating a well unified class bond, as well as creating a positive relationship between teachers and students, linking economic, social and cultural boundaries, introducing teacher authority, promoting collaborative behavior, and creating the emotional climate of the classroom and thus creating a positive attitude towards learning.

Interestingly, opinions about icebreakers were diverse. Varvel Jr (2002) believes that icebreakers are activities and modes of discussion that help people to relax in a group environment. Some can be done in groups while some can be done individually. Some can involve physical activities, while others can be purely mental. Any activity that fits the intended purpose can be used. According to Soenarno (2005), icebreaker is the sum of changes from a dull, sleepy, stress-saturated and agitated state to a relaxed, excited, attentive state as well as a feeling of wanting to hear or see someone speaking in front of the class. Kuswar (2004) also suggests that there is an urgent need for icebreakers in the classroom.

During the learning process, the teacher always or occasionally introduces icebreakers in the classroom intentionally or unintentionally because the interesting phrases, anecdotes, and various actions that can catch students' attention are a kind of icebreaker. Pitts(2010) states that icebreakers are interactive activities which can be used to relax adults students and create a fun atmosphere in what can be considered a formal environment the icebreakers also give adults students the opportunity to know each other and can help the teacher better understand the background of the adults students. In short, it can be said that icebreaker is an activity that is used in order to dissolve a clumsy and stressful situation in the classroom so that he feels comfortable and relaxed and the process of teaching and learning takes place well.

Icebreakers have many names: warm-ups, de-inhibitors, tension reducers, feedback.

2.2. The Principles of Icebreakers

There are many principles of icebreakers that can be followed to achieve the instructional outcomes. Sapp (2007) describes five principles of icebreakers as follows:

2.2.1. Simple

It is very important for the teacher to know what the students need and their ability before the beginning of any educational process. The icebreaker strategy is specifically focused on the goals of the students involved. Jenkins (2001) argues that the use of icebreakers should be dynamic and simple. According to him, at the beginning of the program, every student feels insecure about other students and his place in the group. A good, simple icebreaker gives students a chance to start communicating. Yeganehpour (2016) says that the icebreaker should be simple, neither too long nor too short.

2.2.2. Non-threatening

It is important to break the ice positively to ensure that all students feel comfortable. Feeling comfortable while applying the icebreaker is critical in addition to the enjoyable environment that the icebreaker creates, Rodriques (1982), assertes that icebreakers should create an active, stimulating and comfortable environment for students. The use of icebreakers can pave the way for learning by motivating and

making learners more comfortable. Students can assimilate and accept knowledge easily without any compulsion in a relaxed environment

2.2.3. Relevant

There are different types of icebreakers. When the teacher feels that he needs to break the ice within his sessions, he should choose the type that takes into consideration the needs of the group as well as the purpose of the lesson. The key to success when considering icebreakers, Rodriguez (1982) says, is making sure they fit the students' environment and achieve their goals.

2.2.4. Energizing students

The use of an icebreaker in the classroom can aim to activate students in specific situations. There are some cases when students in English language classes cannot fully concentrate on the learning process due to various reasons such as boredom, sleepiness, non conductiveclassroom atmosphere and difficulty in understanding the material. By engaging students in a physical activity or any other activity, icebreakers should energize and increase students' energy. However, Icebreakers should excite students according to their activity level.

2.2.5. Open-ended

It determines whether the teacher established a conducive classroom atmosphere through the students' participation, reaction, and motivation. The uniqueness of students must be allowed to be expressed. In turn, Witkowski (2000) suggests four principles of a successful icebreaker: first; objectives: the icebreaker used should be consistent with the given material. Second, Audience: the ages and

abilities of the participants is an important factor to consider .Third, time management: icebreakers can take over an hour with a group of twenty, while it can only take about 20 minutes in a group of eight .Fourth; control: icebreakers are short and fun activities that add energy and relaxation on the students. It must be controlled to avoid creating a carnival-type atmosphere.

2.3. The purpose of using icebreakers

There are many students who are struggling inside their classrooms. They prefer to keep silent all the session rather than participating and sharing their points of view. That is the reason why icebreakers are made. Icebreakers break down cultural barriers and motivate students to speak easily. From another side, there are many purposes for applying icebreakers in the process of teaching. Firstly, icebreaker breaks down all the barriers between teachers and students, and it encourages them for a dynamic interaction. Secondly, it motivated fellow students to take the turn in activities during the speaking process,Yeganehpour (2016).

Yeganehpour(2016)claims that icebreaker eliminates any educational or psychological distances between students, so they would be familiar with each other, a result, the Communication would be also more flowing and relaxed. Furthermore, students will be more interactive through the difference types of activities; they interact, interrupt each other, and surely exchange the different concepts. Finally, icebreaker promotes the students' centration to one topic and ameliorates his speaking skill at the same time, overcoming all barriers like shyness, hesitation, or anxiety.

As Kavanagh et al. (2011) mention in their study, Icebreaker can also be used as an energizer, Energizers are games employed when participants appear cold,

discouraged, saturated, and sleepy. This activity reduces tension and ignites new enthusiasm. This decrease in enthusiasm can also happen after a break or lunch. For these reasons, it is imperative to re-ignite the spirit of the game and training.

2.4 The procedure of using icebreakers

The icebreaker is used automatically and more broadly when the learning process needs energizes or when it is not focused any more. According to Sunarto (2012), The procedure of Ice Breaker Strategy can be divided into four activities, these are:

2.4.1. Spontaneously

The teacher can apply the icebreakers spontaneously and automatically during the learning process without any preparation or planning. The teacher uses this type of icebreaker to restore the focus of students' attention, bringing new spirit into the classroom when students reach a saturation point as well as distracting attention to the focus of the subject matterdifferent.

2.4.2. At the beginning

At the beginning of the learning activities conditions are still fresh. Therefore, a light icebreaker can be used by patting the back of the hand with back of hands, soles of feet with soles of feet, orthe opposite of the palm of the hand with the right palm with the back foot with the back foot.In accordance with the topic of the lesson to be conducted, the icebreaker that will be applied in the lesson plan should be more precise and more synchronize with the lesson strategy that will be taught by the teacher.

2.4.3. At the core

The core learning activities are crucial moments in which the students must maintain their attention to solidify the teacher's explanations during the learning hours. The use of an icebreaker requires taking into account the goal of restoring the stamina of the learners while they are saturated or bored during the learning process, in order to be able to continue working perfectly, provided that the icebreakers are used at the turn of the session or with a change of activities.

2.4.4. At the end

The icebreaker is needed even though the lesson is over. At the end of the learning process the icebreaker can enhance the understanding of the learning concept that has just been implemented, finish the activity with great joy, as well as motivate the students to follow the next lesson happily.

There are many ways that can be done to finish the lesson for students to remember what they has been learned and understanding how to apply it in the future, which are: review, self-assessment, future planning, and the last expression of feelings.

2.5. Techniques of using icebreaker

The strategies of using icebreaker as mentioned by Groover (2005) are represented in the following:

2.5.1. Objectives and Execution

By a simple definition, an objective is a statement that clearly states what is to be achieved. It has defined by Johnson and Scholes (2002) and Lynch (2003) as a

precise of what is to be achieved and when the results are to be accomplished, which is often quantified. Before starting any ice-breaking activity, teachers should focus their attention on two important things: what they are going to achieve and how they are going to achieve it. Failure to pay attention to these matters will impose stalemate-breaking strategies and, as a consequence, may not succeed.

2.5.2. Group size

The activities chosen by teachers should be based on the size of the group. Teachers can use a series of guiding questions to get them talk one by one in case there are a large number of learners, such as: If you were a star wars character, what would you be and why? In this way, instead of speaking independently, learners are forced to talk about things other than small talk that will lead them to find some common ground. In The Icebreaking Encyclopedia of the icebreakers, icebreaker is stated as tools that enable group leaders to enhance interaction and stimulate creative thinking, in addition to speaking ASIC assumptions, clarifying new concepts, and presenting specific material. Ice-breaking activities also help create a strong bond between students and teachers and can influence the mixing of newcomers with old students and help make them feel comfortable and settled.

