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The Effectiveness of Mingles in Enhancing EFL Learners' Speaking Skill.

The Case of Elementary Level Learners at ABC School- Taher

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

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Declaration

We hereby declare that the dissertation entitled "The Effectiveness of Mingles in Enhancing EFL Learners' Speaking Skill" is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any material is not documented, we shall be responsible for the consequences.

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Asma & Riheb   18/06/2023

Dedication

We dedicate our work to our beloved families and friends with all gratitude and appreciation. Your love, encouragement and support have been the driving force behind our success. Thank you for being there for us.

Asma & Riheb

Abstract

The present study aims essentially at examining the effectiveness of mingle activities in enhancing the speaking skill of English as a foreign language (EFL) learners in private schools in Algeria. Accordingly, it was hypothesized that incorporating mingle activities in EFL classes enhances learners' speaking skill. To test this hypothesis, a quasi-experimental study was conducted at ABC School, Taher in Jijel. The sample of the experiment consisted of 26 learners of English at the elementary level. The experimental group was taught using mingle activities as part of the intervention. A quasi-experimental design was adopted and data was collected by means of a pre-test and a post-test using the oral proficiency test scoring categories of Brown's model (2001). Additionally, a questionnaire was distributed to all teachers at ABC School, Taher to collect data about their opinions and their readiness to incorporate mingle activities in speaking classes. The results of both the experiment and the questionnaire supported the effectiveness of these activities in enhancing EFL students' speaking performance ($P = 0.001$), and hence the hypothesis was confirmed. Based on the findings, it was recommended that EFL teachers integrate mingle activities into their speaking instruction but preferably after receiving training on how to employ them effectively.

Keys words: Speaking, mingle activities (MA), games, speaking performance

List of Abbreviations, Acronyms, and Symbols

CG: Control Group

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

EG: Experimental Group

M: Mean

MA: Mingle Activities

N: Number of Respondents

P: Page

P: P-value

Q: Question

&: And

%: Percentage

α: Significance

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General Introduction

1. Background of the Study

English, the lingua franca of the world, primarily serves the purpose of communication. Hence, the ability to fluently and comprehensibly communicate in English through speaking has always been a crucial skill to be developed by EFL students. In this respect, Turk (2003, p. 147) defined speaking as "a personal relationship in which the attitudes of the speaker to his subject, and to his audience, are a major factor in effective communication." Contemporarily, educational research about the most effective methods to develop the speaking skill has reached its peak. Accordingly, researchers are continuously seeking innovative and effective techniques to enhance students' oral proficiency in language.

Borzova (2014, p. 20), for instance, was interested in exploring the best strategies and practices to enhance speaking and yet maintain classroom management. In her study, she found that few EFL teachers did use the switching conversational partners; sort of classroom management strategy, on a regular basis though it has always been an effective way to get students actively involved in communicative interactions and increases their talking time. Additionally, a study conducted by Darmayenti & Nofiadri (2015) aimed to develop the Mingle technique, proposed by Pollard and Hess in 1997, into a new model. Their framework for data collection, which involved observation, questionnaires, and tests, was based on the ADDIE model, suggested by Dick and Carey in 1996. According to them, developing the Mingle model required following several stages, including preparation, warming up, setting the rules, acting the Mingle model, presentation, review, and discussion. The research findings indicated a significant difference in the learning

outcomes between students taught using the Mingle model compared to those taught without it. Therefore, the Mingle model proved effectiveness in enhancing students' performance in terms of all components of speaking skills.

The previous researches conducted in other countries yielded valuable conclusions that influenced the direction of the current study and stressed its significance. The aforementioned studies, alongside others, specifically examined the effectiveness of incorporating mingle activities in EFL classes, with a particular focus on the speaking proficiency. Bearing this in mind, the present study seeks to address a research gap by examining the effectiveness of mingle activities in enhancing EFL students' speaking skill in Algeria, specifically in ABC School-Taher, through conducting a quasi-experimental study that strives to contribute to the existing literature on this topic. Furthermore, it seeks to explore EFL teachers' perceptions and readiness regarding the use of mingle activities and their impact on the speaking skill of EFL students.

2. Statement of the Problem

Many studies have been carried out to investigate the effectiveness of Mingle activities in learning English as foreign language (EFL) in different countries assessing the students' progress in distinct aspects of language, mainly, speaking skills, sub-skills and psychological aspects. However, little or no attention was given to research in this area in Algerian schools, being public or private. This study, thus, will address the research gap and examine whether Mingle activities are employed in EFL classrooms in Algeria, as well as to test their effectiveness in enhancing the speaking skill of EFL learners.

3. Research Questions

To achieve the underlined objectives of this study, the following questions are to be addressed:

      1) Do EFL teachers use mingle activities to teach speaking?

      2) What types of mingle activities are used the most?

      3) What is the impact of using mingle activities on EFL learners' speaking skills?

4. Research Hypothesis

The present research aims at examining whether mingle activities have a positive impact on developing EFL learners speaking skills. To this end, the following hypothesis was proposed:

" If EFL teachers of the elementary level in ABC School- Taher, Jijel private school, implement mingles in their speaking classes, the speaking skill of their students will be enhanced."

5. Research Methodology

The present study adopts a quasi-experimental design to examine the impact of integrating mingle activities (MA) on the speaking skill of EFL students. The researchers will implement five types of mingle activities, namely speed interviews, talk when the music stops, conver-stations, running dictation, and role play.

The sample in this study consists of 30 students at the elementary level, enrolled at ABC School, Taher. The participants' age ranges from 11 to 12 years old, having Arabic as their mother tongue and studying English as a foreign language.

The participants will be divided into two groups; an experimental group (EG) and a control group (CG). Both groups will take a pre-test to assess their speaking skill

performance before the experimental group receives the treatment. Then, a post-test will be administered to both groups after the intervention phase.

Data collection will be conducted using Brown's model (2001) of oral proficiency test scoring categories, which include grammar, vocabulary, comprehension, fluency, and pronunciation, rated on a scale of five for each sub-skill. The pre-test and post-test will serve to assess the effectiveness of the treatment on the EFL learners' speaking skills. Additionally, EFL teachers at ABC School will be handed a questionnaire to survey their perceptions and readiness to integrate mingle activities into their instructional classrooms. Their feedback will provide insights into the effectiveness of integrating mingle activities in facilitating and enhancing the learning process of speaking skills.

6. Significance of the Study

The study may be significant by paving the way to embrace innovative teaching and learning strategies as to improve the overall language learning proficiency in general and the speaking skill in particular. By implementing Mingle activities, teachers can create a lively and interactive classroom setting that encourages active participation, communication, and language production and thereby enhancing their speaking skills and fluency.

Moreover, it is evident that Algerian EFL learners face serious challenges such as limited opportunities for language practice and lack of confidence in speaking English. Thus, this study will give teachers insights on how to create structured and engaging activities that help in boosting students' confidence and encourage them to express themselves orally.

Furthermore, the implementation of Mingle activities is in harmony with the current trends in communicative language teaching. Therefore, teachers equipped with these tools can move away from traditional teaching methods that focus mainly on grammar and vocabulary memorization to emphasizing the development of communicative competence.

7. Organization of the Dissertation

This dissertation consists of two main parts; a theoretical and a practical part. The theoretical part is divided into two sections; the first section is dedicated to the speaking skill starting with the definition of speaking, teaching the speaking skill, speaking sub-skills, assessing speaking, speaking problems and challenges, addressing speaking problems and challenges, and the importance of speaking. The second section will present an overview on the integration of mingle activities in EFL classrooms, which in turn paves the way to characterizing their contribution in enhancing the speaking skill. It encompasses the definition of MA, some characteristics, fashions, procedures of applying them in EFL classrooms, categories of MA, some of their types and their importance.

The practical part will be devoted to the analysis of both the experiment and teachers' questionnaire in order the examine the effectiveness of mingles in enhancing EFL learners' speaking skill, as well as investigating teachers' readiness to integrate MA in their speaking classes.

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Section One: The Speaking Skill

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Section One: The Speaking Skill

Introduction

Speaking is one of the four skills required for learning English as a Foreign Language (EFL) and any other second or foreign language. It serves as a productive skill that can be considered as the foundation for communication and interaction between individuals. Having the ability to speak fluently and proficiently has a significant value in various aspects of life. As human beings, we possess an innate capacity and characteristics to express our thoughts, feelings, and concerns using meaningful spoken language. Hence, this section is dedicated to provide the theoretical framework encompassing the speaking skill: its definition, the historical context of teaching speaking, its sub-skills, assessing speaking, speaking problems and challenges and how to address them, and the importance of developing this skill.

1.1.1. Definition

Learning and achieving proficiency in languages require the mastery of the four fundamental skills; reading, listening, speaking and writing. These skills can be further classified into two main categories: receptive skills, namely reading and listening, and productive skills encompassing speaking and writing. As far as speaking is concerned, Nunan (2003, p. 48) stated that "speaking is the productive aural/oral skill [that] consists of producing systematic verbal utterances to convey meaning". In this respect, Hornby (1995, p. 1336) also defined speaking as "to have a conversation with somebody, to address somebody in words, to say something, or express oneself in a particular language." Put it simply, speaking consists of producing features of language through interaction and the transmission of information in order to enable individuals to communicate and transmit messages.

According to Turk, (2003, p. 35):

Speaking is a heightened version of familiar day-to-day interactions. In all our relations with others we are performing. In most cases the performance is so habitual as to be indistinguishable, for us or others, from our real selves. But when speaking, unless we are aware that we are performing, we may fail.

That is to say, speaking goes beyond ordinary interactions and involves a certain level of heightened performance. Turk's perspective highlighted that everyday interactions with others can be seen as a performance, but since this performance becomes ingrained in everyday interaction, it becomes difficult to distinguish performance and true personalities (the speaker's personality and that of individuals he is interacting with). However, Turk affirmed that when it comes to speaking, individuals need to be aware of the performing aspect of speaking, otherwise communication will fail.

1.1.2. Teaching the Speaking Skill

The teaching of speaking skills had undergone many changes throughout history. During the mid-nineteenth century, some teaching methods such as the Grammar-Translation Method and Direct Method started to lose prominence (Harmer, 2015, p. 63). In the mid-1900s, there was a shift towards methods and approaches that prioritize the use of language in communication over language mastery (Richards & Rodgers, 2001, p. 07). This shift led to the emergence of the Audio-lingual method that focuses mainly on developing the students' speaking skill (Richards & Rodgers, 2001, p. 56). The audio-lingual method remained popular until the early 1970s.

In the 1970s, the communicative approach to language teaching (CLT) became a trend in language learning and teaching (Richards & Rodgers, 2001, p. 155). Its main emphasis is

"communication" with particular focus on developing speaking. Since then, speaking became an integral component of language teaching and learning. According to Harmer (2015, p. 70), one of the fundamental principles of CLT is the focus on developing learners' communication skills. Hence, greater emphasis was on fostering meaningful communication and using language in real-life situations. Harmer also highlighted that CLT is based on an understanding of the learners' needs and interests that is why the teacher's role in CLT is to facilitate communication and provide authentic opportunities for learners to practice using the language.

With the emergence of new approaches to language learning and teaching such as Competency-based Approach, Harmer (2015, pp. 70-71) argued that language learning should be always be viewed as a social endeavour. Language learners should interact with others to develop effective communication skills. He stated that the language classroom must create opportunities for learners to interact with each other and with the teacher. This can be achieved through group work, pair work or role-plays; they all provide opportunities for learners to practice using their language skills in real-life situations.

In the overall context where communication is emphasized when teaching speaking lies the significance of creating an authentic and engaging language learning environment that caters for the learners' needs and interests, and provides opportunities for social interaction. The latter is a crucial aspect of language acquisition and development.

1.1.3. Speaking Sub-skills

There are various interconnected features that contribute to the mastery of speaking in the English language. In this vein of thought, Lackman (2010, p. 3) claimed that students need to

develop ten sub-skills if they want to acquire and master English as a foreign language. Those sub-skills (summarised below) play a vital role in developing proficiency in spoken English. By acknowledging and focusing on the speaking sub-skills, students can enhance their ability to communicate effectively in English.

- **Fluency**: It refers to the ability of students to speak effortlessly and spontaneously; without prior planning or rehearsing. Achieving fluency in English may indicate a high level of proficiency.

- **Accuracy with Words and Pronunciation**: When students actively participate in exercises that aimed at developing accuracy in word usage, sentence structures, and pronunciation, they refine their skills in using words and structures precisely and accurately to convey the intended meaning.

- **Using Functions**: Students are encouraged to use specific phrases and language functions to accomplish various communicative goals. These language functions include giving advice, making apologies, expressing opinions, to name a few.

- **Appropriacy**: Students engage in various exercises in order to learn how to use appropriate language in specific situations, where they can choose the appropriate level of formality and make decisions concerning the usage of grammar and vocabulary.

- **Turn-taking Skills**: Students work on improving their speaking proficiency. Thus, it is essential for them to develop turn-taking skills, which include practicing ways of interjection, eliciting an interjection, or preventing one.

- **Relevant Length**: Students practice speaking the language within an appropriate timeframe depending on the situational context.

- **Responding and Initiating**: Students improve their conversation skills by learning

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how to appropriately respond to conversations, initiating new topics or ideas, and asking for a response.

- **Repair and Repetition**: When parts of a conversation are not clear or require clarification, students may use repair strategies and repetition to ensure effective communication and avoid communication barriers.

- **Range of Words and Grammar**: Students participate in exercises aimed at expanding their vocabulary and grammatical structures in order to enhance their linguistic repertoire and ability to express themselves precisely and accurately.

- **Discourse Markers**: Students practice using language cues that help in structuring their discussions, such as sequential transitions (firstly, secondly…), contrasting conjunctions (e.g., on the other hand), and summarizing phrases.

1.1.4. Assessing Speaking

Brown (2004, p. 140) argued that speaking "can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-taker's listening skill". He (2004, p. 141-142) further identified five types of speaking assessment that aim at evaluating different aspects of students' speaking abilities, including pronunciation, vocabulary usage, grammar accuracy, comprehension, fluency, and communicative competence. Types of assessment developed by Brown are: imitative, intensive, responsive, interactive and extensive.

1.1.4.1. Imitative

Imitative speaking refers to the students' ability to repeat, imitate or "parrot back" a word, a phrase or a sentence. It focuses on the phonological and grammatical properties of language. This type of speaking assessment is used to test students' ability to pronounce

words, phrase and sentences accurately, without any intention to check understanding or interact with other people using the target language.