According to Scoot and Ytenberg (1990), children have an amazing ability to absorb a new language through games and other activities that they find interesting. Playing games like Two Truths and a Lie, where each person tells two truths and one lie about them and their new classmates try to guess which one helps to attract the students' attention and focus on the learning process. Moreover, Icebreaking is part of creative, strategic, positive thinking, as well as problem solving and learning strategies, not only in organizations but also students of all ages. The main reason for

this is that classroom activities develop interpersonal and communication skills that include writing, verbal ‹non-verbal and team building (Forbes-Green, 2007).

2.5.3. Appropriateness

It can be said that the icebreakers that will be used in the classroom are also teacher friendly to attract the attention of the student, choosing an appropriate icebreaker strategy while dealing with students is an imperative that teachers should be aware of. Johnson (2006) asserts that the use of an appropriate academic icebreaker strategy can stimulate students' mindset and emotions, create a collaborative classroom and develop a positive teacher-student relationship, as well as reduce students' anxiety and enhance critical thinking. However, not all types of icebreakers work for their intended purpose, therefore, teachers should make sure that the selected icebreaker is indeed connected to the icebreaker intended.

2.6. Types of icebreakers

The use of different types of icebreakers by teachers allows students to be encouraged to interact with each other and with the teacher who is the main player in the learning environment. (Williams &Southers, 2010) cited in Yegahnepour (2016). According to Forbes-Greene (1982), Icebreakers can be categorized into several different kinds as follows: First; Openers: They could be used to start a session, a discussion or to introduce a new topic; they warmed up the group by making challenges and motivations between students. Second, Energizers: They are used as motivating and encouraging tools when students feel stressed, more relaxed or even when the group is flat. Third; Feedback and disclosure: Instead of being used as a

means of developing ongoing interpersonal relationships among students, it is used to establish communication variables.

Zhang (2000), on the other hand, classified the icebreakers activities used by teachers as into the following groups:

2.6.1. Reading stories

Reading stories improve both the listening and speaking ability of learners. Therefore, they considered as good techniques can be used in language classes for enhancing students ability to talk and discuss .Wajnryb (2003) emphasizes its importance by stating that students can have many opportunities to use language due to the tasks completed before, during, and after reading the story. Additionally, he says that the exciting content of the story can motivate the students and get them to participate and speak within the class.

2.6.2. Questions and answers

These types of icebreakers work with groups that do not know each other well; it includes a set of different questions so that everyone is asked in the group. Some of these questions may be funny and others may be more serious. The question and answer are required student participation and immediate feedback that leads to great interest and motivation. Students can build on their prior knowledge as well as use vocabulary and structures that were relevant to a particular function in the question time activity. However, Questions can be changed later in the year to allow for a deeper level of familiarity among students, it all depends on how much the group wants to share in person.

2.6.3. Using pictures

Pictures are likely to play a role among English language learners due to their many advantages as being easy to organize and prepare, interesting, meaningful and authentic. Waren (1985, p 45) states clearly, what his pedagogical purposes were: The use of pictures as an activity affects students and has been chosen in order to motivate them and encourage natural discourse in the classroom. Pictures can also help develop students' motivation, comprehension and provide a general background and context. There are nine kinds of ice-breaking activities as Hutasoit and Tambunan (2018) classify in· their study: First, yel-yel. Second, clap hands. Third, is body movement. Fourth, song. Fifth, games. Sixth, joke. Seventh, joke. Eighth, magic. Ninth, audiovisual.

2.7. Advantages and disadvantages of icebreakers

According to Alena (2014) Icebreakers are one of the best strategies that are used to create a communicative atmosphere that enables the students to know each other and eliminate mental or social distances between them. It helps the students, also to direct their focus on one topic, seeking to find suitable answers. To start with, Icebreakers contextualized the situation and the condition of learning at that particular moment. Secondly, interacting with the students through icebreakers and provides the suitable condition for them makes the teachers so creative. In addition; students will be able to overcome all sorts of saturations that they have experienced. Moreover, icebreakers enhance communication and promote a relaxed and a positive environment for participants. Last but not the least, icebreakers reduces the students' anxiety and makes him feel more comfortable and confident while speaking.

However, icebreakers may affect the speakers negatively if it is applied incorrectly for instance, it may damage the learning process. In addition, if the topic is introduced before using the icebreakers, it may aliens the learners.

2.8. The impact of using icebreakers on the speaking skill

The interest for developing and improving the four language skills is crucial, returning to Shumin (1997) all the four skills: listening, reading, speaking and writing are equally important and speaking in turn is just as important as the other skills. According to him, learning the grammar and vocabulary of the language to be spoken is not enough. He considered interaction a prerequisite for acquiring speaking a foreign language, adding that the classroom environment is not sufficient for learning speaking due to its limited practical usage. Therefore, developing an environment that breaks the ice among students and encourages them to interact and speak spontaneously with each other is the mission of the icebreakers.

The icebreakers strategy is expected to play an important role in teaching speaking to a great extent because it creates a pleasant atmosphere of interaction that allows students to get to know each other. Leblanc (2011) asserts that students will focus on the lesson and lose interest in the outside world once the icebreaker activity is implemented. by using icebreakers it will be easier for the teacher to reach each student and facilitate the way students will achieve their language learning goals and learning will be more useful. Teachers who have the ability to organize and manage tasks and assess students have a key role in reducing the anxiety that learners face while speaking (Hilleson, 1996; Riasiti, 2011; Subasi,).Krupa-Kwiatowski (1998) also showed through her study that the use of icebreakers activities leads to participation and personal encouragement as well as stimulates cognitive processes during

language learning. Scoot and Ytenberg (1990) also emphasized the effectiveness of icebreakers on the speaking skill by saying that using icebreakers a teacher can force students to talk and communicate with each other, Jenkins (2001) approved that by stating icebreakers games are activites designed to make people forced to talk and mingle.

2.9. Icebreaker usage in the classroom

Icebreakers can be used by English teachers as part of warm-up activities to help students achieve their English language goals in the classroom. (Al-Jarrah et.al, 2019). Hengki (2015) mentions in his study that language learning can occur everywhere, both in and out of the classroom. According to him inside the classroom is the optimum medium that is used in language learning and create good interaction. The effectiveness of teaching and learning is generally evaluated from the results achieved by students, which are often influenced by learners' performance, strategies, and methods in the classroom. To get used to the English language, most students are keen to speak it, since practice is of fundamental importance in their learning experience, but sometimes students do not have enough commands to participate in the conversation. Dixon (2006) stated in a study that students are simply unprepared for many types of English learning, and if they are pressured they will make so many mistakes that experience proves to be counterproductive. Teachers need to create a new formula for their own performance, strategies, and methods to achieve good outcomes for students. Harmer (2004) argues that the teacher must be able to adopt diverse strategies or roles within the classroom in order to facilitate learning. Therefore, Icebreakers can be used by English teachers as part of warm-up activities

to help students achieve their English language goals in the classroom. (Al-Jarrah et al., 2019).