1.1.4.2 Intensive

Intensive speaking involves tasks that require the learners to repeat, rephrase or produce sentences or passages in a controlled context. The primary stress is on pronunciation and fluency, in addition to the ability to understand and repeat complex grammatical structures. The speakers should be aware of the semantic properties so that they will be able to respond and participate in conversations.

1.1.4.3.Responsive

Responsive speaking is a type of speaking tests, which assesses students' ability to interact and comprehend the language even at early stages of acquiring it. Tasks such as brief conversations, standard greetings, small talk, simple requests, and comments can be used. The stimulus for these tasks is almost always a spoken prompt to maintain the authenticity of the assessment.

1.1.4.4.Interactive

Interactive speaking assessment is similar to the responsive one in that it assesses students' ability to engage in meaningful discussions with others. However, the interaction is longer and higher in complexity. The interaction has two forms: transactional language and interpersonal exchanges. Transactional language aims at exchanging information between speakers, while interpersonal exchanges aim at maintaining the relationship between them. In the second form, speaking becomes pragmatically complex with the need to speak casual/informal language.

1.1.4.5. Extensive (Monologue)

Extensive speaking tasks assess students' ability to produce longer speech, extended monologues, interviews oral presentations and storytelling. The language style used in this type would be more casual, with more use of idiomatic expressions, interjections, and whatever makes the speech sounds natural. It also assesses the students' ability to negotiate meaning, clarify ideas and try to understand each other's perspectives.

1.1.5. Speaking Problems and Challenges

In order to promote learners' progress in speaking and assist them in becoming proficient speakers of English, teachers should address several factors in order to create a conductive environment that enhances rather than hinders the development of the speaking skill. Ur (1996, p.121) identified some factors that influence the learners' progress in speaking as follows:

- **Inhibition:** This is when EFL learners are reluctant or hesitate to speak in English because of the fear of making mistakes, being criticized by others so they "lose face", or simply feeling shy due to the attraction that their speech causes.

- **Nothing to Say:** It is common among EFL learners that they struggle to come up with something to say, and compelled to speak only because they have no motive or genuine desire to speak and express themselves.

- **Low or Uneven Participation:** In a large group, only few students have the opportunity to speak while the others remain silent or have limited chances to contribute. Additionally, some learners may dominate the conversation, while others may feel intimidated in the presence of those dominant participants. Consequently, low and uneven participation can hinder quieter or less confident learners from speaking.

- **Mother-tongue Use:** In classes where learners share the same mother language, they may have a tendency to rely on it in communication instead of the target language. This tendency stems from a desire to avoid the discomfort and the insecurity resulted from speaking a foreign language, especially for less disciplined and less motivated students, who may find it challenging to consistently use the target language even in small groups.

1.1.6. Addressing Speaking Problems and Challenges

Speaking problems can be a major barrier for developing language proficiency. However, there are several strategies teachers can use to help learners to overcome those problems and enhance their speaking skills as suggested by Ur (1996, pp. 121-122):

1.1.6.1. Using Group Work

According to Ur (1996, p. 121), group work is a valuable strategy for promoting speaking skills of learners since it helps them increasing the volume of their speaking in a limited period of time, as well as reducing the inhibition among students who usually hesitate to talk in front of the entire class. By working collaboratively in groups, students will have more opportunities to engage in conversations and express their ideas.

However, this strategy may not allow the teacher to monitor all learners' speech, leading to making mistakes and to potentially using the mother tongue. Yet, the benefits outweigh the limitations as the amount of time devoted to practice speaking is still beneficial and it allows more and valuable oral practice than in the traditional full-class set-up.

1.1.6.2. Using Easy Language for Activities

Ur (1996, pp. 121-122) suggested that it is advisable to use simple language rather than the complex language required for intensive language-learning activities. By using easy

language, students can easily recall and produce the language in order to become fluent and confident speakers (minimizing hesitation). Additionally, it is advisable that before an activity starts, teachers should present or review necessary vocabulary to ensure students have the target vocabulary at their disposal to guarantee their full engagement.

1.1.6.3. Careful Choice of Topic and Task to Stimulate Interest

To stimulate interest, teachers should be careful when selecting a topic or a task. Generally speaking, the more transparent the purpose of the discussion is, the more motivated the students will be.

1.1.6.4. Giving Clear Instruction or Training in Discussion Skills

When the task involves group discussion, it is preferable to set guidelines about participation at the very beginning. For instance, the teacher instructs learners to ensure that every member of the group should take part in the discussion, and a chairperson should be appointed to monitor the participation.

1.1.6.5. Keeping Students Speaking the Target Language

In order to encourage students to speak in the target language, one effective strategy is to appoint one student from the group as monitor, whose responsibility is to remind participants to use the target language and possibly report back to the teacher on how successfully the group stuck to it. Even if no actual penalty` is imposed, being monitored by someone encourages learners to be more cautious when speaking the language.

However, the most effective way to ensure that students communicate in the target language is that the teacher must be around to remind and model language use himself because there is no alternative for persistent reminders.

1.1.7. The Importance of Learning and Teaching the Speaking Skill

Speaking has a significant role in the process of language learning. By speaking the language frequently, learners improve their pronunciation and fluency, and they get the chance to practice the language in a natural setting. Additionally, speaking helps learners to develop a better understanding of a language, engage in conversations and learn new words and expressions. Moreover, speaking helps to increase confidence and encourages learners to take risks in order to explore new ideas and concepts.

Bygate (1987, p. vii) stated that speaking is:

…a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends.

That is, speaking is an essential skill that should be given the same value as the other language skills. When students speak confidently, they can perform basic tasks such as ordering food at a restaurant, answering a phone call, booking a room in a hotel, etc. Bygate (1987, p. vii) added that speaking is considered as "the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business." Therefore, speaking should be given more attention in EFL instruction.

According to Harmer (2014, p. 123), there are three major reasons for teaching speaking. Firstly, speaking activities allow learners to practice the speaking skills in a safe environment before using them in real life. Secondly, speaking tasks provide feedback for both teachers and

students by encouraging students to use what they know in the language. This feedback shows how well they are doing and what language problems they are facing. Finally, the more students practice to use different language elements, the more natural it becomes. Consequently, learners become fluent speakers who use the language sub-consciously (naturally) and effortlessly.

Conclusion

Speaking is one of the most important skills in learning any language, as it allows individuals to communicate their thoughts, ideas and feelings to others. However, speaking is also a complex skill that requires a range of sub-skills to be developed in order to achieve progress and become fluent. This chapter focuses on the various aspects of speaking skill, including its sub-skills, the common problems that learners face when speaking and the most effective ways to teach speaking. By understanding the complexities of the speaking skill and providing learners with opportunities to develop their speaking sub-skills, teachers can help learners become more confident and effective speakers in a variety of personal and professional contexts.

Section Two: Mingles in Speaking Instruction

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Section Two: Mingles in Speaking Instruction

Introduction

To teach foreign languages spontaneously and with less preparation, Pollard and Hess (1997) introduced the concept of mingle activities (MA). Subsequently, several researchers have investigated the effectiveness of this technique in enhancing the speaking skill of EFL students. These studies have consistently reported positive outcomes. Borzova (2014), for instance, emphasized that mingles provide EFL learners with numerous opportunities to engage in various activities, enabling them to recycle, refine and elaborate on their personal experiences. This chapter, thus, delves into the theoretical underpinnings of the mingle model, encompassing its definition, characteristics, procedures, categories and types of activities, as well as its importance.

1.2.1. Definition of Mingles

According to the Oxford Learners' Dictionary (2015, p. 986), the term mingle is defined as the act of moving among people and engaging in conversations with them, particularly in social gatherings. Additionally, it is synonymous with the word circulate. The same dictionary illustrated the term in two examples:

1- The princess was not recognized and mingled freely with the crowds.

2- If you excuse me, I must go and mingle (= talk to other guests). (Oxford Learners Dictionary, 2015, p. 986)

Pollard and Hess (1997) highlighted that within the realm of learning, the concept of mingle entails a structured game that fosters face-to-face interaction, specifically targeting reading, listening, and speaking skills. Borzova (2014, p. 20) provided further clarity by

defining mingle as "an activity where a student approaches a classmate, talks for a while, and then moves on to speak to another classmate". She further asserted that while it is typically informal, there are instances where it can assume a formal nature, such as when conducting opinion polls or interviews that involve addressing multiple respondents with the aim of achieving specific objectives (Borzova, 2014, p. 20).

During a mingle activity, EFL learners engage in a dynamic process where they circulate around the room and strike up brief talks with multiple classmates. Darmayenti and Nofiadri (2015, p.2) highlighted that a mingle activity starts by asking different learners the same question to elicit different responses. Moreover, tasks are performed while simultaneously moving and walking in different ways. According to Darmayenti (2013), these activities not only add a playful element to the learning process but also facilitate information retention by encouraging students to physically move, interact, and actively engage in the learning process. (As cited in Utami, 2017, p. 8)

Consequently, it can be inferred that the core principle of this technique involves continuous interaction with various interlocutors, allowing for the exploration of a specific instructional objective. This can be achieved through the exchange of questions and responses while switching from one classmate to another.

1.2.2. Some Characteristics of Mingles

According to Borzova (2014, pp. 20-21), MA injects liveliness to the EFL lessons as students move and talk freely without the teacher's supervision. In that context, the teacher cannot monitor every student involved in a mingle activity. In this dynamic environment, the teacher will be able to focus attention on those who may need special support. Moreover, Utami (2017, p.8) noted that the teacher is assumed responsibility to ensure that the lesson flow goes boredom free. Additionally, EFL teachers, when conducting a mingle activity,

should take into consideration the allocated time, the number of students each participant should interact with, and the nature of the assignment itself. The assignments can be either standardized or tailored individually offering diverse learning experience within the classroom (Borzova, 2014, p. 21).

Furthermore, Borzova (2014, p. 21) affirmed that mingles enhance both fluency and accuracy because of the confident repetition of the same utterances. In this vein of thought, Robertson and Acklam (2000, p.18) emphasized that mingles "allow constant repetition of a particular question or collection of the opinions of many students". For example, when given the assignment of discussing leisure activities using the mingle model, students are instructed to memorize the question, "What do you do in your free time?" and they then formulate and deliver responses like, "I usually draw pictures in my free time." Subsequently, students are required to ask the same question to each new interlocutor they encounter and generate the same, or modified, response whenever a new interlocutor approaches them. Such a practice effectively encourages students to use the spoken language without hesitation minimizing concerns about criticism (Mufidah & Fitriani, 2022, p. 2). Hence, during mingles, all pupils actively engage in simultaneous speaking, listening, and note-taking in pairs or small groups while alternating from one classmate to another in either a systematic or a random manner (Borzova, 2014, p. 20).

As highlighted by Borzova (2014, p. 21), a mingle activity does not pop up in an isolated manner; rather, it is situated within a structured framework where it follows the presentation of the lesson preceded by some relevant exercises that allow them brush up on needed language forms and organize their ideas. Consequently, EFL learners are prepared for the activity in terms of both language and content to ensure a smooth transition into the mingle activity. Besides, a wide variety of materials are appropriate to use with mingles, including

texts, pictures, videos, objects, or problem-solving situations for discussion. Thus, in addition to speaking and listening, mingles can incorporate elements of writing, drawing, and dramatic actions.

1.2.3. Fashions of Mingles

The mingle activity as described by Borzova (2014, p, 21), can be implemented in two distinct approaches, namely walking around freely and rotating pairs.

The first approach is a classic fashion of mingles that involves moving freely in the classroom and interacting with peers. In this fashion, students stand, move around and interact using a constant repetition of question and answer, though the answer can be sometimes modified. The arbitrary movement from one classmate to another fosters a dynamic exchange of ideas and language practice.
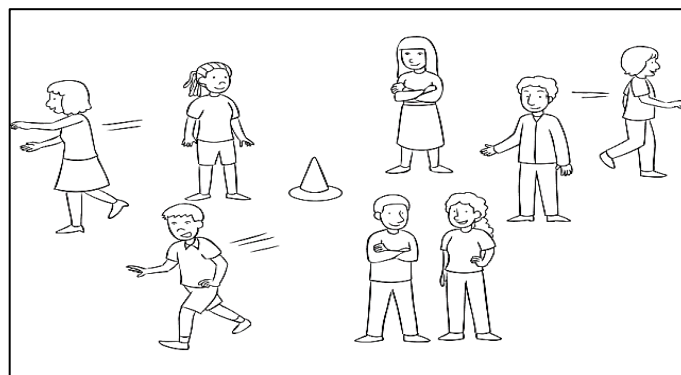
Figure 1. Walking Around Freely Fashion.

Adapted from *Playmeo (2023)*

The second fashion, called rotating pairs, as highlighted by Borzova (2014, p. 20), usually calls for more organization as students form inside and outside circles and face each other. Each learner from the outside circle then moves one step or seat, if sitting on chairs, clockwise after conversing with the individual facing him or her in order to converse with a

new partner from the inside circle.
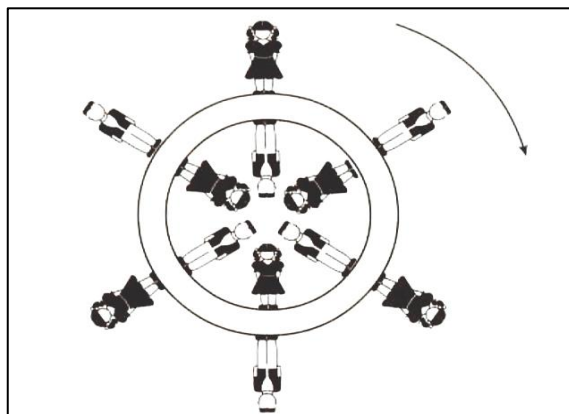
Figure 2: Rotating Pairs Fashion.

Adapted from *Pollard and Hess (1997, p. 33).*

Yet, because the mingling activity is portrayed in different forms, MA users can be creative in how they adapt their activity depending on the lesson and the age of their pupils, as long as they adhere to the MA's guiding principles, of which the primary principle is face-to-face interaction. Many variations have been referred to as MA such as sticking cards on each other's backs (Information Gaps: Mingle Activities, n.d), and acting out situations in role plays.

Figure 3: Sticking Cards Fashion and Acting Out Fashion.

Adapted from *Playmeo (2023)*

1.2.4. Procedures of Applying Mingle Activities in EFL Classrooms

Any classroom activity entails a number of procedures to be followed by either teachers or students. Mingle activities are no exception, in that a good mingling activity or game must follow a series of systematic processes. Houston (2012) reviewed and outlined guidelines to be followed before, during, and after the MA in order to organize a successful mingle.