Icebreakers can be a great way to start the teaching and learning process in an effective way, because it helps in creating a positive and enjoyable atmosphere which influence to feel more comfortable, relaxed and more receptive to listening and contributing in class. According to Dixon (2006) the icebreaker allows connections between learners working remotely, thus allowing them to get to know each other and encouraging the development of trusting relationships that support collaborative learning and constructivist learning environments. Icebreakers can refresh posture, reduce tension and stress, as well as reload and protect members' energy (Chlup& Collins, 2010). In the classroom, the teacher can begin by presenting the activity to the group and explaining a justification for its use, bearing in mind that the ice-breaking activity should not be too long or too short, and he can also present a symbol at the end of the activity such as clapping or ringing the bell. Using icebreakers contributes to imparting knowledge in a wonderful way, bringing diversity in the classroom and allowing for more effective teaching provided that the teacher focuses the attention of all students because it is not easy to deal with everyone in the class, some are more shy than others, more resistant, or there may simply be An odd number in a class. Moreover, in a playful way, the teacher can decide who will start first. For example students with a shorter body or a student whose birthday is closest, etic

Conclusion

This chapter presents the icebreakers strategy as an enjoyable and challenging method that teachers can use to motivate and develop diversity among students. As a result of the implementation of icebreakers, student participation in English classes

becomes more meaningful and interesting, a sense of competition and inclusion is created, and the students are motivated to speak in fun and interesting ways throughout the class.

Chapter two: the practical part

Introduction

This chapter represents with the practical framework of the current study in which it intends to   explore both learners and teachers attitudes towards the implementation of icebreakers as a new teaching and learning strategy by teachers to attract students' attention as well as enhance and improve the speaking skills of English language learners within the classroom. The chapter begins with an overview of the research design and methodology used to conduct this study. Then it presents the population and the sample in addition to the research instruments used to collect the data. Furthermore, this chapter contains a detailed description and analysis of both the students' questionnaire and the teachers' interviews with a discussion of the results obtained taking into consideration the research questions and the stated assumption.

3.1. Research design and methodology

This research contains three types of case study: case study according to the purpose of research, case study in terms of the number of cases, case study according to the units of analysis. In this research we are concerned with the first type which is case study according to the purpose of research. The case study according to the purpose of research includes three sub-categories: descriptive, explanatory, and exploratory. Firstly, the descriptive case study focuses on describing an object of phenomenon; it gives a wider attention to the

characteristics of a certain issue. Secondly, the explanatory case study studies the reasons behind a definite problem, more importantly, it explains why it happens. Thirdly, the exploratory case study aims at studying a given problem, and

also, undertaking a specific issue in order to look for ways through which the existing situation that can be improved. In order to achieve the intended goal of this research, this study was designed on the basis of a descriptive explanatory case study. Its major concern is to focus on the concept of icebreaker and its impact on speaking and the current perception of both teachers and students towards it.

3.1.1. Population and sample

The population of this study consists of second year licence EFL learners at the department of English Mohammed Seddik ben yahia at jijel and teachers of the oral expression module in the academic year 2021/2022. While the sample of this research consists of 55 EFL learners and 04 teachers of the oral expression module at the department of English who were randomly selected.

3.1.2. The students' questionnaire

3.1.2.1. The aim of the questionnaire

This questionnaire (see appendix) was primarily designed to meet the objective of the study and its main aim is to diagnose the students' attitudes and perceptions about the use of icebreakers in oral classes to improve the speaking ability. The questionnaire as a data collecting tool was chosen because the process of answering a questionnaire does not take much time and hence students will not be bored while doing so.

3.1.2.2. Description and administration of the questionnaire

Arikunto (2002) states that the questionnaire is written questions used to gain information and responses from respondents in a one-way communication. The

questionnaire was used to measure students' response to using the icebreakers strategy in English language classes. At the beginning of the questionnaire there was an introduction that included the topic to be studied, followed by a precise definition of the term icebreakers so that students did not have any difficulty understanding it and answering the set of questions presented to them afterwards. The questionnaire includes two sections, the first one contains eight questions while the second involves twenty questions. Each section is intended to elicit a set of information. However, The types of questions are close-ended either yes or no questions or multiple-choice questions in addition to some open-ended questions which require the students to give some explanation to elicit more precise responses.

3.1.2.3. Analysis of the questionnaire

Section one: Assessing speaking skill

Q1: What language skills do you seek to master the most?

Table 1:*Students' interests in language skills*

Options	Number	Percentage
Listening	10	18,18%
Speaking	41	74,55%
Writing	2	3,64%
Reading	2	3,64%
Total	**55**	**100,00%**

The aim of this multi-choice question is to find out the language skills that students seek to master and to discover the number of learners who prefer speaking to

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other skills. The table 01 illustrates that speaking is the most important area to master among the other skills with 74.55% of students chose to focus on improving speaking itself due to the fact that speaking is a productive skill that we daily use to interact with people. Speaking is the most active and useful skill for almost all the participants, from another side they confirmed that speaking is as important as difficult that's why it's a challenge for them. a considerable percentage of participants 18.18% claim that they prefer listening as well. Conversely, the other skills of reading and writing are less appealing and least important to students with 3.64% to both of them.

Q2: When you interact in the classroom. It is:

Table 2: *Students' speaking initiative*

Options	Number	Percentage
Your choice	34	61,82%
Your teachers choice	21	38,18%
Total	**55**	**100,00%**

The results obtained from the table denote that more than half of the students (61, 82%) reply that their participation in the classroom is done by their own decision; they don't wait for the teacher to assign them to speak. However, the rest of students (38, 18%) claim that it is not their own decision, rather they remain silent until teacher asks them to speak.

Q3: Do you have difficulties while speaking English?

Table 3: *Frequency of difficulties while speaking*

Options	Number	Percentage
Sometimes	39	70,91%
Rarely	15	27,27%
Never	1	1,82%
Total	55	100,00%

Out of the three provided options "sometimes "was significantly chosen with a percentage of 70.91%, they said that sometimes they face difficulties. While 27.27 % of students picked rarely. Only one student (1.82%) mentioned that they never face any problem.

Q4: What difficulties do you face while speaking English? Others

Table 4: *Students' difficulties*

Options	Number	Percentage
Shyness	14	25,45%
Fear of making mistakes	33	60,00%
lack of confidence	8	14,55%
Total	55	100,00%

The aim of this question is to discover the reasons why the students avoid speaking in the classroom. Most of the participants (60.00%) clarified that the fear of making mistakes is the first issue that they face when speaking, this is because they think that making mistakes is unacceptable inside classes. They are totally convinced that they will be blamed from the other interlocutor, followed by shyness with a percentage of (25.45%) because it is a psychological illness if it prohibits people to

speak freely, some of the participants clarified that they are good speakers but they feel shy, they don't participate at any conversation. Lack of confidence with a percentage of 14.55%,it is another challenging issue, speakers are hesitating and feel disturbed when they speak, they think that they are not capable to speak, that's why they usually keep silent or speak briefly.

We found other reasons like lack of fluency; some speakers have a good grammar and vocabulary background but they cannot produce correct sentences, so they hesitate too or keep silent .Another reason is the lack of good pronunciation, when a fluent speaker with a good accent is communicating with them, they can notice the huge difference. So they will not be able to speak as they used to be, they will concentrate on the proficiency of the other, rather than their interaction.

Q5: How do you consider your English speaking ability?

Table 5: *Students' Evaluation of Their Level in English*

Options	Number	Percentage
High	7	12,73%
Above average	21	38,18%
Average	24	43,64%
Below average	3	5,45%
Low	0	0,00%
Total	**55**	**100,00%**

The main objective of the present question is to know how students evaluate themselves at speaking , our students are totally aware of their English speaking ability, only few members declared that they have a high level (12.73%), because

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speaking is the most challenging skill that need to integrate the four skills in a harmony, that's to qualify them to have a good speaking. As a consequence, the majority of the students said that they have an average level (43.64 %) at the speaking skill. They explained that they didn't obtain a good fluency or accuracy yet, they are still working on those two levels in addition to the necessary need for developing reading and listening too. While (38.18%) reported that their level is above average. The remaining percentage of students (5.45 %) holds a below average level.

Q6: What speaking components you struggle with the most?

Table 6:*The speaking components that students struggle with*

Options	Number	Percentage
Pronunciation	14	25,45%
Grammar	21	38,18%
Vocabulary	18	32,73%
Fluency	2	3,64%
Total	**55**	**100,00%**

The aim of this question is to identify the speaking components that students usually suffer from. The results show that grammar was ticked out by 38.18 %.Next, vocabulary was selected by 32.73 %. Then, 25.45 % of the participants chose pronunciation. The result shows that students mostly struggle with grammar, vocabulary, and fluency.