1.2.4.1. Before the Mingle

Before initiating the mingle activity, Houston (2012, p. 33) maintains that it is crucial to ensure the accessibility of all the necessary materials. If the classroom is equipped with a multitude of tables and desks, relocate them to one end of the room or, if feasible, outside the room. If not, consider finding alternative spaces such as an empty room or an outdoor area. It is recommended to prepare a strategy for introducing the activity to the students, especially if it is a new experience for them. In this case, explain the fundamental guidelines as follows:

- To do this activity, tell students to stand up and walk around until they find someone to converse with in English.

- After finishing, they must find another student and repeat.

- Notify them that they have to speak with one person at a time, and move freely and avoid walking in lines.

- Prompt them to try talking with as many different people as possible, especially those they do not know.

- If necessary, with low-level groups, show an example to the class before starting and if the class is monolingual, provide the instructions in that language.

1.2.4.2. During the Mingle

Based on the insights of Houston (2012, p. 33), the first step for teachers is to actively take part in the mingle activity, allowing EFL learners to interact with them and see how it is

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done. Next, is to make sure to stay vigilant for any signs that the activity is not progressing well, while moving around to encourage students' engagement with each other. Then, if the teacher notices that the activity is becoming chaotic, it is advisable to pause the activity and provide more clarification on the instructions. To maintain enthusiasm, EFL teachers are asked to consider concluding the activity when the students start to lose interest, setting a time limit, or specifying a minimum number of interactions.

1.2.4.3. After the Mingle

After the mingle activity, Houston (2012, p. 34) recommended to have a report phase and a feedback phase to provide a sense of closure. In the report phase, several students can be selected to share something interesting or funny that they heard from other students. To maximize interaction, one student may select a classmate and ask for specific details, followed by a few follow-up questions to get more information. This can be repeated several times. In the feedback stage, you can ask the class how they think everything went and give them suggestions for possible improvements. Besides, any noticed problems can be pointed out, but it is important to avoid singling out a particular student, which could be potentially embarrassing. The students can be asked for their thoughts on the mingle activity and if they would like to do it again.

1.2.5. Three Categories of Mingles

In the EFL classrooms, depending on the lesson (content), MA may focus on language, communicative functions, and meaning; according to Borzova (2014, p. 22), there are three types of mingling tasks that can be applied depending on the sub-skill that the teacher wants his students to develop: language (form-focused mingles), communicative skill (form-focused mingles in communicative disguise), and meaning activities (meaning-focused mingles). These are explained as follows:

1.2.5.1. Form-focused Mingles

Form-focused mingles as described by Borzova (2014, p. 22), are designed to build up the sub-skills out of active recycling of vocabulary and grammar. She suggested that such type is often neglected by communicative methodology; nevertheless, she showed that it is needed to retain language forms in students' long-term memory and to master mechanics for sentence building. Additionally, students while teaching each other, they simultaneously acquire knowledge of the material.

Borzova (2014, p. 22) presented two varieties of this category: In the first category, the materials used depend on the grammar or vocabulary the teacher wants his/her students to recycle. At this point, each student receives and completes a writing task, such as: Use the correct form of the verb in brackets: "Adam [be] born in London." Moreover, students become experts in their own ways. This is resulted from two facts, one is that each student mingles looking for different answers and checking the accuracy of responses, and the other is that the teacher quickly checks the students' work. In the second category of form-focused mingles, different sentences are given to each student; it is crucial to ensure that there is the same number of students and sentences. The students then, mingle and dictate their sentences to everyone, form pairs and arrange them in stories that they should recite to the whole class.

1.2.5.2. Form-focused Mingles in Communicative Disguise

This type, claimed Borzova (2014, pp. 22-24), is embodied in two types of tasks namely "Find Someone Who?" and "Poll Your Classmates." In "Find someone who?" students can practise different tenses. For instance, when using the present simple tense, half of the students conduct a survey on how their peers spend their weekends. Likewise, if the learners are practising the present perfect tense, half of the students fill out a survey with questions such as "What interesting food have you eaten? What countries have you visited?".

On the other hand, "Poll your classmates" enables students to practice specific vocabulary. For instance, as a first activity, they write three jobs, types of food, school subjects, colours, places, sports or other things that they dislike. Then, students mingle and look for someone who has similar dislikes. In addition, as a second task, the learners will find out how well they know each other; that is to say, each student receives the name of a classmate and asks the other students questions about that student. Finally, they check the information given by the rest of the class and see if it is true. At the end of this task, each student receives a short text about an imaginary person, animal, etc. The text has different versions with some adaptations and differences. Students mingle with their peers to identify how their texts differ from each other.

1.2.5.3. Meaning-focused Mingles

In such tasks, students share and collect both information and opinions, which they will later use for doing projects. Thus, meaning-focused mingles can be based either on sharing the content of texts (short stories, ads, statistics, or opinions) or collecting information and opinions with polls and questionnaires (Borzova 2014, p. 24). Over and above, both the teacher and the students can contribute in offering the texts and questions. Furthermore, the focus of the interaction is on exchanging factual information, opinions, problems, or attitudes related to the topic, which are discussed from different angles; playing the role of both a source and collector of information renders a student the agent of interaction. Finally, Borzova (2014, p. 25) stated that engaging in such activities enhances their language sub-skills, which are implicitly brushed up through the simultaneous practice of all skills (reading, speaking, listening, writing, and thinking). Not to mention, taking notes in the course of mingling boosts these sub- skills and helps EFL learners develop the skill of listening with the intention of jotting down the key ideas of what they hear.

1.2.6. Some Types of Mingles

Over time, the concept of MA has expanded to encompass a broad range of interactive activities and games. Holding on the basic definition provided by the Oxford Learners' Dictionary (2015), to mingle is to move among people and engage in conversations with them, especially in social events, here are some popular types of MA:

1.2.6.1. Speed Dating

In Carreño (2020, p. 9), Speed dating is also called "speed interviews", it entails the arrangement of students in two rows facing each other, wherein they engage in short conversation, and simultaneously change partners based on the signal given by the teacher, for example, a clap or saying "mingle". In rotating pairs' fashion, moving a row position to the right, results in the formation of new pairs. This process is iterated across different conversational topics. As noted by Carreño (2020, p. 9), Heathfield (2019) stated that speed dating offers learners numerous opportunities to talk and allows them to know each other better, provoking laughter and enjoyment.

1.2.6.2. Find Someone Who?

In a "Find Someone Who?" activity, Carreño (2020, pp. 8-9) claimed that learners engage in a task where they try to find someone in the class who matches a given description. According to Randall (2017), this type of activity serves as a valuable tool for the teacher to review grammar and vocabulary at the end of a unit. Moreover, it can be easily adapted to different grammar tenses (As cited in Carreño 2020, p. 8). For instance, to practise the present perfect tense, students receive a worksheet featuring several verbs in their base form such as "drive a car", "visit London", "travel in an airplane" etc. The objective here is finding a student who has performed these activities at a given point in the past, asking appropriate questions in the present perfect tense. For example, learners may ask their peers "Have you ever driven a

car?" or "Have you ever visited London?", if one peer answered "Yes, I have," they write his or her name on their worksheet. The activity thus, continues until most students have found a different partner for each action. For lower proficiency levels, the question could be simplified, like "Do you like...?" focusing on different types of food or sports.

1.2.6.3 Guess Who?

In the words of Carreño (2020, p. 10), in a "Guess Who?" activity, students choose a famous person whom they have some knowledge about and keep it a secret. Afterwards, students take turns asking and answering questions about the famous person's identity until they guess the personality their partner has in mind. For example, an exchange might be something like:

A: "Are you a man or a woman? B: I am a man. A: Are you alive? B: No, am not. A: Were you an actor? No. I wasn't. A: Were you a singer? B: Yes, I was. A: Where were you born? B: In the USA. A: Are you Michael Jackson? B: Yes.

After they guessed who their classmate's secret personality was, they look for a different partner and continue mingling until they guess each other's identities. This is a fun activity where students enjoy and practice asking questions that are difficult to structure in English.

1.2.6.4. Talk When the Music Stops

Talk when the music stops is also called musical conversations or carrousel. According to the same author Carreño (2020, p. 9), students in this activity walk around in two concentric circles while music is playing. When the music stops, they stop in front of a partner and engage in a conversation on a given topic or question. Zibung (2006) added that this activity can be an enjoyable and engaging way to get students moving and interacting with each other while practicing their speaking skills. However, it may be less structured than other types of

activities, and may require more preparation and facilitation in order to ensure that students are staying on task and using the target language effectively. Overall, "talk when the music stops" can be a valuable addition to the language learning classroom, but it is important to use it in conjunction with other types of activities and approaches in order to provide students with a good language learning experience.

1.2.6.5. Converstations

In Walton (n.d), converstations involve students forming groups to discuss a given topic within an allotted time; they interact with each other in order to exchange information, ideas, or opinions. Like any other mingle activity, Wesseling said that converstations can help to develop students' speaking and listening skills, as well as communicating in a comfortable way with their peers in the target language (As cited in Gonzalez, 2019). However, it is crucial for teachers to be aware of the potential challenges of converstations, either the risk of students relying on their mother tongue, or the need to carefully design and facilitate the activity in order to maximize its effectiveness for language learning purposes.

1.2.6.6. Running Dictation

As described in ESL Games for Kids (n.d), running dictation has always been embraced by English teachers throughout generations. Nevertheless, there are several teachers who may not be acquainted with it. Moreover, the tendency of English teachers to incorporate running dictation stems from its ability to reinforce all four English language skills: reading, writing, speaking and listening in order to complete the task. Regarding the procedures of such activity, students interact with each other in order to complete a task or achieve a goal. In this case, students work in pairs or small groups, with one student running to a text on the wall, reading a section of it, and then running back to their partner to dictate what they have read. The partner then writes down what they hear and the two students switch roles until the entire

text has been completed.

1.2.6.7. Role Play

As defined by Brown (2010, p. 4), role-playing is a strategy of enhancing speaking skills in which individuals take on different roles to learn how to effectively express themselves better. In other words, role-playing is about taking on several personas to enhance communication and expressive abilities. He (2004, p. 174) also added that using role plays in communicative language teaching classes is a popular pedagogical technique that can encourage students to be more creative in their language use.

Despite the fact that there are some guidelines to follow during role play activities, students are still given some freedom to express themselves linguistically. Additionally, the different versions of role plays can provide students with the opportunity to rehearse and plan out their language use earlier; here the use of an imagined persona can further facilitate language learning and practice.

1.2.7. The Importance of Mingles

According to Darmayanti and Nofiadri (2015, p. 7), Mingle activities are useful for learning speaking skills. Firstly, MA help students to relax and encourage them to take part in the activities and compete with one another as to keep them motivated. That is, each and every student participates in speaking and interacting. Secondly, drills in MA are used to collect various responses from students while asking the same question multiple times to help them enrich their vocabulary repertoire. Thirdly, MA allow students to communicate in a flexible manner in the classroom by putting them in actual-life situations.

Over and above, as stated by Fajrin (2018, p. 3), the Mingle strategy is effective in fostering the speaking skill because it provides an environment where students feel confident and self-assured, assist one another in speaking English and encourage their peers to

understand the content. In addition, students are able to collaborate, improve their pronunciation and expand their vocabulary through MA. Furthermore, these activities offer EFL students the chance to have partners they can practice speaking with and receive feedback from one another. Hence, the mingling technique boosts communication skills as students have more opportunities to communicate.

Conclusion

In conclusion, mingles can be a useful and effective communicative language learning activity for a variety of language learning objectives. By providing students with opportunities to engage in real-life conversations, mingles can help to develop students' speaking and listening skills, as well as their ability to communicate in the target language. However, it is important for EFL teachers to be aware of the potential need to carefully design and facilitate the activity in order to optimize its effectiveness for language learning purposes. Overall, mingles can be a valuable addition to the EFL classroom, but it is important to use them in conjunction with other types of activities and approaches in order to provide students with a good language learning experience.

Chapter Two: Fieldwork

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Chapter Two: Fieldwork

Introduction

This chapter is dedicated to the practical part of the research, which examines the effectiveness of mingle activities (MA) in enhancing EFL learners' speaking skill in private schools. To achieve this objective and validate the research study, two research instruments were employed and presented within two sections of this chapter. The first section introduces the experimental design and encompasses an analysis and discussion of the findings. The subsequent section entails an analysis and discussion of the results obtained from the questionnaire administered to EFL teachers. This chapter then, concludes by highlighting the limitations inherent in the study and offering pedagogical recommendations for future studies in this area.

2.1. The Experiment

2.1.1. Population and Sampling

The study targets a population of 56 elementary students aged from 10 to 12, enrolled at ABC School-Taher. Through the choice of convenience sampling, a sample of two existing groups, each comprising 15 students, was selected. One of the groups was designated as the experimental group, and received the target treatment, i.e., taught using mingle activities, while the second group served as the control group, and received no intervention. Both groups then underwent a pre-test and a post-test, to assess their speaking performance. Additionally, the experimental group engaged in three well-planned speaking sessions using a range of mingle activities, namely, speed interviews, talk when the music stops, conver-station, running dictation and a role play.

2.1.2. The Pre-test

To ensure equivalence between the experimental group (EG) and the control group (CG) prior to receiving the treatment, a pre-test was conducted to assess the students' proficiency level in speaking. The aim of the pre-test was twofold: First, to find a basis for comparison with the post-test results after receiving the treatment, and second, to facilitate the identification of the students' progress afterwards. Given the research focus on the participants' speaking skill and its sub-skills, an oral test was used as the pre-test. It was rated out of 25 (1 to 5 for each sub-skill: grammar, vocabulary, comprehension, fluency and pronunciation) based on the criteria presented by Brown (2001, pp.406-407) (See Appendix C). The sample of 30 elementary students was asked to answer six questions related to sports (See Appendix A) and was given a time limit of 5 min to respond orally. The researchers recorded the responses of both the experimental and the control group for later utilizing them to accurately assess the students' speaking performance.

2.1.4. The Treatment

The treatment phase was conducted in the course of two weeks; comprising three sessions; each lasting two hours. In order to implement a range of types of MA, three carefully planned lesson plans were designed to meet the requirements of the study. Each type of the MA incorporated in the lesson plans was carefully chosen to develop and fine-tune a particular speaking sub-skill (As discussed in the theoretical part). The researchers used the Presentation-Practice-production (PPP) teaching framework, to ensure that the learning objectives are to be addressed in different parts of the sessions. Put simply, the researchers employed distinct types of MA to target the different speaking sub-skills in each of the three sessions.