Q7: Are you satisfied with your speaking skill?Would you please justify your answer?

Table 7:*Students' satisfaction with their speaking skill*

Options	Number	Percentage
Yes	34	61,82%
No	21	38,18%
Total	**55**	**100,00%**

When we asked students about their evaluation of their speaking skill, the majority of them (61, 82%) said that they are satisfied with their level. This is because they are totally confirmed that a good speaker should use authentic materials, and be exposed to native speakers. Since, they rarely have the chance to interact with other speakers, they described their level to acceptable although of the multiple issues which they are facing. While (38.18%) of them said, "They are not"

Section two: Assessing the use of icebreakers

Q1: The teachers' use of certain strategies motivate the students to talk and interact with each other:

Table 8:*Students' degree of agreement on the different strategies used by teacher to motivate them*

Options	Numbers	Percentage
Agree	28	50,91%
Strongly agree	21	38,18%
Disagree	5	9.09%
Strongly disagree	1	1.82%
Total	**55**	**100,00%**

Concerning the students degree of agreement on the different strategies used by teacher to motivate them , 50,91 % of students have agreed, they really enjoy

teacher's motivation towards games, puzzles, icebreakers, challenges, plays...etc. The students argued that the teacher way of teaching speaking skill is the key element for student proficiency. While 38,18% of them said they strongly agree with this idea. The remaining ones 9.09 % have disagreed in their answers. One can explain the different answers given by students, to the fact that the majority of the students agreed about this idea.

Q2:Do your teacher's strategies improve classroom interaction?If your answer is yes mention it.

Table 9:*Teachers' use of strategies to improve classroom interaction*

Options	Numbers	Percentage
Yes	55	100,00%
No	0	0%
Total	**55**	**100,00%**

All respondents (100 %) answered that their teachersuse many strategies to improve classroom interaction. They explained that they really develop their speaking, in a way that they can pronounce words correctly, they strengthen their self-confidence regularly and they have the ability to manage a dialogue with a native speaker more confidently.

Justification

Students were asked to mention these strategies, they provided the following answers:

- "Telling jokes, stories to lighten up the mood"

- "Interacting with us as normal people not as students "

- "Teachers usually try their best in order to find out new strategies such as videos, games, monologues, data show…etc"

- "Using some speaking activities"

- "Games, being funny, speak and treat us in good way.

Q3:The teachers' creation of an enjoyable and a fun atmosphere in the teaching process is:

Table 10:*The attraction of students toward the teachers' creation of an enjoyable and a fun atmosphere in the teaching process*

Options	Numbers	Percentage
Attracted	19	34,55%
Extremely attracted	29	52,73%
Somehow attracted	3	5,45%
Not at all attracted	4	7,27%
Total	**55**	**100,00%**

Most of students are extremely attracted (52.73 %).When we asked our students whether they consider the enjoyable atmosphere created by teacher inside the classes, the majority of them showed that they really enjoy their lesson, since the atmosphere is active, comfortable and fruitful. That is to say, the teacher creates an atmosphere of relaxation a competition, and activeness. So, the student can interact with others easily without any barrier, since he is already relaxed, active and totally motivated.

Q4: do your teachers use icebreakers in class before?

Table 11:*The use of icebreakers in class.*

Options	Numbers	Percentage
Yes	31	56,36%
No	24	44%
Total	**55**	**100,00%**

For question number 4, the majority of the students (56, 36 %) said that their teachers use icebreakers to teach English. This is because it's the best way for motivation.Teachers use them, by grouping students, explain the icebreaker game then, wait for the results. At the end of the game students will unconsciously acquire the speaking lesson target. While 44 % said they do not use it, they use other strategies.

If yes, mention how often does he use them

Table 12:*The frequency of the teachers' use of icebreakers*

Options	Numbers	Percentage
Always	11	19,4%
Often	21	39,62%
Occasionally	14	26,42%
Rarely	19	17,86%
Total	**53**	**100,00%**

One of the four provided options "Often "was significantly chosen with a percentage of 39.62 %.While, 26,42 and 17,86 % of students picked occasionally and Rarely .Another group of participants 19.64 % mentioned that they are always used . It can be inferred, then, that teachers frequently incorporate icebreakers in class.

Q5: **Do you think that the adoption of icebreakers is necessary before the teaching process?Justify…**

Table 13: *Students' opinions about the adoption of icebreakers*

Options	Numbers	Percentage
Yes	48	87,27%
No	7	13%

Total	55	100,00%

When we asked the students whether the use of icebreakers is necessary before the teaching process (presenting the content of the lesson), the majority of the students (87, 27 %) agree with the option that it really effective and useful for that purpose. They justify their choice by insisting on the idea that icebreakers are very supporting for the lesson, they help a lot to make a warming up for the lesson. That what will help the students to get the main ideas of the lesson, and be interested in the lesson. In addition, the role of icebreakers is presenting the content too, but in a funny, tricky way, to make the students store the key concepts of the lesson easily. Only 13 % said that the adoption of icebreakers is not necessary before the teaching process.

Q6:What do you consider the use of icebreakers while teaching?

Table 14:*The consideration of students about the use of icebreakers*

Options	Numbers	Percentage
An educational strategy	14	25,45%
An enjoyable strategy	22	40,00%
Both	19	34,55%
waste of time	0	0,00%
Total	**55**	**100,00%**

When we asked students about their personal consideration for the use of icebreakers while teaching, they clarified that it is an enjoyable strategy 40 %, more than an educative one. They explained that icebreakers bring a funny and enjoyable way for acquiring the content of a speaking lesson. It replaced the old strategies of teaching, the student here is not obliged to memorize the content, but he is

unconsciously learning. 25.45 % judging them as an educational strategy while 34, 55 considered that icebreaker is an educational and an enjoyable strategy.

Q7: which type of icebreakers do you prefer?

Table 15:*Type of icebreakers that Students Prefer the Most*

Options	Number	Percentage
Spontaneously	8	15%
Used at the beginning	31	56%
used in the middle	10	18%
used at the end	6	11%
Total	**55**	**100%**

When we asked students which type of icebreakers they prefer, they said that they prefer the use of icebreakers at the beginning of the lesson (56 %). The reason behind their choice is the motivation and interest that icebreakers offer to the classroom interaction atmosphere, whereas ten students (18%) declared that they are choosing icebreakers used in the middle, others (15%) prefer to use icebreakers spontaneously because it brings new spirit into the classroom.

Q8: do you enjoy the use of the icebreakers strategy?

Table 16: *Icebreakers enjoyment*

Options	Numbers	Percentage
A lot	29	52,73%
A little	20	36,36%
A little bit	5	9,09%
Never	1	1,82%

Total	**55**	**100,00%**

When we asked the students whether they enjoy the use of icebreakers, the majority of them said that they highly enjoy icebreakers games. They can interact with each other, be motivated to participate, break the atmosphere of silence easily.

The results of this item show that the majority of students enjoy a lot the use of icebreaker. A view that is clearly expressed by 52.73%. Only few students representing 36.36% enjoy it a little and very few students enjoy it little bit (9.09%). only one student (1.82 %) does not enjoy it at all.

Q9: When the teacher uses an icebreaker, students will be relaxed, participated and passioned to the lesson.

Table 17:*Students' Attitudes towards icebreakers*

Options	Numbers	Percentage
Agree	21	38,18%
Strongly agree	22	40,00%
Disagree	7	12.73 %
Strongly disagree	5	9.09%
Total	**55**	**100,00%**

We asked the students whether, they feel motivated relaxed and interested in the lesson. They confirmed that they prefer using icebreakers rather than following the theoretic lesson, and practice directly after the explanation. They like the idea of preparing themselves, in way of relaxation, self-confidence and passion. According to table 9, twenty-one (40.00%) students showed their strong agreement about this idea; meanwhile 26 students who represent (38.18%) asserted that they agree.