Session 1

The treatment phase started after the completion of the pre-test. The researchers initiated the first session by introducing some sports names and their corresponding rules using obligation form with "have to" to help with grammar assessment. Additionally, the pupils were taught a series of sport-related actions to aid in vocabulary assessment. Three different types of MA were used to meet the lesson objectives. During practice, *speed interviews* and *talk when the music stops* were conducted to practice speaking and test students understanding of what they have learned. At the end of the session, i.e., the production phase, *conver-station* was utilized in order to pin the rules in the EFL students' minds and reinforce comprehension.

Session 2

During the second session, the EFL students were introduced to some additional sports names and their rules. However, this time the permission form with the model "can," was emphasized instead of obligation to reinforce grammar. Similarly, other sports actions were introduced to enhance students' vocabulary. As for the practice, *Running Dictation* was employed to encourage the students to use what they learned orally.

Session 3

The treatment phase reached its end by a final session where a *role play* activity was implemented. The script was prepared emphasizing the previously taught rules and actions of sports, specifically basketball and football. The session was divided into parts, starting by the presentation of the script and the distribution of its copies to the pupils. The teacher researcher then explained it and its difficult vocabulary to ensure comprehension. Later on, the students were provided with time to read, memorize and perform their roles in the play. This activity serves two purposes: To further develop the speaking skill and to attain the lesson objective.

2.1.4. The Post-test

Following the completion of the treatment phase, a post-test was administered so that the researchers could compare the outcomes to the pre-test results. Unlike the pre-test, the post-test aimed at ensuring that there was a disparity in scores between the experimental and the control group and that the disparity maybe attributed to the received treatment. To ensure validity, both groups were administered a five-minute oral post-test. The latter consists of six distinct questions related to the same topic (See Appendix B). Like the pre-test, the post-test was rated by the teacher researcher on the same scale based on the criteria provided by Brown (See Appendix C), and the responses of both groups were recorded to be used in assessing the students' speaking performance.

2.1.5. The Experiment Results

This section presents a detailed analysis of the pre-test and post-test results, comparing the performance of the control group and the experimental group.

2.1.5.1. The Pre-test Results

Prior to receiving any treatment, it was quite important to examine the initial speaking proficiency level of students. This subsection exhibits the pre-test results.

2.1.5.1.1. The Control Group

Table 1.

The Results of the Pre-test of the Control Group

Participants	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Score
Pupil 01	1	1	2	2	2	8
Pupil 02	1	1	1	2	2	7
Pupil 03	1	1	1	1	2	6
Pupil 04	1	1	1	1	2	6
Pupil 05	1	1	1	1	2	6

Pupil 06	1	1	1	1	2	6
Pupil 07	2	2	2	2	2	10
Pupil 08	1	1	2	1	1	6
Pupil 09	2	2	2	2	1	9
Pupil 10	1	1	1	1	1	<u>5</u>
Pupil 11	3	2	2	2	2	13
Pupil 12	2	2	2	1	2	11
Pupil 13	3	3	2	3	3	<u>**14**</u>

Table 1 displays the pre-test scores of the control group. On a scale of 25, the highest score obtained by participants was 14 and the lowest was 5. Additionally, the mean was calculated using the following equation:

$$M = (x_1 + x_2 + x_3 + ... + xn) / n$$

The mean of the scores of the control group in the pre-test was 8.23. These findings may indicate that prior to receiving the instruction related to sports rules and actions, the overall proficiency level of the control group in the speaking skill was relatively low or below average.

2.1.5.1.2. The Experimental Group

Table 02

The Results of the Pre-test of the Experimental Group

Participants	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Score
Pupil 01	4	3	3	3	4	<u>**17**</u>
Pupil 02	1	1	1	1	1	<u>**5**</u>
Pupil 03	2	2	2	2	2	10
Pupil 04	1	1	1	1	2	6
Pupil 05	2	2	2	2	3	11
Pupil 06	3	3	3	3	4	16
Pupil 07	3	2	2	2	3	12

Pupil 08	3	3	3	3	4	16
Pupil 09	2	1	1	1	3	8
Pupil 10	2	2	3	3	3	13
Pupil 11	2	2	2	2	2	10
Pupil 12	3	3	2	3	3	14
Pupil 13	2	1	1	1	2	8

Table 2 displays the pre-test scores of the experimental group on a scale of 25. The highest score attained by participants was 17, while the lowest score was 5, on a scale of 25. Additionally, the mean of the scores of the whole group was **M=11.23**. The findings indicate that the overall level of the experimental group in the speaking skill prior to the treatment is moderate or average.

2.1.5.2. The Post-test Results

2.1.5.2.1. Control Group

Table 3

The Results of the Post-test of the Control Group

Participants	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
Pupil 01	1	1	3	2	2	9
Pupil 02	1	1	2	2	2	8
Pupil 03	1	1	2	1	2	<u>**7**</u>
Pupil 04	1	1	2	1	2	<u>**7**</u>
Pupil 05	1	1	2	1	2	<u>**7**</u>
Pupil 06	1	1	2	1	2	<u>**7**</u>
Pupil 07	3	3	3	2	2	13
Pupil 08	1	1	3	1	1	<u>**7**</u>
Pupil 09	2	2	3	2	1	10
Pupil 10	1	2	3	2	1	9
Pupil 11	3	2	3	2	2	12
Pupil 12	3	3	3	2	2	15

| Pupil 13 | 4 | 4 | 3 | 3 | 3 | **<u>17</u>** |

Table 3 illustrates the post-test scores of the control group on a scale of 25. The highest score obtained by participants was 17, while the lowest score was 7. Given that the mean of the pre-test scores was 8.23, the calculated mean of scores in the post-test was **M=9.85**. This denotes marginal improvement of 1.61 in the students' speaking skill. Overall, it can be said that the observed progress in the speaking skill of the CG (though it didn't receive the study treatment) is may be attributed to factors other than the treatment: natural development in language proficiency over time, increased familiarity with the test questions or any other factor unrelated to the study.

2.1.5.2.2. Experimental Group

Table 4

The Results of the Post-test of the Experimental Group

Participants	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
Pupil 01	4	4	4	4	4	**<u>20</u>**
Pupil 02	2	3	3	2	1	11
Pupil 03	3	3	3	3	2	14
Pupil 04	2	2	2	1	2	**<u>9</u>**
Pupil 05	3	3	3	3	3	15
Pupil 06	4	4	4	4	4	**<u>20</u>**
Pupil 07	3	3	3	3	3	15
Pupil 08	4	4	4	4	4	**<u>20</u>**
Pupil 09	2	2	2	2	3	11
Pupil 10	4	3	4	4	3	18
Pupil 11	3	3	3	3	2	14
Pupil 12	4	3	3	3	3	16
Pupil 13	3	2	2	3	2	12

Table 4 displays the post-test results of the experimental group (always assessed on a scale of 25). Notably, one student scored 18 and three others scored 20, which is close to the maximum score of 25. However, the lowest score of students in the pre-test was 9. Additionally, the mean scores of the experimental group in this test was **M=15**. When comparing this value to their initial mean score of 11.23 in the pre-test, it becomes clear that they exhibited an improvement of 3.77 in their scores after receiving instruction with the integration of MA. This demonstrates that the implementation of MA has significantly contributed to enhancing their speaking skill.

2.1.5.3. The T-test Scores

In order to test the hypothesis, a comparison between the results of the control group and experimental group was conducted using the *t-test* in the SPSS software. The *t-test* is a reliable statistical method to compare the results of the pre-test and the post-test of both groups. Using this method, it is easier to find out whether there are significant differences (sig) between CG and EG in terms of their speaking skill development after receiving the treatment (instruction employing MA).

Table 5

The Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pret es	Equal variances assumed	1.097	.305	2.221	24	.036	3.00000	1.35072	.21224	5.78776

t	Equal variances not assumed			2.221	22.403	.037	**3.00000**	1.35072	.20168	5.79832
posttest	Equal variances assumed	.060	.809	3.706	24	.001	5.15385	1.39066	2.28367	8.02402
	Equal variances not assumed			3.706	23.819	.001	**5.15385**	1.39066	2.28252	8.02518

Table 5 displays the statistical results obtained from the experiment findings of both the control group (CG) and the experimental group (EG). It shows that the mean difference in the pre-test between (CG) and (EG) is 3.00, whereas in the post-test it increased to 5.15. In the pre-test, the *P*-value (0.037) is slightly less than the significance level (α) of 0.05, which means that the difference between the control and the experimental group in the pre-test is significant. Thus, there is an initial disparity in speaking proficiency levels between the two groups prior to receiving the treatment.

On the other hand, the P- value in the post-test equals 0.01, which is considerably lower than α= 0.05. Therefore, there was a significant difference between the control and experimental groups in the post-test, indicating further improvement in speaking proficiency levels after receiving the treatment with MA. Based on these findings, one can conclude that mingle activities indeed contributed to enhancing the EFL students' speaking skill in ABC School-Taher.

2.1.5.4. The Most Enhanced Speaking Sub-skills for the CG and GG

2.1.5.4.1. The Control Group
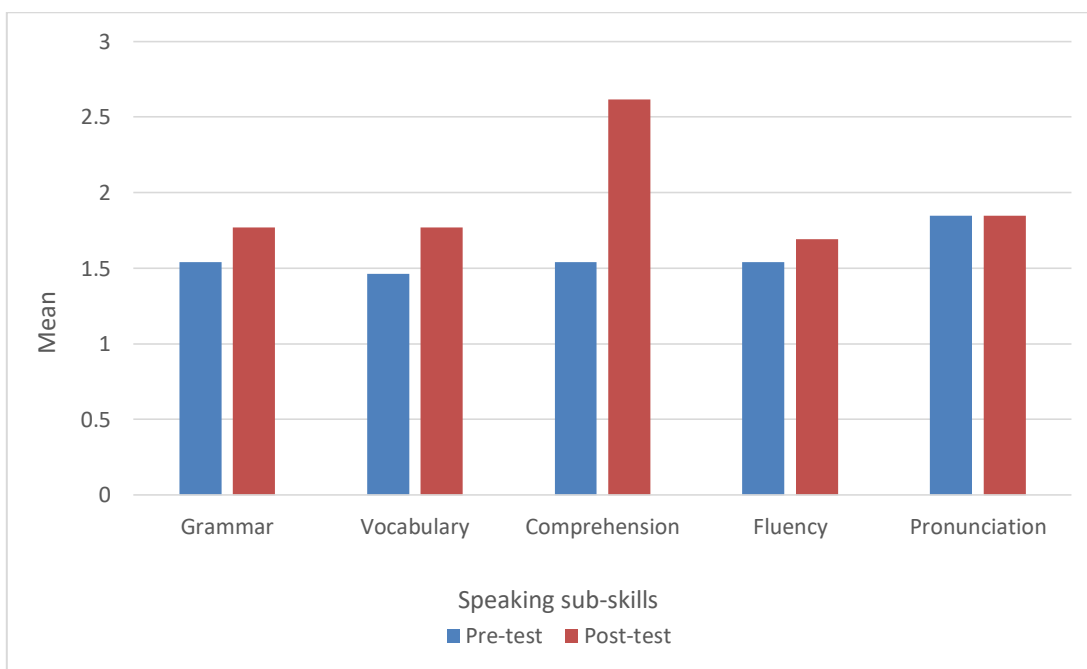
Figure 4: *The Difference between the Data of the Pre-test and the Post-test for the Control Group*

The chart represented in figure 3 aimed at calculating the mean of the scores of each speaking sub-skill in the control group. In the pre-test, the participants demonstrated relatively similar performance in grammar (M =1.54), vocabulary (M =1.46), comprehension (M =1.53) and fluency (with a mean score of 1.54). Except for pronunciation (M =2.64) where they slightly performed better. Surprisingly, in the post-test, the participants showed modest improvement; particularly in grammar (M =1.77), whereas vocabulary (M =1.77), and fluency (M =1.69) remained relatively stable, while comprehension (M =2.61) marked a significant improvement. This could be attributed to the fact the participants were asked similar types of questions in the pre-test and received enough clarification. Similarly, the control group maintained constant scores in pronunciation (M =1.85). In summary, the relative stability in

the scores of the control group can be attributed to the absence of exposure to effective speaking strategies such as MA.

2.1.5.4.2. The Experimental Group
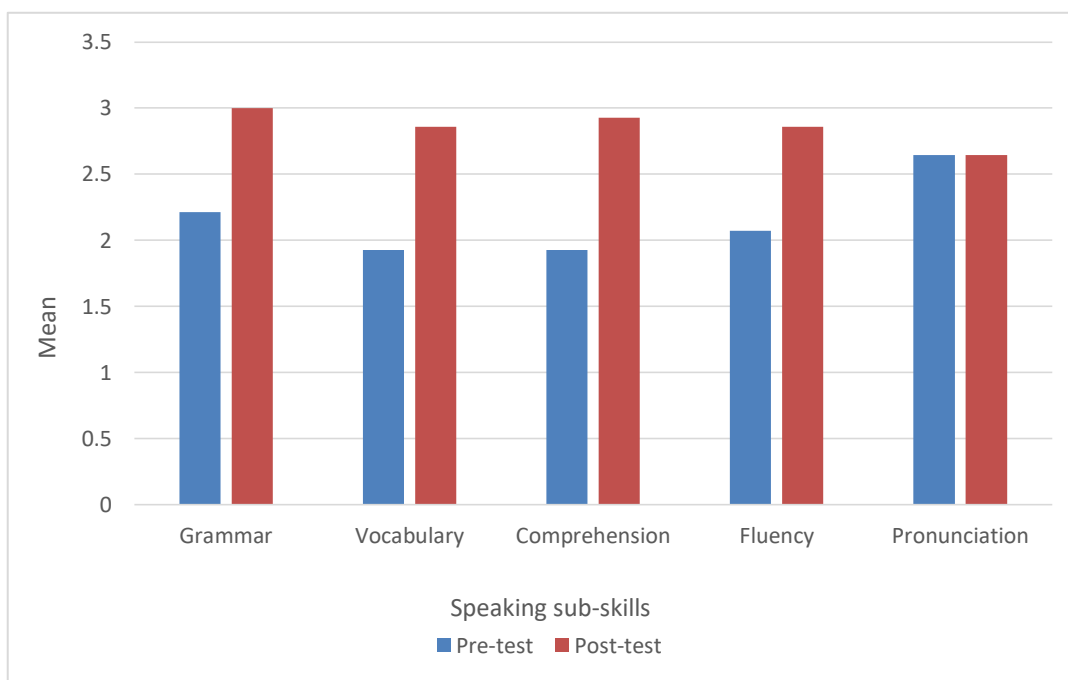
Figure 5: *The Difference between the Data of the Pre-test and the Post-test for the Experimental Group*

The graph in figure 4 was generated by calculating the mean of the scores for each speaking sub-skill in the experimental group using SPSS. The difference between the scores of the pre-test and those of the post-test is evident from the figure. In the pre-test, the participants performed better in pronunciation (*M* =2.64) and grammar (*M* =2.21), due to their prior knowledge of how to express obligation using ***have to*** after tackling the lesson of "Duties and Rights" in their public schools. However, their scores in fluency (*M* =2.07), vocabulary (*M* =2.93), and comprehension (*M* =2.93) were lower due to the students' unfamiliarity with the terminology related to sports, sports rules and actions. On the other hand, in the post-test, a significant improvement in grammar (*M* =3.00) was observed, vocabulary (*M* =2.86),

comprehension (*M* =2.93), and fluency (*M* =2.86). However, their pronunciation score remained the same. This clearly indicates that there was a significant improvement in the experimental group's level of proficiency in speaking, that reflects the positive contribution of MA as a teaching technique.