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Q10: The use of icebreakers kill the feeling of boredom and anxiety within the classroom, how?

Icebreakers make the students think, and produce the language; he will be 100% active during the whole lesson, as a speaker or a listener. Anxiety will be more controlled, because the student will gradually understand that making errors is a part of learning.

Q11: What are the effects of using icebreakers within the classroom?

Table 18:*The effects of using icebreakers*

Options	Numbers	Percentage
Create an enjoyable atmosphere	16	29,09%
Enhance interaction	6	10,91%
Improve speaking ability	10	18,18%
All of them	23	41,82%
Total	**55**	**100,00%**

When we asked students about the most positive effect of icebreakers, the majority of them said that it provides all the options (41,82%): It provides an enjoyable atmosphere, it enhances interaction, and it improves the speaking skill.They clarified that it integrates the use many skills together, In addition to the creation of an enjoyable way of learning. Therefore, the speaking skill will be easily improved.

Q12: **Icebreakers strengthen the relationship between the teacher and his students. Justify your answer**

Table 19:*Students' opinion on whether the use of icebreakers strengthen the relationship between the teacher and student*

Options	Numbers	Percentage
Yes	53	96.36%
No	2	4 %
Total	**55**	**100,00%**

When we asked the students, whether the use of icebreakers strengthen the relationship between the teacher and student, the majority of them showed that it really breaks the barriers between the teacher and the students. The teacher will present his friendly way of dealing with his students. From another side, the students will express themselves more, and feel comfortable to learn more, since they are not afraid of making errors in front of the teacher.

Q13: Why did you enjoy the icebreakers? Others

Table 20:*The reasons behind the enjoyment of icebreakers*

Options	Numbers	Percentage
It motivated you to speak	16	29,09%
It helped you to build a good relationship with your classmates	5	9,09%
It helped you to build a good relationship with your teacher	8	14,55%
All of them	26	47,27%
Total	**55**	**100,00%**

When we asked students why did they enjoy icebreakers, the majority of them agree that has multiple functions, Firstly, it motivated them to speak, rather than

keeping silent and afraid of speaking. Secondly, they Clarified that icebreakers strengthened the relationship between them and their teachers, they expressed themselves more confidently in a relaxed atmosphere. Thirdly, some of them said that they due to the use of Icebreakers inside the classroom, they built good relationship with their classmates.

Q14: do you think that icebreakers increase your interest about the topic?

Explain

The majority of the students Said that icebreakers make them more interested in the topic of the lesson. They explained that they use to cram the lesson, and find difficulties to apply what they have already learnt.

Justification

In the students' attempt to explain how icebreakers increase their interest about the topic, they stated a range of justifications we will sum up here below:

- "I will get excited about the topic and want to know what is it "
- "It is a way to make the student inside the topic"
- "Yes, students will be attracted and motivated"

While a few numbers said that they don't think so because there are some factors that control their interaction like self-confidence.

Q15: The use of icebreakers in learning English as a foreign language is:

Table 21:*Students' opinion about how they find the use of icebreakers*

Options	Numbers	Percentage
Useful	39	70,91%
Strongly useful	3	5,45%
Neutral	8	14,55%
Don't	5	9,09%
Total	**55**	**100,00%**

When we asked students how they find the use of icebreakers in learning English as a foreign language. The majority of them said they found it useful. They argued that learning a foreign language needs a new creative ways, to attract the students' interest. So, icebreaker is one of those ways, it provides enjoyable, comfortable and effective way for learning English.

Q16: What is your perception about the use of icebreakers? Why

Table 22: *Students' perception towards the icebreakers*

Options	Numbers	Percentage
Effective	54	98,18%
Non effective	1	2%
Total	**55**	**100,00%**

When we asked students whether they found icebreakers effective, the majority of them clarified that it is effective (98.18%), they learned the content easily, and unconsciously. They learned how to interact with others neglecting any barrier. Only one student did not consider icebreakers effective.

Justification

For those who considered icebreakers effective, they stated some justifications we will sum up here below:

- "They create social interaction and kill the fear, depression, stress"

- "To give the students the chance of showing his capacities"

- "It helps the students to enhance their levels and improve the speaking skill"

Q17: Do the icebreakers affect your speaking skill? Would you please justify your answer?

Table 23:*Students' point of view whether icebreakers affects their speaking skill*

Options	Numbers	Percentage
Extremely	26	47,27%
Little	20	36,36%
Little bit	9	16,36%
Not at all	0	0,00%
Total	55	100,00%

When we asked students whether icebreakers affects their speaking skill, the majority of them said that it extremely affect their speaking skill positively .They can interact with other without facing problem like: hesitation and anxiety or shyness. They can gradually ameliorate their fluency and accuracy.

Justification

Students were asked to mention these strategies, they provided the following answers:

- "Because icebreakers remove student's shyness and makes the learning process more fun and easier"

- "Icebreakers can help start a conversation smoothly"

- "Because I can feel more comfortable, so I can produce a lot of things"

- "It helps the students be more natural and spontaneous"

- "When a person can control him/herself and get our his/her shyness, fear, stress, self-confidence, he / she improve speaking capacities "

- "You would remember the session because it was fun"

Q18: To what extent do the icebreakers help you to improve your speaking skill?

Table 24: The Extent of icebreakers to improve students speaking skill

Options	Numbers	Percentage
Very much	28	50,91%
Somehow	21	38,18%
Not very much	6	10,09%
Not at all	0	0.00%
Total	**55**	**100,00%**

When we asked student to what extent does icebreakers enhance their speaking skill, the majority of them said that it is highly effective. It is shown in their answers that were in favor option one very much (50.91 %). It helps them to interact the four skills together, and produce meaning and accurate language by speaking and interacting with others.

Q19: **Are you for or against the use of icebreakers to improve the speaking skill of students?**

The question aimed at knowing the students stand concerning the use of icebreakers to improve the speaking. The majority of them agree with this idea, it is already applied on student and it showed interesting results. This indicated that the majority of second year students accept the use of icebreakers ,only four students disagree with this idea

Justification

Students are justifying their answer as follow:

- "To make students more confident and comfortable with the teacher and the subject"
- "It makes students less anxious and motivates them to speak and interact with the topic "
- "I am for the use of icebreakers to improve the speaking skill of students since they increase the interaction between students and teachers that leads to improve their speaking skill"

Q20: **What are other strategies that your teachers use to enhance your speaking skill?**

This question was an open-ended question for students in order to determine the other strategies that teachers use to enhance their speaking skill, they proposed some Strategies which are : presentations, listen to short speeches, debates, telling stories, idioms , playing games, watching videos, listening to music, role plays , video games ,group interactions, free questions.

1.1.2.4. Interpretation of the questionnaire results

The analysis of the students' questionnaire shows that the majority of second year EFL learners at the department of English at Mohamed Seddik ben Yahia-Jijel experienced icebreakers.

The first section comprised some general and specific questions about the speaking skill .First of all, almost of the students found the speaking skill very important to master, students stated that they rarely interact with teachers inside the classroom,it was found that the majority of second year EFL learners admitted that they encounter sometimes some difficulties,they ticked fear of making mistakes as the most faced problem when speaking because they think it is unacceptable. Concerning the students' satisfaction about their level of speaking the majority of them declared that they are satisfied they justify their choice by the fact that they haven't enough material for acquiring more strategies to improve their speaking level

The second section was concerned with the assessment of icebreakers and it comprised twenty questions. The results showed that the students appreciated the use of icebreakers in teaching the speaking skill. They explained that they really develop their speaking, in a way that they pronounce the words correctly, they strengthen their self-confidence regularly and they have the ability to manage a dialogue with a native speaker more confidently. The majority of our participants react with a positive effects for icebreakers. They clarified also, that the teachers' choice of icebreakers is a key factor that motivates them. Despite the fact that icebreakers are not used at all EFL classes, the students recommended to apply icebreakers in all oral classes. Icebreakers highly improved the speaking ability for learners, that's why it should be more developed.