2.1.6. Discussion of the Results of the Experiment

The aim of this study was to assess the impact of incorporating of mingle activities (MA) in EFL speaking classes for elementary students at ABC School-Taher. To test the research hypothesis, the pre-test scores of the experimental group, which received the MA treatment, were compared to the scores of the control group, which did not receive the so-called treatment. Both groups then underwent a post-test, and their scores were compared to their respective pre-test scores using the independent sample t-test.

The statistical analysis of the results revealed that the experimental group scored slightly better in the pre-test compared to the control group, with a difference of 0.68 in the five speaking sub-skills. Additionally, an even larger disparity was observed in the post-test with a total difference of 1.06 on the overall scale of 25. Additionally, the analysis showed that there was a difference of 0.38 points between the experimental and the control group in the post-test results. In spite of the fact that the experimental group level was somehow better even before receiving the treatment, the incorporation of MA into the speaking sessions satisfyingly contributed to the positive difference observed after the treatment.

It is worth noting that the experiment lasted only for three sessions, yet the exposure to MA satisfyingly assisted the learners in enhancing their speaking sub-skills, namely, grammar, vocabulary, comprehension, fluency and pronunciation. Based on the overall statistical analysis of the results, it is clear that the independent variable "implementing MA in the speaking sessions" had a positive effect on the dependent variable "the EFL students'

speaking skill". That is to say, the findings of the entire experiment proved that the use of MA enhanced the speaking skill of the EFL students enrolled in ABC School-Taher, at the elementary level and hence, the hypothesis was confirmed.

2.2. The Teachers Questionnaire

2.2.1. Data Collection Procedures

To investigate teachers readiness to implement MA in their speaking classes; a questionnaire was developed then distributed to all teachers of ABC School- Taher on April 15th, 2023. This questionnaire serves to supplement the primary research instrument; the experiment, and helps in better understanding the teachers' perspectives and most importantly to assess their readiness to incorporate mingle activities in their classroom practices.

3.2.2. Research Population and Sample

The research targets all EFL teachers at ABC School-Taher. It is worth mentioning here that the choice of conducting the study in a private school and not in a public one stems from many factors including the accessibility, the homogeneity of groups, and small size of the classrooms size. The sample was then selected to include 31 teachers from the same private school, yet only 28 of them collaborated. The questionnaire was designed to assess teachers' acquaintance with mingles and willingness to employ them when teaching speaking.

2.2.3. Administration and Description of the Questionnaire

The questionnaire was designed for EFL teachers at ABC school in Taher. It was submitted on April 15th and returned back on the same day; 28 teachers answered the questionnaire. The researchers designed this questionnaire to find more about teachers' perceptions on how MA contribute in enhancing the speaking skill.

Following a cover letter that defines the topic and the purpose of the inquiry, the questionnaire consists of 25 questions divided into 4 sections. The questions vary between

close-ended and open-ended questions. They are structured as follows:

Section One: General Information (Q1+Q2)

This section consists of two questions: the first question is about the teachers' experience and the second one about the levels they have previously or are currently teaching in the target private school.

Section Two: Teaching Speaking (Q3 to Q11)

This section aims at investigating the way EFL teachers teach the speaking skill and how important they perceive speaking in the learning of English. The data obtained from this section will be beneficial in finding out whether EFL teachers in ABC school-Taher emphasize the acquisition of the speaking skill for EFL learners, as well as how much effort they make to improve it through the employment of various strategies.

Section Three: Using Games in FEL Classrooms (Q12 to Q15)

The third section supplements the previous one attempting to confirm that the EFL teachers at ABC School-Taher utilize various strategies in their teaching of the speaking skill in an appropriate manner. This section also serves as a 'lead-in' to the next section by allowing the researchers to determine the extent to which these teachers are familiar with a range of games addressed in this research, mingle games/ activities.

Section Four: Incorporating Mingles (Q16 to Q25)

This section is critical in finding more data to the research since its end goal is to provide the researchers with some insights on whether the EFL teachers at ABC School-Taher are acquainted with the use of MA and are ready to implement them into their teaching. Second, teachers' responses in this section would reveal whether these teachers recognize the impact of using MA on improving their teaching of the speaking skill and results in positive outcomes for EFL learners in terms of speaking skill and its sub-skills.

2.2.4. Analysis of the Results of the Teachers Questionnaire

This section presents the data gathered from the teachers' questionnaire, which was delivered to 31 teachers at ABC School- Taher. It is worth noting that three teachers out of 31 (representing 9.68% of the sample) did not respond, resulting in a response rate of 90.32%. The findings of the teachers' questionnaire are displayed and discussed below.

Section One: General Information

Q1: How long have you been teaching English as a foreign language?

Table 6

Teachers Teaching Experience

Options	Number of Respondent (N)	Percentage %
1-5 years	17	60,71%
6-10 years	9	32,14%
More than 10 years	2	7,14%
Total	**28**	**100%**

The aim of Q1 is to find out whether there was a connection between teaching experience and familiarity with MA. Seemingly, 60,71% of ABC school teachers a teaching experience that ranges between 1-5, while 32,14% have 6-10 years of teaching experience. The remaining two teachers (7,14%) had been teaching for more than ten years. As a result, the vast majority of our sample is relatively experienced.

Q2: Which language levels have you taught?

Table 7

Levels Taught by Teachers

Options	N	%
- Beginner	27	96,43%
- Elementary	26	92,86%
- Intermediate	22	78,60%
- Advanced	13	46,43%

This question aims to check whether that the target sample is experienced at teaching elementary levels. Table 7 shows that 27 teachers (96.43%) have taught beginner level, whereas 26 teachers (92.86%) have taught students whose level is elementary. In addition, 22 teachers (78.60%) have prior experience teaching intermediate levels. Moreover, 13 (46,43%) taught advanced levels. It can be suggested, thus, the majority of teachers have relevant experience in teaching the elementary level which would strengthen the validity of the study.

Section Two: Teaching Speaking

Q3: On a scale of 1 to 4, rate the following language skills from the most important to the least:

Table 8

Rating Language Skills from the Most Important to the Least Important

Options	N	Percentage %
- Speaking	14	50%
- Listening	11	39,29%
- Reading	1	3,57%
- Writing	2	7,14%
Total	**28**	**100%**

The aim of question 3 is to reveal how important is teaching speaking in comparison to other skills, namely listening, writing and reading. The findings indicate that speaking was chosen by half of the sample (50%) as the most important skills, while listening was chosen by 11 teachers (i.e., 39,29%). Yet, only two respondents (7.14%) chose writing. Additionally, only one teacher (3,57%) selected reading as the most important skill. Thus, it may be deduced that teachers assign speaking more importance in teaching English to EFL students.

Q4: What is the focus of your instruction in terms of language skills?

Table 9

The Focus of Instruction in Terms of Language Skills

Options	N	%
- Fluency	12	42,86%
- Grammar	10	35,71%
- Vocabulary	18	64,28%
- Communication	26	92,86%
- Comprehension	11	39,28%

The aim of this question is to know which language skills/sub-skills are given more focus in teaching language skills. As shown in the table, 26 participants (92,86%) focused in their instruction on communication whereas, 18 EFL teachers (64,28%) focused on vocabulary. 12 teachers (42,86%) focused on fluency in their instruction and 11 teachers (39,28%) concentrated on comprehension. Moreover, the instruction of 10 teachers (35,71%) was grammar-focused. Hence, communication is considered as a major focus in teaching English.

Q5: Rate your students' performance in speaking sessions?

Table 10

Teachers' Estimation of Their Students' Performance in Speaking Sessions

Options	N	%
- Bad	00	00%
- Average	15	53,57%
- Good	13	46,43%
- Excellent	00	00%
Total	**28**	**100%**

This question aims to discover learners' level of proficiency in speaking English. The results show that 53,57% (15 teachers) admitted that their learners' level in speaking sessions is average, while the rest of them (46,43%) claimed that their pupils' level was good. Surprisingly, despite the fact that teachers focus on speaking and communication (92,86%) in their sessions, their learners did not reach an excellent/high level at English and this is may be due to many factors that the next section will discuss.

Q6: How do you modify speaking activities to meet the needs and the level of your students?

Table 11

Teachers Adaptation Practices in Speaking Activities to Meet the Needs and the Level of Students

Options	N	%
- Provide sufficient time for students to think before answering	10	35,71%
- Incorporate group work	19	67,86%
- Provide help when needed	13	46,43%
- Provide clear instructions	12	42,86%

- Use different materials	14	50%
- Moderate the language level	05	17,86%

The question aims at finding the best practices and strategies teachers resort to make speaking activities suitable for learners' needs and level. According to teachers' answers, 19 of them (67,86%) incorporated group work. Meanwhile, 50% of the sample (14 EFL teachers) uses different material. Besides, 13 teachers (46,43%) prefer to provide help to their learners when needed during teaching speaking. Moreover, 12 EFL teachers (42,86%) provide clear instructions. Additionally, 10 teachers (35,71%) stated that they provided sufficient time for their students to think before answering. However, only five teachers (17,86%) moderate the language level.

In addition to the previously mentioned options, teachers were asked to add any other modification they do to meet the students' needs and level, one teacher said that they introduce various interesting topics and activities.

Q7: Do you interrupt to correct their mistakes in speaking classes?

Table 12

Teachers' Interruption for Error Correction Purposes

Options	N	%
- Yes	07	25%
- No	02	7,14%
- Sometimes	19	67,86%
Total	**28**	**100%**

This question aims at checking whether teachers interrupt in order to correct their learners' mistakes in speaking sessions or not. From the results, it can be noticed that more

than half of the participants (67,86%) opted for sometimes. Whereas, 25% (seven teachers) interrupt to correct their students' mistakes when speaking. However, just a small percentage (7,14%) they do not interrupt at all even if students committed mistakes.

Q8: In your opinion, what speaking sub-skill(s) is/are enhanced the most?

Table 13

The Most Enhanced Speaking Sub-skill(s)

Options	N	%
- Accuracy with Words & Pronunciation	23	82,14%
- Using Functions (advising, apologizing…)	07	25%
- Turn-taking Skills	12	42,86%
- Responding and Initiating	14	50%
- Repair and Repetition	05	17,86%
- Grammar	09	32,14%

The question aims at finding out teachers' perspectives on the most enhanced speaking sub-skill. As it is indicated in table 13, (82,14%) (23 teachers) chose accuracy with words and pronunciation. In addition, 50% of the participants chose responding and initiating. Also, 12 teachers (42,86%) believe that turn-taking skill is the most enhanced sub-skill. Moreover, 32,14% chose grammar as the most enhanced sub-skill one, whereas seven EFL teachers (25%) opted for using language functions. Moreover, five respondents (17,86%) chose repair and repetition as the most enhanced speaking sub-skill.

Q9: Do your students face some challenges during speaking?

Table 14

EFL Learners' Speaking Challenges

Options	N	%

- Yes	27	96,43%
- No	01	3,57%
Total	**28**	**100%**

The purpose of the question is to check whether or not EFL learners come across difficulties when learning speaking. The results clearly show that 96,43% (27 of the respondents) said "yes", while only one teacher (3,57%) claimed that their students do not face such challenges in speaking sessions. Accordingly, almost all EFL learners experience challenges when it comes to speaking. The following are question will determine what sort of problems do EFL learners face:

-If yes, what challenges do students face during speaking?

Table 15

The Speaking Challenges of EFL Learners

Options	**N**	**%**
- Inhibition	13	48,15%
- Nothing to say	05	18,52%
- Low or uneven participation	03	11,11%
-Mother tongue use	17	60,71%

This question aims at highlighting the problems EFL learners frequently encounter when speaking English. As shown in table 15, 17 EFL teachers (60,71%) chose mother tongue use. Also, 13 teachers (48,15%) chose inhibition, whereas, nothing to say and low or uneven participation were chosen by five teachers (18,52%) and three teachers (11.11%) respectively.

Q10: Is the constant repetition of utterances the key to mastering the speaking skill?

Table 16

The Effectiveness of Constant Repetition of Utterances on Mastering the Speaking Skill

Options	N	%
- Agree	25	89,28%
- Disagree	03	10,71%
Total	**28**	**100%**

The aim from this question is to check whether the constant repetition of utterances is considered crucial to achieve progress in speaking. Table 16, shows that 89,25% of ABC school teachers agree that constant repetition affects the mastery of the speaking skill, while 10,71% disagree, i.e., they do not consider the constant repetition as an effective strategy for mastery.

Q11: In what ways do you assess student's speaking skills?

Table 17

Factors for Assessing the Speaking Skills

Options	N	%
- Fluency	19	67,85%
- Accuracy	08	28,57%
- Grammar	10	35,71%
- Pronunciation	21	75%
- Comprehension	17	60,71%

This question helps to know which ways EFL teachers assess their leaners' speaking skill. As it is shown in table 17, pronunciation was the most chosen one with a percentage of 75%. Also, fluency was opted by 19 of participants (67,85%). Additionally, 17 EFL teachers

(60,71%) chose comprehension. However, 10 teachers (35,71%) chose grammar. Moreover, eight teachers (28,57%) chose accuracy. Accordingly, pronunciation is the most targeted speaking skill.

Section Three: Using Games in EFL Classrooms

Q12: Do you use activities/games in teaching the speaking skill?

Table 18

Incorporating Activities/Games in Teaching the Speaking Skill

Options	N	%
- Yes	28	100%
- No	00	00%
Total	**28**	**100%**

As far as question 12 is concerned, its aim was to at check whether EFL teachers at ABC school use activities and games in teaching speaking or not. Apparently, all of the participants (28 teachers) use activities and games to teach the speaking skill. One can deduce that there is no relation between teachers' experience (Q1) and using activities/games. Hence, both novice and experience teachers do incorporate games in teaching speaking due to their effectiveness.

Table 19

The Frequency of Using Activities/Games in Teaching the Speaking Skill

Options	N	%
- Rarely	02	7,14%
- Sometimes	06	21,43%
- Often	16	57,14%
- Always	04	14,28%

Total	**28**	**100%**

This question aims to find out the frequency of using activities/ games for teaching the speaking skill. As shown in table 19, 16 teachers (57, 14%) asserted that they often use activities/ games to teach speaking, whereas six teachers (21, 43%) stated that they sometimes use activities/ games for teaching the speaking skill. Additionally, four teachers (14,28%) always use activities/ games for teaching the speaking skill. As for the rest of participants (7,14%) admitted that they rarely use activities/games to teach the speaking skill. Consequently, the majority of teachers are supplementing their instruction of speaking with activities and games.

Q13: What of these activities/games do you prefer?

Table 20

Speaking Activities/Games

Options	N	%
- Find Someone Who	06	21,43%
- Speed Dating	04	14,28%
- Guess Who	09	32,14%
- Surveys	11	39,28%
- Role Play	22	78,57%
- Storytelling	08	28,57%
- Debates	17	60,71%
- Tongue Twisters	14	50%
- Chain Story	11	39,28%
- Picture Comparison	04	14,28%
- Information-gap Activities	07	25%
- Group Discussion Activities	19	67,86%

The aim of this question is to know the preferred speaking activities for teachers. From

teachers' responses, as it is shown in table 20, role plays are the most preferred speaking activity since they were chosen by 22 respondents (78,57%). Likewise, 19 EFL teachers (67,86%) preferred group discussion activities. In addition, 17 participants (60,71%) opted debates. Furthermore, half of the sample (14 respondents) chose tongue twisters. Additionally, 11 participants (39,28%) chose surveys and chain story. Plus, eight teachers (28,57%) chose storytelling. Also, nine teachers (32,14%) chose guess who. Besides, seven teachers (25%) chose information-gap activities. Additionally, find someone who was chosen six times (21,43%). Moreover, four respondents (14,28%) picked speed dating and picture comparison.

When teachers were asked to add other activities and games they prefer to use, 15 of them (53,57%) added: word chain, back to board game, running dictation, vocabulary games, peer teaching, class presentations, Pictionary, paragraph pass, if you … stand up, dictation, back to back, initial game to develop speaking and critical thinking. Hence, it can be deduced that teachers do use a variety of activities when teaching the speaking skill and are ready to adopt all what suit their students' level and need.

Q14: What are the benefits of using games in the EFL classrooms?

Table 21

The Benefits of Using Games in the EFL Classrooms

Options	N	%
- Promote speaking and listening skills.	17	60,71%
- Encourage critical thinking and problem solving.	15	53,57%
- Foster creativity and imagination.	15	53,57%
- Increase students' motivation and engagement.	22	78,57%

The ultimate purpose of this question is to know the teachers perspectives towards the potential benefits of using games in the EFL classrooms. Table 21 shows that the majority of

teachers (78,57%) believe that games increase students' motivation and engagement. Also, 17 participants (60,71%) perceived that they promote speaking and listening skills. Moreover, 15 teachers (53,57%) believed that they encourage critical thinking and problem solving. The same percentage granted that games foster creativity and imagination.

Two teachers (7,14%) added that, firstly, the use of games lowers the students' affective filter, increase self-confidence, create competitive environment in the classroom, which encourages students to do their best and, as a result, enhance their level. Secondly, it encourages shy students to participate.

Q15: How often do you plan for each activity/game you incorporate?

Table 22

The Frequency of Planning for Each Activity/Game

Options	N	%
- Never	00	00%
- Rarely	03	10,71%
- Sometimes	11	39,28%
- Often	08	28,57%
- Always	06	21,43%
Total	**28**	**100%**

The purpose of asking this question is to know how frequently teachers plan for every activity/game they incorporate in their classes. According to the data collected, 11 teachers (39,28%) sometimes carefully prepare for the activities and games. While often, always and rarely were chosen eight, six and three times respectively. Moreover, no one voted for "never". It can be deduced that many teachers believe planning is crucial to language teaching, especially when games are used.

Q16: Where do you apply mingles?

Table 23

The Environment Where Mingles Are Applied

Options	N	%
- Outside the classroom	18	64,28%
- Inside the classroom	08	28,57%
- Both	02	7,14%
Total	**28**	**100%**

The aim of this question is to figure out the setting where MA can be used, whether it is more convenient inside or outside the classroom. 18 respondents (64,28%) stated that mingle activities are better used outside the classroom, where eight others, represented by 28,57% preferred inside the classroom. Furthermore, the remaining 7,14% chose both environments. Thus, it can be inferred that the setting cannot hinder teachers from using such activities to teach speaking though large settings may seem more convenient.

Q17: Do you devote sufficient time for using mingle activities?

Table 24

The Time devoted for Using Mingles

Options	N	%
- Yes	10	35,71%
- No	18	64,28%
Total	**28**	**100%**

The aim of this question is to check whether EFL teachers devote sufficient time for implementing mingles. The results obtained show that more than half of those who were

polled (64,28%) claimed that they do not devote sufficient time each time they incorporate MA in speaking sessions. However, a minority of them (35,71%) of them admitted they do. Thus, EFL teachers need to be more aware of MA's potential benefits to implement them more in their speaking classes.

Q18: Do you implement mingle activities as a separate part of the lesson? Why?

Table 25

The Way of Implementing Mingles with Their Justification

Options	N	%
Yes, because they merely enliven the lesson rather than contributing to it.	15	53,57%
No, because they replenish the lesson.	13	46,43%
Total	**28**	**100%**

This question aims at finding out the best way of implementing MA according to teachers; whether it is as a part of the lesson itself or as a separate part and the reason behind their practice. Table 25 shows that 15 teachers (53,57%) implement mingles in their speaking sessions because they merely enliven the lesson rather than contributing to it, whereas 13 teachers (46,43%) do not implement them because they replenish the lesson. Surprisingly, half of the participants implement MA in their speaking classes; however, they do not devote sufficient time for using them as shown in Q17.

Q19: Mention some materials that you use when incorporating mingle activities.

The intention for this inquiry is to identify the various available and applicable materials for use to implement mingle activities. In response to this question, 21 of ABC school teachers (75%) stated that the commonly used materials are flashcards, the whiteboard, aural and visual aids, as well as balls, cups, chairs, puzzles, sticky notes, and timers. Hence, a

substantial amount of materials can be used in implementing mingles in teaching speaking (both authentic and created materials).

Q20: Do these activities/games get students enthusiastic and engaged during speaking classes?

Table 26

The Impact of MA on Students' Enthusiasm and Engagement in Speaking Classes

Options	N	%
- Yes	27	96,43%
- No	01	3,57%
Total	**28**	**100%**

The ultimate purpose of this question lies in finding out the potential benefits of MA in terms of students' enthusiasm and engagement during speaking classes. Table 26 demonstrates that the overwhelming majority of teachers (96,43%) believed that mingles get students enthusiastic and engaged during speaking classes, while only one (11%) they do not.

Q21: Do you think that the use of mingle activities affects students' speaking performance?

Table 27

The Impact of Mingle Activities on Students' Speaking Performance

Options	N	%
- Yes	27	96,43%
- No	01	3,57%
Total	**28**	**100%**

Q21 aims to find out whether the use of mingles activities influence students' performance in speaking and lead to any improvement or progress. Interestingly, the results

show that the vast majority of participants (96,43%), responded by "yes", while only one participant responded by "no". Hence, EFL teachers should use mingles more often when teaching speaking to improve students' speaking performance.

Those who agreed that MA has an effect on students' speaking performance were asked for further support and/or clarify their claim:

-If yes, say how?

Table 28

Investigating the Impact of Mingles on Students' Speaking Performance

Options	N	%
- Enhances speaking skill/ sub skills.	09	32,14%
- Enhances communicative skills.	16	57,14%
- Facilitates learning.	05	17,86%
- Increases motivation.	15	53,57%
- Promotes self-confidence.	12	42,86%
- All of them	06	21.43%

Teachers were asked about their perspectives about the ways in which MA influence students speaking performance. According to the findings, 16 EFL teachers (57,14%) thought that the use of MA enhances communicative skills. Others (53,57%) believed that using MA increases motivation. Meanwhile, 12 (42,86%) said that using them promotes self-confidence. Additionally, nine teachers (32,14%) agreed that mingle activities (MA) enhance speaking skill/sub-skills. Moreover, 17,86% approved that it facilitates learning. Furthermore, six EFL teachers (21,43%) selected all the fore mentioned.

Three participants (10,71%) suggested additional effects of mingles on students' speaking performance, which are as follows:

-MA help in personality development; …

-They encourage hesitant students to speak.

-They increase motivation.

Q22: What do you think are other potential benefits of using mingle games for EFL learners?

Table 29

Teachers' Perspectives about the Benefits of Using Mingle Games for EFL Learners

Options	N	%
- Promote speaking and listening skills	18	64,28%
- Encourage collaboration and teamwork	18	64,28%
- Foster intercultural communication skills	15	53,57%
- Increase student motivation and engagement	22	78,57%

The aim from such question is to identify other potential benefits of using mingles for EFL learners. According to the statistics in table 29, 78,57% (22 teachers) believed that mingle activities increase students' motivation and engagement. Additionally, "promoting speaking and listening skills" and "encouraging collaboration and teamwork" were chosen equally by 18 teachers (64,28%). Moreover, 15 EFL teachers (53,57%) believe that mingles foster intercultural communication skills.

Three participants (10,71%) added the following benefits:

-They help to overcome some psychological issues (e.g., shyness).

-They can be fun and effective way to establish a healthy and conducive learning environment.

-They help them to overcome the fear of public speaking.

Q23: In your opinion, what are the challenges of using mingle games in the EFL classroom?

A good proportion of the sample, 24 teachers (85,71%), provided feedback on the challenges of using MA. These challenges can be summarized as follow:

- The inappropriateness for using MA for beginners.

- Classroom management: it is difficult to control large groups.

- They should be taught in open spaces.

- Time-consuming.

- Materials requirement.

- Students' behaviour/reaction to this type of games due to their age or gender; girls and boys refuse to interact with each other.

- Speaking challenges such as some psychological issues (anxiety, inhibition, lack of self-confidence, shyness, etc.), mother tongue use, lack of vocabulary and limited language proficiency hinder students' participation.

- Causing boredom as a result to the constant repetition.

Q24: Would you be interested in receiving training or professional developments on using games and mingle games in the EFL classroom?

Table 30

Teachers Readiness to Receive Training or Professional Developments on Using Games and Mingle Games in the EFL classroom.

Options	N	%
- Yes	25	89,28%
- No	3	10,71%

Total	28	100%

The previous question sought to see whether teachers are interested in mingle activities or not. As it was expected, the majority of respondents (25 out of 28) showed interest to receive mingles' training, on how to implement MA in their speaking sessions, while only three showed opposition. What can be inferred then is that teachers affirm that MA as an effective tool to enhance EFL learners' speaking skill.

Q25: Do you have any suggestions or recommendations for using mingle games in the EFL classroom?

This question was answered by 18 EFL teachers (64,28%). According to their answers, there have been a variety of suggestions and recommendations to use MA in speaking sessions. They run as follows:

- MA should be well planned, organized and serve the objective of the lesson.

- They should be used every session so as to develop leaners' speaking skills.

- They should be used alongside with some usual aids and tools such as animated videos, pictures, etc.

- They are good as warm up activities. For instance, talk about likes and dislikes, one object in one minute, stop and talk, etc.

- Should be used only for a specific purpose and it is not advisable to use more than two mingles in a single session, so that learners don't get bored or lose their motivation.

- Large settings are better for MA implementation.

- Try to link it to the learning objective of your lesson so that you don't waste time.

- Teachers should carefully use MA depending on students' interests and level.

- Always use materials that influences and motivates the students to speak. Make it fun and casual as if they be having a normal communication.

- They could be used to practice the learned vocabulary, to develop speaking, to learn grammar, to get shy students engaged in small communicative activity.

- MA may be better used with low level learners.

- A good preparation is crucial for MA implementation.

- Teachers should provide clear instructions; choose games that are appropriate for your students' proficiency level, use a variety of games, use technology to enhance games.

- Get students out of their comfort zone to overcome their fear.

- With large groups, teachers can divide students into smaller groups.

2.2.5. Discussion of the Results of the Teachers Questionnaire

This part is devoted to discuss the results obtained from the teachers' questionnaire. Based on a thorough analysis of the questionnaire results, the study was able to draw conclusive and satisfactory findings. All the 25 questions serve to investigate EFL teachers' perspectives towards the effectiveness of mingle activities in enhancing EFL learners' speaking skill. The teachers' responses were overwhelmingly positive, and this aligns with the research hypothesis. The findings can be further discussed in the following major points:

First, it was found that the majority of teachers at ABC school, Taher are novice teachers, yet they are familiar with teaching the elementary level. With regards the importance of the speaking skill, half participants perceive it as the most important language skill when teaching English. Additionally, they prioritize communication and consider it as the ultimate goal of speaking instruction. Likewise, they believed that their students notably achieve

progress in accuracy of words and pronunciation with repetition being the secret formula. Interestingly, repetition is one the key features of the Mingle model what makes the latter appealing as a teaching approach.

Second, despite the emphasis placed on the speaking skill, particularly on communication, through the use of a wide variety of activities and games to enhance their students' performance, half of the respondents in this study (53,57%) described their students' speaking level to be average while the rest of them (46,43%) assessed their learners' level as good (Q5). Accordingly, different interpretations can be raised: the first possible interpretation is that teachers don't employ the activities and games effectively, especially that only relatively few teachers reported planning before the implementation of the speaking activities. Another possible interpretation is that they allocated insufficient time for using them what may affect the student's speaking proficiency.

Third, all teachers regardless of their teaching experience reported using activities and games in teaching the speaking skill (as indicated by responses to Q12). The majority of the teachers (78,57%) enrich their speaking classes with a variety of activities including: role-plays, surveys and "find someone who…", all are types of MA. Interestingly, teachers acknowledged the positive impact of all those speaking activities in enhancing motivation and engagement.

Fourth, it is preferable to employ mingles outside the traditional classroom setting (71,43% expressed that preference). However, it is worth considering that they may not allocate sufficient time for applying them. That is why 53,57% of the participants implement MA as a separate part of the lesson to enliven the lesson and the classroom atmosphere rather than as an integral part of the lesson. They argue that MA increase pupils' enthusiastic and engagement and enhance communicative skills, while also promoting self-confidence,

enhancing speaking skill/sub skills and facilitating learning. Despite these potential benefits, teachers face hardship in monitoring the students during MA thus, it is no wonder that almost all teachers expressed interest in receiving training and professional development on how to use games in general and MA in particular, within EFL classrooms.