3.1.3. The teachers' interview

In order to investigate whether the teachers of oral expression at the department of English at Tassoust University apply icebreakers as a pedagogical strategy to improve the learners' speaking skill, we carried out this semi-structured interview for teachers to explore their opinions concerning the importance of icebreakers in enhancing this skill.

1.1.3.1. Description and administration of the interview

This interview is used to elicit views and opinions to provide the researcher with comprehensive data. In this study, the results were collected through semi-structured interviews. Larsen (2018) tells us that in the semi-structured interview the researcher uses a flexible interview guide with pre-worded questions but in a flexible order and the possibility to ask follow-up questions if necessary to develop or materialize the answers.

The researcher conducted face-to-face interviews to obtain data from the different perspectives of the participants in this study. The interview was conducted with four teachers of the oral expression, by asking 13 open ended questions that were limited to two main sections: the first section dealt with three general questions that revolve around the participants' personal teaching experience, while the second section dealt with the complexities of the topic under investigation, which included 10 questions that mostly seek to explore the teachers' views on the implementation of the icebreaker strategy As an educational strategy within the oral expression classes.

3.1.3.2. The analysis of the interview:

1. How many years have you been teaching the oral expression module?

Most of the interviewed teachers' answer that they have teaching experience in the Oral expression courses, most have spent at least two years teaching the module. This means that they are experienced teachers and have enough knowledge about the icebreakers. The following answers are for one of the selected teachers in our interview:

"I taught the module for 08 years"

"Five years now"

2. What grade are you teaching?

It is clear from the answers that all the interviewed teachers have taught one of the undergraduate levels: first year, second year third year. In these levels, the interest about improving students' speaking skill is very necessary and serious, so the teachers' answers about applying the icebreaker strategy to improve speaking skill can be taken into consideration in this study. Some of them answers as follows:

"I taught all undergraduate levels: first years, second years and third years"

"I taught first years and second years"

3. Do you think that teachers should create an enjoyable atmosphere while teaching? If yes would you please explain?

This question was set to elicit information about teachers' opinions about creating an enjoyable atmosphere while teaching. All the teachers' answers without exception were with this idea as necessary and effective and have a positive impact on the students in the classroom, through which it can encourage and motivate students to learn in addition to eliminating the undesirable feelings within the classroom. This implies that teachers of the oral expression module are aware of the great role that an enjoyable atmosphere plays in successful language learning. These are some reasonable answers:

A-In the oral expression, we need to motivate students, make them willing to participate in classroom activities; we have to make them active in learning especially in speaking, in debate, in discussion. So, it is a necessary part of teaching to provide for an enjoyable atmosphere"

B-Of course, I do an enjoyable atmosphere will not only encourage one's students to learn more, but it will also improve the overall quality learning. Teaching students have been found to learn better in stress free situations where their anxiety levels are at their lowest"

C-Of course, I insist on that. I mean creating an enjoyable atmosphere while teaching is very important for both teachers and students. In an enjoyable atmosphere the students will ask more and try to search more. So, this is will of course positively affect the learners and thus ultimately develop the level"

4. What is your opinion about the adoption of the icebreakers in the teaching process?

When this question was asked, the four interviewed teachers had no difficulty understanding the term icebreaker; all of them were familiar with the name icebreaker and had enough knowledge about it. All teachers indicate through their answers that they all do a lot of icebreaking activities in their classrooms and it is an integral part of their lessons to help students integrate and participate. Three of them mentioned that they consider it as a warm-up used before starting the teaching process to make it easier. However, all the answers centered that icebreakers adoption is necessary and effective to capture the students' attention and break down barriers between them in the speaking classes. These are some the teachers' answers:

A-"Icebreakers, I would think about it as a warm up stage in each classroom. I generally start by reviewing previous informations, asking questions about kinds of topics, events, introducing the topic by asking leading questions. So, icebreakers are also necessary in each classroom of mine"

B-"Using icebreakers is really good; I usually used icebreakers as a warm up before we start. So, they are very important and they help the students to have an idea or a general idea of what is going to happen next"

5. Do you use icebreakers to improve your students speaking skill? What type of icebreakers do you use?

This question carried two different questions, the first question revolves around the opinion of the participating teachers on the effect of icebreakers on improving the speaking skill. Three out of four answered that the overall aim of using icebreakers was to improve speaking skill and get students to speak comfortably in the classroom. While one teacher asserted that his use of icebreakers is intended to be

a warm up for his sessions not mainly for the students speaking skill. The second question revolves around the types of icebreakers that teachers prefer to use. It is clear from their answers that all of them without exception use the types of icebreakers that attract the students' attention. Three teachers answered that they use any kind of icebreaker that is related to the students interest like asking leading questions, the way they are doing at the moment and how they are feeling. However, the fourth teacher emphasized that his choice of icebreaker type serves and depends on the objectives of the lesson. This means that teachers are aware that the use of appropriate types of icebreakers that improve and stimulate students' speaking skill is essential.One teacher has given the following answer:

" Of course, Icebreakers improve the students' speaking skill. The teacher completed his answer by saying: Yes, I do. The types depend actually on the objectives of the lesson. Sometimes teachers should select the icebreakers based on the objectives of the lesson. So, I think teachers should link the icebreakers with the objectives. So, the type of icebreakers should serves the objectives of the lesson. For example: if I am teaching vocabulary my objective today is to teach vocabulary. So, I will select the icebreakers that help in teaching vocabulary. For example: a communicative game which is based on vocabulary"

6. How much time are these icebreakers?

This question was asked to serve as a compass for how long the icebreakers strategy takes for each teacher to apply. Three teachers of four answered that the maximum of applying the icebreaker strategy was at least 5 to 15 minutes at the beginning of the session or before the teaching and learning process. While the fourth teacher replied that he uses the icebreaker for 5 minutes each time he finds that the

class is bored or unwilling to study. From here we conclude that a few minutes spent in the icebreakers is enough to attract the students' attention and make the learning process more interesting and enjoyable.Among them two answers are provided:

"It doesn't take a long time. Usually 5 minutes at the beginning of each session are enough"

"I use it for five minutes each time I see the class needs it"

7. How do you think the use of icebreakers affect the students speaking skill in the oral expression session?

In each topic we do not have to force students directly concentrate on the things you are doing. So, we have first to warm up. When you warm up, you are going to prepare students at least in terms of vocabularies to be used or about the topic by providing some informations, background, informations about the topic.this way you get students ready and when they are ready they are more likely to pay attention to the content of the lesson. Each time you apply the icebreakers you will expect different reactions depending on the topic or the manner you present. Students love to learn in enjoyable atmosphere. Icebreakers are easy to apply, but teachers should be careful to select the appropriate one. These are some teachers' answers:

"The icebreakers provide almost every one with an opportunity to speak. In addition, they put learners in the right learning mood"

"Icebreakers help students to be ready to learn as well as providing them with active learning"

8. Do you find any problems in applying the icebreakers?

with this question, all four participants comfortably confirmed that they had no problems in applying the icebreakers strategy within their sessions. On the contrary, its implementation is very easy and spontaneous and the majority of students welcome it and show reactions. One interviewed teacher adds that the implementation of the icebreakers strategy becomes a craft that teachers practice consciously and unconsciously. From here we conclude that icebreakers are one of the strategies that have a great benefit on the educational process and do not pose any difficulty when it have implemented.

9. How do you find students reactions to the icebreakers?

Returning to this question, it appears that all the teachers fully agree that the use of ice breakers has a positive impact on students, and they all praise its importance. Someone asserts that icebreakers strategy is highly recommended, highly useful and very efficient to the students. It makes students enjoy and ready to learn. The other three teachers agree with this view by stating that students appear more motivated, energetic and can absorb the material faster than usual by using the icebreakers. Furthermore, according to them, the use of icebreakers put learners in the right learning mood and provide almost every one to be ready to speak. These are some the teachers' answers:

"Each time you apply the icebreakers you will expect different reactions depending on the topic or the manner you present"

"Students love to learn in enjoyable atmosphere. Icebreakers are easy to apply, but teachers should be careful to select the appropriate one"

10. As a Teacherhow can you explain the relationship between the icebreakers and the speaking skill?

I can't really say there is a cause relationship but they are as important as any other activity use in the classroom icebreakers give a fun that get one's students to speak and interact instantly, making them by so doing an excellent option to pave the way for more serious speaking tasks. I don't use them to target speaking skill persu, however they canprovide a relaxingicebreakers serves primarily to create a nice environment in theclassroom, a joyful one, and a motivated one. Through this motivating environment students can easily engage in the process of communication. So, it is highly related

11 -To what extent do icebreakers improve the speaking skill of students?

This question allows to know the teachers' perspectives regarding the icebreakers efficiency to improve the students' speaking skill within the oral expression classes. Three of the interviewed teachers similarly responded that the use of icebreakers improves students' speaking skill to a high and a great extent since the fun environment it creates among students helps the majority to engage andparticipate in the lesson. However, the fourth teacher explained that it is not possible to judge how much the icebreaker strategy affects speaking skill without using any survey.

12-What are other strategies that you use to enhance the speaking skill of your students?

The final question is set to highlight some of the other strategies that teachers of the oral expression module use to improve the speaking skill of their students. Three teachers gave approximately the same answers because they all mentioned role plays, debates, presentations, language games….etc. On the other hand, one teacher's answer differed, as he said that he uses other types as hot seat activities, mingle activities, constructing stories based on pictures. However, the responses of the four teachers indicate that in most cases the strategies used to improve the speaking skill of their students are primarily fun and enjoyable.

3.1.3.3. The interpretation of teachers' interview results

This section is devoted to present and discuss the results of the interview with oral expression teachers to investigate the effectiveness of icebreakers strategy in improving the speaking skill of students in these classes. The interview is divided into two sections, the first one consists of three questions which were dedicated to talk about teachers' experiences in teaching the oral expression module. The interviewed teachers had special experience in teaching the module and were fully aware of the topic under study. All of these questions centered around collecting different informations about the teachers' opinions on applying the icebreakers strategy to improve their students' speaking skill in the oral expression classes. The results obtained that all teachers without exception approved that teaching and learning students in a fun and enjoyable atmosphere is a necessary . Through this interview, specifically referring to the fifth question in this section, it becomes clear that among the strategies that create an enjoyable and a fun environment is the icebreaker strategy, which is considered by all teachers as a necessary part of the learning and teaching process, as it allows creating an atmosphere of fun that allows the integration of all students in the class. This integration allows students to participate and talk about the topic of the lesson spontaneously, which affects their speaking skill because most of the icebreakers used by teachers act as a warm up for the lesson to be taught. Moreover, the teachers pointed out that some minutes that the icebreaker takes are enough to attract the attention of the students and thus motivate them to participate and talk about the topic of the lesson without facing any problems in it. Despite this, all teachers admit that they use the icebreakers because they realize how much their students like and interact with this type of activities in the classroom, especially as it breaks the barriers between them and through it they are fully prepared to study and

speak comfortably as a result of the environment created by the icebreaker implementation. However, it appears from the last question that teachers in particular know the impact of different types of strategies that create an atmosphere of interaction, fun and enjoyment in the classroom on 1improving speaking skill. So, in short, it can be said that the results collected confirm the impact of various enjoyable atmospheres in general and icebreakers in particular on students' interaction and thus improve their speaking skill.

3.1.4. Discussion of the main results

After conducting a questionnaire directed to second-year EFL students, and an interview directed to oral module expression teachers at the same departement. The result showed that both teachers and students appreciate the use of icebreakers. Hence, teachers knew that it's necessary to create an atmosphere of fun and motivation by using different icebreaker activities. Students also confirmed that they learn better and they learn better and they really ameliorate their speaking through the use of icebreakers inside EFL classes. However, icebreakers are not yet used in all EFL classes, that why teachers and students recommended to generate new ways to implement icebreakers in EFL classes to improve students speaking ability.

Conclusion

The main objective of this chapter is to describe the research design, instrument and population. Two different instruments were used: the interview, which helped to know the teachers' perceptions about the use of this strategy, and the questionnaire for students, which revealed the impact of the icebreaker strategy in motivating them and improving their speaking skill. Based on the results and

interpretations obtained, it was concluded that the use of an ice breaker has a positive

impact on motivating students and improving their speaking skill.

General conclusion

The interest in learning the English language, especially how to speak has become very important and crucial in the recent years. In fact in learning this language every student must speak. In this study, the perceptions of second-year students and teachers of oral expression about its impact on attracting students' attention and improving their speaking skill in English classrooms were selected.

This study was divided into two main chapters. The first chapter dealt with the theoretical part, providing an overview of the speaking skill and some of the most important strategies that can significantly affect this skill in the first section. Whereas the second chapter dealt with an overview of the icebreaker strategy by defining it and providing details of the most important matters related to it in the second section. Moreover, chapter two introduced the practical part to answer the research questions presented and investigate the effect of icebreakers on students' speaking skill using two types of instruments: the interview and the questionnaire.

After analyzing the data and giving explanations of its results, the researcher found that teachers already apply the icebreaker strategy in English classes. Looking at the interview data, it was agreed that teachers had similar perceptions about implementing the icebreaker strategy. Ice-breaking activity is important in English language teaching to attract students' attention, by which it can establish a good interaction between the students and their teachers. Looking at the questionnaire, the students agreed that using the ice-breaking activity in the classroom increases their attention and language skills. So it can be said that icebreakers are effective in improving their speaking ability in terms of accuracy and fluency. Hence, these

results can confirm the assumption of the current research which is "The implementation of icebreaking in learning will improve the learners speaking skill".

This study related to the implementation of the icebreakers strategy to improve students' speaking skill was subjected to some different limitations Since the term icebreakers is a new term, the researcher found it difficult to get answers and engage with students while filling out the questionnaire , the Lack of resources related to the term "icebreakers" in the second section, in addition to the need of the researcher to conduct an experiment or observation classroom but the limited time in addition to the strike prevented it, also The researcher found it difficult to reach all teachers of the Oral Expression module due to the end of the Academic year in addition to not all of them were cooperating to answer the interview questions.

For future research, concerning the topic of the implementation of icebreakers on improving the learners speaking ability, the researchers suggest that It is better for other research to use classroom observation to get more detailed results. Since, we have not enough time we were obliged to use questionnaire and interview, also The future researchers need to generate sub-Category of the topic, they may conduct a study related to the effect of icebreakers on student's motivation, or the student's Fluency and accuracy since, the study needs detailed results, we recommend them to use enough participants.. Interestingly, Concerning the means of research it's better if they conduct an experiment, on EFL students. It would be more motivated for the students. Further researchers also need to explore more about the influence of ice breaker to improve writing, reading, and listening skills.

In order to improve students' achievement, other researchers can study other techniques and strategies to improve students' speaking skill.

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Appendices

1.Appendix One

Students questionnaire

Dear student, thank you for taking some of your time to fill in this questionnaire. This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. We address this questionnaire in order to probe the implementation of icebreakers to improve the learners speaking skill. We would be utterly grateful if you answer these questions to help us accomplishing this research. Please, use a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed.