In conclusion, though nearly all teachers are aware of the challenges they may face in implementing MA, they seem positive and enthusiastic about integrating them into their speaking classes. They are eager to receive training related to this area of instruction and feel committed to continuously improve their instructional approaches and adapt to innovative methods in order to enhance their students' overall language proficiency.

2.3. Limitations of the Study

- The current area of research is somehow new in Algerian contexts, which made the researchers struggle to find relevant information and consequently, a lot of time has consumed more than expected.

- The unavailability of resources could also limit the scope of this study, as it was hard to access to all of the needed information to support our research inquiry.

- The inability to choose a random sample due to the schools' rules affected its representativeness. This means that the chosen sample may not accurately represent the larger population, which could limit the generalizability of the findings.

- The absence of some pupils during the treatment period due to exams could potentially impact the validity of the findings.

2.4. Suggestions and Recommendations

Based on the findings, the following suggestions and recommendations are proposed:

- It is recommended for EFL teachers, especially in private schools, to incorporate more

mingle activities, other than the ones used in the experiment to develop learners' speaking.

- It is suggested to use mingles with small groups since it is hard to control large groups.

- More researches should be conducted about the impact of mingles on other skills: listening, writing and reading in the Algerian contexts.

- Teachers should receive training on how to incorporate mingle activities in speaking sessions.

Conclusion

To conclude, this chapter focused on analysing the effectiveness of mingle activities (MA) on EFL students' speaking skills at ABC School-Taher. To achieve this end, two research instruments were used: an experiment and a teachers' questionnaire. Through these tools, the study aimed to examine the impact of MA on speaking proficiency and explore teachers' attitudes towards integrating MA in speaking classes. The findings unequivocally confirmed the positive effect of MA in enhancing EFL learners' speaking skills, as supported by improved speaking performance and increased enthusiasm and engagement among students.

General Conclusion

Learning English requires the mastery of the four language skills, namely writing, reading, listening and speaking. This latter is the main concern of EFL learners since it is necessary for effective communication. Given that EFL learners face numerous difficulties during speaking classes, many endeavors were made to generate effective models to master this skill. One of these models suggests the use of mingle activities (MA) for better outcomes. The present study aimed to investigate the effectiveness of incorporating MA in EFL learners' speaking classes at ABC School- Taher and departed from the hypothesis that "the implementation of mingle activities enhance the speaking skill of EFL learners".

This dissertation comprises two chapters; the first chapter reviewed literature related to the research variables within two sections. The first section tackled the speaking skill and its encompassing theoretical framework, whereas the second section discussed the Mingle model and its implementation. As for the second chapter, it was dedicated to the fieldwork, and consisted of two sections. The first section explained the experimental study, and the second one was devoted to the teachers' questionnaire.

A quasi-experimental design was adopted encompassing the application of five types of mingle activities, namely, speed interviews, talk when the music stops, converstations, running dictation, and role play, based on three carefully designed lesson plans carried out within three sessions. The study addressed a sample of 26 EFL elementary level students enrolled at ABC school, Taher. Their ages range from 11 to 12 years old. Additionally, the assessment of the impact of the target activities required the formation of two groups. The first group is the experimental group (EG) which received the MA treatment and consisted of 13 students, whereas the second one was a control group (CG), it also consisted of 13 students who received the usual instruction without exposure to MA.

Preceding the administration of the treatment, both the EG and CG underwent an oral pretest to assess their speaking skill. Following the treatment, both groups responded to another oral posttest. Data collection involved using Brown's model (2001) oral proficiency test scoring categories, which include grammar, vocabulary, comprehension, fluency, and pronunciation. These categories were scored out of five for each sub-skill, making a total scale of 25. Both the pretest and the posttest helped in assessing the EFL learners' speaking performance before and after the treatment.

Using an independent sample t-test, the pretest scores of the EG were compared to the scores of the CG in order to confirm or refute the research hypothesis "the implementation of MA enhances the speaking skill of EFL students at the elementary level". The statistical analysis of the findings revealed that the EG had higher pretest scores compared to the CG, with a difference of 3 points. In addition to that, an even larger disparity was observed in the posttest scores, with a total difference of 5.15 points on the overall scale of 25. Furthermore, the analysis denoted a total difference of 2.15 points between the experimental and control groups in the overall results.

In spite of the fact that the EG already had a higher proficiency level prior to receiving the treatment, the incorporation of MA into the speaking sessions remarkably contributed to the positive difference observed after the treatment. It is worth noting that the experiment only lasted for three sessions, yet the application of MA significantly helped the learners in enhancing their speaking sub-skills, namely, grammar, vocabulary, comprehension, fluency, and pronunciation. Therefore, it was apparent that the independent variable, "implementing MA in the speaking sessions", had a positive effect on the dependent variable; the EFL students' speaking skill. Simply put, the findings of the experimental study showed that the use of MA enhanced the speaking skill of EFL elementary level students enrolled in ABC School-Taher, thus the hypothesis was

confirmed.

To examine the effectiveness of MA in improving the speaking skills of EFL learners, a questionnaire was formulated and distributed to all 28 teachers at ABC School-Taher on April 15th, 2023. The questionnaire served as a supplementary research instrument. It provided deeper understandings of the teachers' perspectives and readiness to incorporate mingle activities into their classroom practices. The questionnaire was divided into four sections, each targeted a given area, namely, the teaching of speaking, their use games in EFL classrooms and their incorporation of mingles in speaking classes.

The findings of the survey of EFL teachers at ABC School-Taher indicated that the majority of teachers are novice in teaching the elementary level. They considered speaking skills to be highly important and prioritize communication as the ultimate goal of speaking instruction. Teachers believe that repetition plays a significant role in enhancing students' accuracy in words and pronunciation, which aligns with the key features of the Mingle model.

Despite the emphasis on the speaking skill and the use of various activities and games to enhance performance, around half of the teachers perceive their students' speaking level as average. This could be due to ineffective implementation of activities and insufficient time allocation. However, all teachers, regardless of experience, reported using activities and games in teaching speaking skills, with a majority incorporating role-plays, surveys, and "find someone who..." activities, which are all types of Mingles. These activities were found to positively impact motivation and engagement.

Finally, teachers expressed a preference for using Mingles outside the traditional classroom setting but acknowledged the challenge of monitoring students during these activities. They viewed Mingles as a way to enliven the lesson and enhance communication skills, self-confidence, and overall speaking proficiency. Despite the

challenges, teachers expressed interest in receiving training and professional development in using games and Mingles in EFL classrooms.

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Appendices

Appendix A

Students' Pre-test

1- Name these sports:

2- What is the most popular sport in our country?

3- What is your favorite sport? Why?

4- Have you ever played it?

5- What are the things you **can** or **cannot** do while playing it?

6- What are the things you **have** to do or you **don't have** to do while playing this sport?

Appendix B

Students' Post-test

1- Name the sports shown in the pictures

2- Which ones of these sports require the use of the ball?

3- Can you name four other sports?

4- What is your favourite sport? Why?

5- Are you familiar with "handball"?

6- Can you explain the rules using your own words?

Appendix C

Speaking Skill Test Scoring Categories

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
I	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent, but can be understood by a native used to dealing with foreigners attempting to speak his language.
II	Can usually handle elementary constructions quite accurately thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.
	Control of grammar is good. Able to speak the language with sufficient	Able to speak the language with sufficient vocabulary to participate effectively in most formal	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for	Errors never interfere with understanding and rarely disturb the native speaker.

III	structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	and informal conversations on practical, social, and professional topics. Vocabulary is broad enough the he rarely has to grope for a word		words.	Accent may be obviously foreign.
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understood any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.
V	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.

Adapted from: H. Douglas Brown (2001), *Teaching by Principle an Interactive Approach*

to Language Pedagogy, Second Edition, p.406-407

Teachers' Questionnaire

Dear teacher,

We are conducting a study on the effectiveness of games in general and mingle games in particular in improving speaking skills of EFL learners and we would like to invite you to participate in the study by completing this questionnaire.

Your participation does not aim to evaluate your teaching techniques or experiences; rather, it seeks to obtain your point of view on certain aspects related to teaching speaking and the use of games in EFL classrooms. Moreover, it will help us advance our understanding of how mingle games can be effectively incorporated into classroom activities in order to enhance students' speaking skills. The input you provide is critical to the success of our research.

Your time and efforts are greatly appreciated.

Section One: General Information

1) How long have you been teaching English as a foreign language?

☐ 1-5 years

☐ 6-10 years

☐ More than 10 years

2) Which language levels have you taught?

☐ Beginner

☐ Elementary

☐ Intermediate

☐ Advanced

Section Two: Teaching Speaking

3) On a scale of 1 to 4, rate the following language skills from the most important to the least:

    ☐ Speaking

    ☐ Listening

    ☐ Reading

    ☐ Writing

4) What is the focus of your instruction in terms of language skills?

    ☐ Fluency

    ☐ Grammar

    ☐ Vocabulary

    ☐ Communication

    ☐ Comprehension

    ☐ Others (please specify) …………………………………………………………

5) Rate your students' performance in speaking sessions?

    ☐ Bad

    ☐ Average

    ☐ Good

    ☐ Excellent

6) How do you modify speaking activities to meet the needs and the level of your students?

    ☐ Provide sufficient time for students to think before answering.

☐ Incorporate group work.

☐ Provide help when needed.

☐ Provide clear instructions.

☐ Use different materials.

☐ Moderate the language level.

☐ Others? ……………………………………………………………………….

7) Do you interrupt to correct their mistakes in speaking classes?

☐ Yes

☐ No

☐ Sometimes

8) In your opinion, what speaking sub-skill(s) is/are enhanced the most?

☐ Accuracy with Words & Pronunciation

☐ Using Functions (advising, apologizing…)

☐ Turn-taking Skills

☐ Responding and Initiating

☐ Repair and Repetition

☐ Grammar

9) Do your students face some challenges during speaking?

☐ Yes

☐ No

- If yes, what challenges do students face during speaking classes?

☐ Inhibition

☐ Nothing to say

☐ Low or even participation

☐ Mother-tongue use

10) Is the constant repetition of utterances the key to mastering the speaking skills.

☐ Agree

☐ Disagree

11) In what ways do you assess student's speaking skills?

☐ Fluency

☐ Accuracy

☐ Grammar

☐ Pronunciation

☐ Comprehension

Section Three: Using Games in EFL Classrooms

12) Do you use activities/games in teaching the speaking skill?

☐ Yes

☐ No

- **If yes**, how often?

☐ Rarely

☐ Sometimes

☐ Often

☐ Always

13) What of these activities/games do you prefer?

☐ Find Someone Who

☐ Speed Dating

☐ Guess Who

☐ Surveys

☐ Role Play

☐ Storytelling

☐ Debates

☐ Tongue Twisters

☐ Chain Story

☐ Picture Comparison

☐ Information-gap Activities

☐ Group Discussion Activities

☐Others?……………………………………………………………………

14) What are the benefits of using games in the EFL classroom?

☐ Promote speaking and listening skills.

☐ Encourage critical thinking and problem solving.

☐ Foster creativity and imagination.

☐ Increase student motivation and engagement.

☐ Others (please specify)…………………………………………………….

15) How often do you plan for each activity/game you incorporate?

☐ Never

☐ Rarely

☐ Sometimes

☐ Often

☐ Always

Section Four: Incorporating Mingles

Some of the games you incorporate into your EFL classroom (See question 13) are labeled "mingles". They are activities/games where a student approaches a classmate talks for a while, and then moves on to speak to another classmate about a specific topic.

16) Where do you apply mingles?

☐ Outside the classroom

☐ Inside the classroom

17) Do you devote sufficient time for using mingle activities?

☐ Yes

☐ No

18) Do you implement mingle activities as a separate part of the lesson? Why?

☐ Yes, because they merely enliven the lesson rather than contributing to it.

☐ No, because they replenish the lesson.

19) Mention some materials that you use when incorporating mingle activities.

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

20) Do these activities/games get students enthusiastic and engaged during speaking classes?

☐ Yes

☐ No

21) Do you think that the use of mingle activities affects students' speaking performance?

    ☐ Yes

    ☐ No

- **If yes**, say how?

☐ Enhances speaking skill/ sub skills.

☐ Enhances communicative skills.

☐ Facilitates learning.

☐ Increases motivation.

☐ Promotes self-confidence.

☐ All of them

☐ Others (please specify) ....

22) What do you think are the potential benefits of using mingle games for EFL learners?

    ☐ Promote speaking and listening skills

    ☐ Encourage collaboration and teamwork

    ☐ Foster intercultural communication skills

    ☐ Increase student motivation and engagement

    ☐ Others (please specify) ....

23) In your opinion, what are the challenges of using mingle games in the EFL classroom?

....

    ....

24) Would you be interested in receiving training or professional development on using games and mingle games in the EFL classroom?

   ☐Yes

   ☐No

25) Do you have any suggestions or recommendations for using mingle games in the EFL classroom?

....

....

               Thank you

             Ramadan Mubarak!

Appendix E

Lesson Plan 1

Level: Elementary 1

Module Four: Rules

Lesson: 14 Rules of sport

Framework: PPP

Learning Objective: By the end of the lesson, pupils will be able to speak about different types of sports.
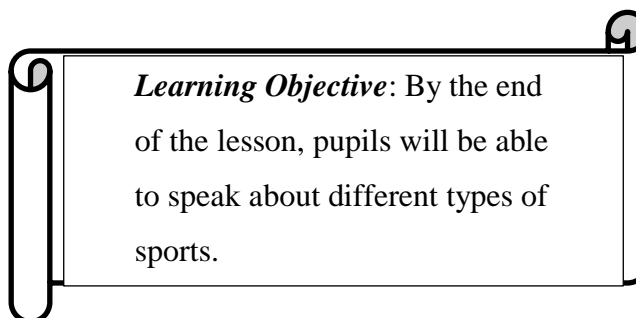
Target structures: Giving permission, talking about the things you can or cannot do.

Target Competence: Interaction, Interpretation and Production.

Materials: White board, textbook, cards, audio track, a timer.

Time	Procedures	Teacher's Role	Pupils' Role	Rationale
10 min	Warm up	-T greets pps. -T writes the date on the board. -T asks students to name + write on the board sports they know such as: football, skate boarding, horse riding, swimming, etc. -T gives cards which include the fore mentioned sports for every single pp. -T sets a timer for 5 mins -T guides and helps the pps. -T asks pps to go back to their seats whenever they	-Pps greet T. -Pps name + write on the board. -Pps stick each card on each other's foreheads one card. -Each student will represent a specific sport hold in his forehead without knowing what is written in that card. -Pps start facing each other and ask mutual questions: "am I a team or an individual sport?", "What things can you do while	To break theice and make Pps engage. To introduce the target vocabulary.

		finish the game.	playing me" "Can I touch the ball with my hands?" etc. -Pps go back to their seats after getting the right answer.	
40 min	Presentation	-T plays the audio track, mimes the sport actions and asks students to repeat after him. -T writes down on the board some sentences using Can and Can't. Then asks them to read them aloud. -T asks them underline the words Can and can't on the board. -T asks students to form similar sentences using Can and Can't. -T asks Pps to deduce the affirmative & negative of can/ can't (and provide correction if need), then choose a Pp to write it down on the board.	-Pps mime the actions after the teacher. -Pps read the sentences aloud. -Pps participate to underline can and can't on the board. -Pps form similar sentences using Can and Can't. -Pps deduce the rule, and one them writes them on the board.	To illustrate the use of Can and Can't in giving permission +sport actions.
		Mingle Activity: **Speed Interviews**: -T takes students to the yard of the school and sets a time	**Speed Interviews**: -Pps apply what the T has explained, i.e. they face each other in pairs and start	To test their understandi ngof the rules+ to practice

35 min	Practice	limit of 15 min. -T explains the rules of this Mingle that students have to walk around freely until they face a partner, asks/ answers questions using what is leaned in the presentation. And then switch their partner in the same way when the first conversation ends. **Talk when the music stops**: -T divides the class in two groups to form two confronted circles (inside/ outside circles). -Explains the rules of this mingle activity, that is, when he starts the music, the outer circle moves clockwise while the inside circle moves anti-clockwise. Then, when he stops the music, Pps interact with the ones facing them by sharing the information they know about the rules of their favourite sport (using permission& actions), and	asking/answering qsts about rules of some sports using sport actions and permission. Whenever they finish the conversation they switch their partners in a random manner and restart the same conversation e.g.: S1: can you kick the ball while playing bowling? S2: No, I can't… Can you head the ball while playing football? S1: No, I can't. **Talk when the music stops:** -Stand up and form two confronted circles. -When the music starts, the outer circle moves clockwise while the inside circle moves anti-clockwise.	speaking.

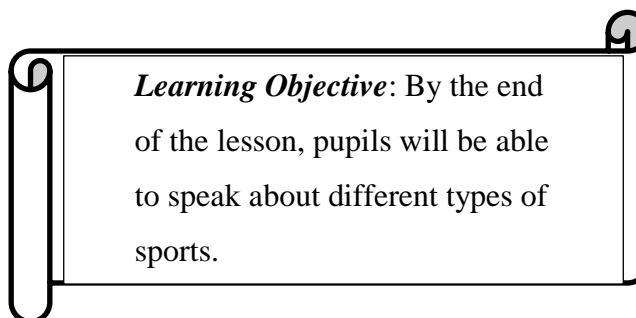|				
		asking for their peer opinions. -Plays and stops the music. Monitors the class when the music stops.	-When the music stops, they interact with the ones facing them by sharing the information they know about the rules of their favourite sport (using permission& actions), and asking for their peer opinions.	
35 min	Production	**<u>Converstation:</u>** -Divides Pps into three groups of five members, and asks each grp to brainstorm some arguments to convince the other grps that their chosen sport is the best (ensures that they should incorporate the vocabulary and the grammar learned in the lesson).	-Pps brainstorm some arguments using sport actions and permission. -Grp1 faces Grp2 (while Grp3 waits) making a discussion so that each one tries to convince the other group of their standpoints. The group with the strongest arguments wins. -When finished, the winners face the third group and follow the same procedures to finally see who is the winner with the strongest arguments.	to instill the rules and vocabul ary in their minds through constant repetitio n.+ To develop their speaking skill.

Appendix F

Lesson Plan 2

Level: Elementary 1

Module Four: Rules

Lesson: 14 Rules of sport

Framework: PPP

Learning Objective: By the end of the lesson, pupils will be able to speak about different types of sports.

Target structures: Obligation, talking about the things you have or do not have to do.

Target Competence: Interaction, Interpretation and Production.

Materials: Whiteboard, a picture, video, flash cards, a timer.

Time	Procedures	Teacher's Role	Pupils' Role	Rationale
10 min	Warm up	-T greets pps. -T writes the date on the board. **Vocabulary race:** -T asks students to form teams, draws a chart on the board, each column in the chart refers to a team. -T shows them a picture and asks them to list as many words connected to the picture as they can by asking the question '' what can you see?''. -T gives them a time limit of 5 min, and - After receiving answers from Pps, T writes up the words on the board. -T explains that the team	-Pps greet T. **Vocabulary race:** -Pps form teams. -Pps look up into the picture trying to answer the T's question '' what can you see? ''. -The winning team goes around the remaining teams giving each team a turn to say one word of their words. And a member of the winning team writes them on the board until all the words are written down.	To break the ice and make Pps engage.

		with the most words number will win.		
40 min	Presentation	-T plays a video that demonstrate some actions and rules of some sports using have/don't have to. -Writes down some sentences and asks students to give similar examples. -T asks Pps to deduce the affirmative/negative/ interrogative form of " have to" and provides correction if needed.	-Pps watch the video carefully. -Pps give the T examples. -Pps deduce the rule	To illustrate the use of have/don't have to for obligation, Precisely to talk about rules of sports.
35 min	Practice	**Running dictation:** -T Prints some short texts (about rules of different sports using have/ don't have to) and sticks them on the corridor's wall away from their desks. -The texts include gaps which they need to fill later -T pairs Pps up, and chooses who will run and who will write. -T explains that the	**Running dictation:** -running students run to their assigned texts, read, remember as much as they can and then return to dictate the text to the writing students. The first pair to finish writing the complete, correct texts (gaps filled) wins. -Pps don't use phone cameras to remember the text. - running/ writing	To make them use what they've learned in a spoken way.

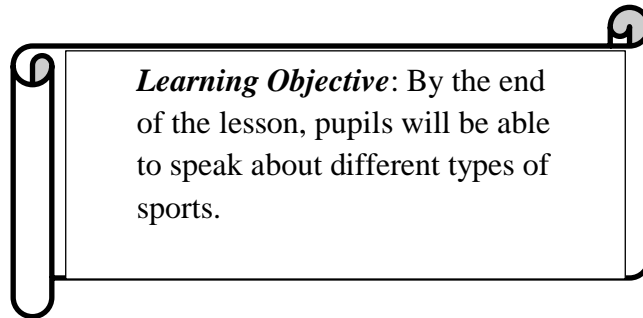|		running students run to their assigned texts, read, remember as much as they can and then return to dictate the text to the writing students. The first pair to finish writing the complete, correct texts (gaps filled) wins. -T Monitors Pps so that none uses phone cameras to remember the text. Let running/ writing students collaborate and switch roles.	students collaborate and switch roles when needed.	
35 min	Production	**Dialogues:** T asks students to work in pairs in order to write short dialogues, in which, one is asking the other about rules of a given sport they choose themselves (using obligation with have/ don't have to). Then, each Pp memorizes his/her own part to later stand in front of the class and perform the dialogue.	**Dialogues:** -Pps work in pairs in order to write short dialogues, in which, one is asking the other about rules of a given sport they choose themselves (using obligation with have/ don't have to). Then, each Pp memorizes his/her own part to later stand in front of the class and perform the dialogue lively.	-To pin the rule in their minds. -To develop their speaking skill.

Appendix G

Lesson Plan 3

Level: Elementary 1

Module Four: Rules

Lesson: 14 Rules of sport

Framework: PPP

Learning Objective: By the end of the lesson, pupils will be able to speak about different types of sports.

Target structures: Obligation, talking about the things you have or do not have to do.

Target Competence: Interaction, Interpretation and Production.

Materials: Whiteboard, flash cards, a song, written scripts, audio track, a whistle, chairs, a timer.

Time	Procedures	Teacher's Role	Pupils' Role	Rationale
10 min	Warm up	-T greets pps. -T writes the date on the board. **Charades:** -T randomly selects Pps from the list to stand in front of the class then shows him/her a word or expression about sports (rules, actions and tools). Then, asks them to act it out while their classmates try to guess what it is.	- Pps greet T. **Charades:** -Pps take turns acting out a word/ expression provided by T while their classmates try to guess what it is.	To break the ice and make Pps review vocabulary from the previous lessons as well as to introduce new words
		-T plays a song about rules of sports.	- Pps listen to the song.	To illustrate the new

40 min	Presentation	-T asks Pps to make a list of rules of sports mentioned in the song, and read them out. -T explains the concept of Collocations. -T plays the song again and asks students to extract from the song collocations of sports, i.e. when to say play (a sport) and when to say do (a sport).	-Pps make a list of rules of sports mentioned in the song, and read them out. -Listen again to the song and extract from the song collocations of sports, i.e. when to say play (a sport) and when to say do (a sport).	vocabulary and collocations in sport
1 hour	Practice	**Role play** -T supplies pps with written scripts about a football game that employs some of the learned vocabulary+ grammar (sport actions and rules) then plays an audio track of the given role play script. -T divides Pps into three groups, each one consisting of five members(the roles are taken randomly	**Role play:** -Pps simultaneously listen to the audio and read the handed scripts. -Pps form three groups of five members and walk in a raw to the T's desk to pick a role randomly.	To make them use what they've learned in a spoken way.

		i.e. the T writes down the numbers of the characters trice (as the same script is exchanged between the three groups) and tells all students to pass in a raw and pick a paper to be their role in the play. -T provides needed explanation for both the scenes and the hard words. She also can act out while reading to provide more clarification. -T devotes 15 min for each group to read, memorize, and try out the acting of their roles. -T sets from 15 to 20 min for the real performance of the play.	-Pps follow with the teacher and raise their hands to ask for clarifications. -Pps read, memorize, and try out acting their roles. -Pps present the real performance of the play.	
10 min	Production	**If you… stand up:** -T asks students to sit in a circle with one less chair so that one Pp will stand in the middle of the circle and asks a question about rules	**If you… stand up:** -Pps sit in a circle with one less chair and one Pp will stand in the middle of the circle and asks a qst about rules of football	-To pin the rule in their minds. -To develop their speaking skill

		of football like: If you have to kick the ball, stand up. Then Pps who know the rule will stand up and shuffle their places till they get a seat which is not their actual one, and then the one who doesn't find an empty chair will stand in the middle instead of the first one and keep on repeating the same procedures with different questions such as: if you don't have to roll the ball stand up, if the referee has to whistle to start/ end the match stand up etc.	like: -If you have to kick the ball, stand up. Then Pps who know the rule will stand up and shuffle their places till they get a seat which is not their actual one, and then the one who doesn't find an empty chair will stand in the middle instead of the first one. And keep on repeating the same procedures with different questions such as: if you don't have to roll the ball stand up, if the referee has to whistle to start/ end the match stand up…etc.	

Resumé

La présente étude vise essentiellement à examiner l'efficacité desactivités de « se mêler») dans l'amélioration des compétences orales des apprenants d'anglais comme langue étrangère aux écoles privées en Algérie. En conséquence, l'hypothèse a été émise que l'incorporation d'activités de « se mêler» dans les cours d'anglais comme langue étrangère améliore les compétences d'expression orale des apprenants. Pour tester cette hypothèse, une étude expérimentale a été menée à l'école ABC School, Taher. L'échantillon de l'expérience a était composé de 26 apprenants élémentaires d'anglais. Le groupe expérimental a été exposé à des activités de «se mêler» dans le cadre de l'intervention. Un plan quasi-expérimental a été adopté et les données ont été collectées au moyen d'un prétest et d'un posttest en utilisant les catégories de notation du test de compétence orale du modèle de Brown (2001). De plus, un questionnaire a été distribué à tous les enseignants de l'école ABC School, Taher, pour recueillir des données sur leurs opinions et leur disposition à incorporer des activités de mêler aux séances d'expression orale. Les résultats de l'expérience et du questionnaire ont confirmé l'efficacité de ces activités dans l'amélioration des performances orales des étudiants d'anglais comme langue étrangère ($P = 0,001$), et donc l'hypothèse a été confirmée. Sur la base des résultats, il a été recommandé qu'enseignants d'anglais comme langue étrangère intégrant des activités de « se mêler » dans leur enseignement de l'expression orale, mais de préférence après avoir reçu une formation sur la manière de les employer efficacement.

Mots clés: expression orale, activités de se mêler, jeux, performance orale

ملخص

تهدف الدراسة الحالية بشكل أساسي إلى فحص فعالية أنشطة الاختلاط في تعزيز مهارة التحدث باللغة الإنجليزية كلغة أجنبية في المدارس الخاصة في الجزائر. وفقًا لذلك، تم طرح فرضية أن إدراج أنشطة الاختلاط في حصص اللغة الإنجليزية كلغة أجنبية يعزز مهارة التحدث لدى المتعلمين. لإثبات ذلك، أجريت دراسة تجريبية في مدرسة "أي بي سي سكول ,الطاهير اين تم اختيار 26 متعلمًا من المستوى الابتدائي للغة الإنجليزية كعينة للتجربة. بعد ذلك، طبقت مختلف أنشطة الاختلاط على المجموعة التجريبية في مرحلة المعالجة. تم اعتماد تصميم شبه تجريبي وبذلك جمعت البيانات عن طريق الاختبار القبلي والاختبار البعدي باستخدام فئات درجات اختبار الكفاءة الشفوية لنموذج براون (2001). بالإضافة إلى ذلك ، تم توزيع استبيان على جميع الأساتذة في مدرسة أي بي سي سكول, فرع الطاهير لجمع البيانات حول آرائهم ومعرفة مدى استعدادهم لإدراج واعتماد أنشطة الاختلاط في حصص المحادثة.

دعمت نتائج كل من التجربة والاستبيان فعالية هذه الأنشطة في تحسين أداء التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية ($P = 0,001$) ، وبالتالي تم تأكيد الفرضية. بناءً على النتائج المتحصل عليها، يقترح على أساتذة اللغة الإنجليزية كلغة أجنبية دمج أنشطة الاختلاط في تعليمات التحدث الخاصة بهم على أن يكون ذلك بعد تلقي التدريب الكافي حول كيفية توظيفهم بشكل فعال.

الكلمات المفتاحية: المحادثة، أنشطة الاختلاط، الألعاب، الأداء الشفوي.