Thank you in advance for your cooperation(Icebreakers are everything that a teacher uses to create a fun atmosphere for motivating students to speak, interact and participate within the classroom. Like games, motivational videos, jokes, giving examples of people as role models…..ect)

Section One: Assessing speaking skill

Q1: What language skills do you seek to master the most?

a. Listening ☐

b. Speaking ☐

c. Writing ☐

d. Reading ☐

Q2: When you interact in the classroom. It is:

a. Your choice ☐

b. Your teacher's choice ☐

Q3: do you have difficulties while speaking English?

a. Sometimes ☐

b. Rarely ☐

☐

c. Never

Q4: What difficulties do you face while speaking English?

a. Shyness

b. Fear of making mistakes

c. Lack of confidence

Others……………………………………………………………………………………

Q5: How do you consider your English speaking ability?

a. High

b. Above average

c. Average

d. Below average

e. Low

Q6: What speaking components you struggle with the most?

a. Pronunciation

b. Grammar

c. Vocabulary

d. Fluency

Q7: Are you satisfied with your speaking skill?

a. Yes

b. No

would you please justify your answer:………………………………………………………

…………………………………………………………………………………………………

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………………………………………………………………………………………………….

Section two: Assessing the use of icebreakers

Q1: The teachers'use of certain strategies motivate the students to talk and interact with each other:

a. Agree

b. Strongly agree

c. Disagree

d. Strongly disagree

Q2: Do your teachers' strategies improve classroom interaction?

a. Yes

b. No

If your answer is yes mention it …………….……………………………..……..

……………………………………………………………………………………

……………………………………………………………………………………

Q3: The teachers' creation of an enjoyable and a fun atmosphere in the teaching process is:

a. Attracted

b. Extremely attracted

c. Somehow attracted

d. Not at all attracted

Q4: do your teachers use icebreakers in class before?

a. Yes

b. No

If yes, mention how often does he use them

a. always

b. often ☐

c. occasionally ☐

d. rarely ☐

Q5: Do you think that the adoption of icebreakers is necessary before the teaching process?

a. Yes ☐

b. No ☐

justify…………………………………………………………………………………………

……………………………..…………………………………………………………………

…………………………………………………………………………………………

 Q6: What do you consider the use of icebreakers while teaching?

a. An educational strategy ☐

b. An enjoyable strategy ☐

c. Both ☐

d. Waste of time ☐

Q7: which type of icebreakers do you prefer?

a. Spontaneously ☐

b. Used at the beginning ☐

c. Used in the middle ☐

d. Used at the end ☐

Q8: do you enjoy the use of the icebreakers strategy?

a. A lot ☐

b. A little ☐

c. A little bit ☐

☐

d.   Never

Q9: When the teacher uses an icebreaker, students will be relaxed, participated and passioned to the lesson?

a.   Agree

b.   Strongly agree

c.   Disagree

d. Stronglydisagree

Q10: The use of icebreakers kill the feeling of boredom and anxiety within the classroom, How ……………………………………………………………….………

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………….

Q11: What are the effects of using icebreakers within the classroom?

a.   Create an enjoyable atmosphere

b.   Enhance interaction

c.   Improve speaking ability

d.   All of them

e.   None of them

Q12: Icebreakers strengthen the relationship between the teacher and his students

a.   Yes

b.   No

Justify your answer……………………...……………………………………………………………

……………………………………………………………………..………………………

………………………………………………………………………….

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Q13: Why did you enjoy the icebreakers?

   a. It motivated you to speak

   b. It helped you to build a good relationship with your classmates ☐

   c. It helped you to build a good relationship with your teacher ☐

   d. All of them ☐

   e. Others……………………………………………………………...……………..

      ………………………………………………………………………………………

      …………………………………………………………………..

Q14: do you think that icebreakers increase your interest about the topic?

Explain……………………………………………………………………….………

………………………………………………………………………………………

………………………………………………………………………………………

Q15: The use of icebreakers in learning English as a foreing language is:

   a. Useful ☐

   b. strongly useful ☐

   c. Neutral ☐

   d. don't ☐

Q16: What is your perception about the use of icebreakers?

   a. Effective ☐

   b. Non-effective ☐

why…………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Q17: Do the icebreakers affect your speaking skill?

a. Extremely ☐

b. Little ☐

c. Little bit ☐

d. Not at all ☐

would you please justify your answer……………….......………………………

………………………………………………………………………….……………

………………………………………………………………………….……………

 Q18: To what extent do the icebreakers help you to improve your speaking skill?

a. Very much ☐

b. Somehow ☐

c. Not very much ☐

d. Not at all ☐

………………………………………………………………………..………………

Q19: Are you for or against the use of icebreakers to improve the speaking skill of students?

Justify your answer …………………………………..…………………………

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Q20: What are other strategies that your teachers use to enhance your speaking skill?

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2.Appendix Two

The interview:

1 - How many years have you been teaching the oral expression module?

2 - What grade are you teaching?

3 - Do you think that teachers should create an enjoyable atmosphere while teaching? If yes, would you please explain?

4 - What is your opinion about the adoption of the icebreakers in the teaching process?

5 - Do you use icebreakers to improve your students speaking skill? What type of icebreakers do you use?

6 - How much time are these icebreakers?

7 - How do you think the use of icebreakers affect the students speaking skill in the oral expression session?

8 - Do you find any problems in applying the icebreakers?

9 - How do you find students reactions to the icebreakers?

10 - As a teacher how can you explain the relationship between the icebreakers and the speaking skill?

11 - To what extent do icebreakers improve the students speaking skill?

12 - What are other strategies that you use to enhance the speaking skill of your students?

Résumé

Le but de cette étude était de connaître l'impact de stratégie " brique glace" sur l'amélioration de la capacité de communication chez les apprentis a travers l'exploration des situations et les visions des enseignants et apprentis de la langue anglaise comme étant une langue étrangers envers "brise glace". Pour atteindre cette objectif, nous avons utilisé la recherche méthodologique explicative, que consiste essentiellement d'un outil qualitatif qui est la rencontre personnelle, et l'outil quantitatif qui concerne le questionnaire. Ce dernier a été réalisé en faisant une distribution sur cinquante cinq étudiant universitaire résidant en deuxième année en département anglais , par contre, l'interview ou la rencontre a été réalisée avec quatre enseignant de l'unité expression orale au sein du même département. Les résultats montrent que les enseignants et les étudiants admirent l'utilisation de la technique " brise glace" . En plus,les enseignants estiment qu'il est primordiale de crée un environnement adorable et stimulant en utilisant activités différentes de brise glace. Les étudiants eux aussi affirment qu'ils apprennent de façon meilleure et ils améliorent leurs apprentissages et leurs communications de mieux en mieux utilisant cette technique "Icebreaker" à l'intérieure des classes de langue anglaise a travers cette dernière en créant une dynamique forte entre les étudiants et les enseignants

Mots clés : La capacité de communication, Brise glace, enseignants et apprentis de la langue anglaise.

ملخص

هدفت هذه الدراسة إلى إشراك المعلمين والطلاب في تقييم فعالية كاسحات الجليد في تحسين مهارة التحدث لدى المتعلمين. لتحقيق هذا الهدف ، تم تصميم أداتين بحثيتين ذاتيًا "مقابلة المعلم واستبيان الطلاب". تمت إدارة الاستبيان وتوزيعه على خمسة وخمسين طالباً جامعياً في السنة الثانية بقسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى. بينما تم إجراء المقابلة مع أربعة معلمي وحدة التعبير الشفهي في نفس القسم. أشارت النتيجة إلى أن كلاً من المعلمين والطلاب يقدرون استخدام كاسحات الجليد. ومن ثم ، يرى المعلمون أنه من الضروري خلق جو ممتع ومحفز باستخدام أنشطة مختلفة لكسر الجليد. أكد الطلاب أيضًا أنهم يتعلمون بشكل أفضل ويقومون بالفعل بتحسين مهارات التحدث لديهم من خلال استخدام أدوات كسر الجليد في فصول التحدث الخاصة بهم . من خلال تطبيق أنشطة كسر الجليد يتم إنشاء تفاعل جيد بين الطلاب والمعلمين في الفصل الدراسي.

الكلمات الرئيسية: مهارة التحدث ، كاسحات الجليد والمتعلمين والمعلمين**.**