Investigating the Attitudes of EFL Teachers towards Using Brain

The Case of Middle School Teachers, Algeria

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Dedication

I dedicate this humble work

*To my beloved **parents** for their endless love, prayers and sacrifices*

To my dear sisters whom I call soulmates

*To my brothers **Mehdi** and **Abderafik** who have been always there for me as a source of*

inspiration and encouragement

Kheira ZELILEF

Dedication

I dedicate this work

To the soul of my sister, the beautiful sister ever, who used to smile whatever happened to her.

To my hero, father and my beloved mother, who have supported me since the beginning of my studies,

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Abstract

To become a competent communicator in a FL, learners should interact and negotiate meanings with their instructor or peers. However, this classroom interaction/participation is deemed problematic for many learners. Attempting to create effective strategies to enhance EFL learners' participation in class, the present study suggested using brain breaks in EFL context. The researcher hypothesized that brain breaks, if implemented, could encourage learners to speak more in class. The research investigated middle school teachers' attitudes towards the use of brain breaks to increase their pupils' participation in the classroom. To practically test the hypothesis, a quantitative research approach was utilized. Accordingly, descriptive statistical data was collected using an online MS teacher questionnaire. Twenty five teachers participated in the study and answered the questionnaire voluntarily. The findings showed that the majority of the respondents have positive attitudes towards break time activities and recommended its implementation in EFL classes. They believed that brain breaks energize, motivate, and entertain pupils, a situation which helps learners to become more focused and active in class.

Key Words: Interaction, Participation, Brain Breaks.

List of Abbreviations /Acronyms

EFL: **E**nglish as a **F**oreign **L**anguage

SLA: **S**econd **L**anguage **A**cquisition

GTM: **G**rammar **T**ranslation **M**ethod

L1: **F**irst **L**anguage

FL: **F**oreign **L**anguage

CLT: **C**ommunicative **L**anguage **T**eaching

TRP: **T**urn transition **R**elevance **P**lace

TCU: **T**urn **C**onstructional **U**nits

IH: **I**nteractional **H**ypothesis

MKO: **M**ore **K**nowledgeable **O**ther

ZPD: **Z**one of **P**roximal **D**evelopment

MS: **M**iddle **S**chool

FCB: **F**acebook

Q: **Q**uestion

VS: **V**ersus

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Introduction

Classroom activities are activities designed by teachers for the purpose of applying what has been learned theoretically. In fact, the purpose of using these activities in modern classes differs from using them in the past. That is to say, ''Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom'' (Sugar, 1998, p. 3). According to Plato (as cited in Anthony, 1939), teaching or education can be defined as a discipline which by means of amusement trains the child to love what he or she learns. Therefore, physical activities, action songs and games are good examples of amusing activities that can be done inside the classroom.

Games have gained an important status in EFL classes applying modern methods of teaching. ''Language is immensely powerful but it can also be loads of fun. In fact, a sense of fun can make language more powerful […] language and play complement each other'' (Rooyackers, 2002: Preface). Alcon (2003) argued that ''games are kind of sport or entertainment that require participation, competing with one self and other rivals in order to achieve certain goals'' (as cited in Aghlara & Tamdjid, 2011, p. 553). Many studies have been conducted to explore the effect of these activities. The current study seeks to explore the attitudes of middle school teachers towards the use of brain break activities as a strategy to increase pupils' participation inside the classroom.

1. Background of the Study

Lee (1995) stated that the use of games in the classroom can support English learning in many respects. Wang, Shang and Briody (2011) examined the overall effects of using games on pupils' English proficiency. The sample of the study consisted of 50 grade six EFL learners from one elementary school. The researchers applied quantitative and qualitative research methods. The findings demonstrated that when teachers included games, the

learners' motivation and vocabulary acquisition were enhanced and anxiety levels due to peer pressure were reduced. This study extended Skinner's theory which is based on the idea that playing can be presented as a kind of prize after learning which allows teachers to motivate learners to participate (as cited in Pound, 2005). Indeed, according to Brown (2000), beginners prefer span activities and group works.

According to Kramer (2001), there is a plethora of educational literature discussing the use of songs in the classroom. One interesting study is that conducted by Aguirre, Bustinza and Garvich (2016) which examined how the use of songs in English helps motivate learners while learning English as a second language (ESL). The participants were primary school pupils at a private school located in Lima, Peru. The researchers used both a classroom observation and a questionnaire as means of research. The results showed that pupils were motivated to participate and became more engaged in classroom activities when songs were used during the English classes. Besides, ''Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation'' (T.Millington, 2011, p. 135). Underscoring this view, Schoepp (2001) stated that using songs is one useful method to achieve a weak affective filter and promote language learning. To conclude, songs make the foreign language learning exciting and enjoyable for students in general and young learners in particular.

''Recess can be a place for creation, collaboration, construction, and social engagement'' (Keeler, 2015, p. 21). In this vein, Chang and Coward (2015) investigated the breaks learners have every day at Chinese schools. The researchers came up with that recess can have tremendous benefits for learners. They found that breaks increase learning; that is, it helps elevate pupils' energy and concentration for studying. A similar study conducted by

Karr (2018) which explored the effect of recess on fifth grade learners in an elementary classroom. The researcher used a quantitative research method and participants' behaviours were observed and documented prior to and after recess. Findings from the study indicated that daily recess increased learners' participation in the class.

According to Ratey (2008), exercise is the most powerful tool to enhance brain function. Chiang and Griego (2017) conducted a study entitled 'Enhance Learning through Braindance Movements'. A total of 40 learners in two classrooms participated in this study. A likert scale and words per minute reading scores followed by quantitative analysis using t-test were used to document and assess learners behaviours. They found that braindance movements enhanced learners' focus and learning willingness in general. According to the International Physical Guidelines, children should receive at least sixty minutes of physical activity a day (Carlson et al., 2015, p. 67). Another study conducted by Lengel and Kuczala (2010) indicated that when children move, they show a greater understanding for what is being taught.

Most of the research studies discussed so far shed light on the effect of games, songs, break time or recess, and physical activities on learners' performance including participation. They are based on testing learners' increased outcomes gained through playing games and having frequent break times during their school day. While the literature is varied in terms of the significance of integrating such kind of classroom activities and break times, there has not been, to the researchers' current knowledge, any research conducted about what EFL teachers, in Algeria, think of using this type of classroom activities during in-session break time to increase their pupils' participation. Consequently, this inquiry attempts to fill this gap in the existing literature trying to figure out the attitude of middle school teachers of English, depending on their experience, towards the extent to which brain breaks increase the pupils' participation inside the classroom.

2. Research Hypothesis

On the basis of the background discussed above, the current study put forward the following hypothesis:

- ✓ If middle school teachers used brain breaks as a teaching strategy, their pupils would participate more in class.

3. Statement of the Problem

To become a competent communicator, one should interact and practice the FL (Berdine, 1986). Yet, classroom participation is deemed problematic for many EFL learners (Abdulah et al., 2012). Affective filter (See Page 40) is one of the psychological hinderers which may inhibit pupils to speak in class. According to Brown (2000), teaching the foreign language, one should arouse children's curiosity and interest. To overcome the problem raised, it was suggested that MS teachers find brain breaks useful to energize learners and make them enjoy learning. This strategy thus might be effective in motivating pupils to participate in the class.

4. Research Questions

The current research aimed at investigating the following research questions:

- ✓ To which extent do brain breaks boost MS pupils' classroom participation?
- ✓ Which of the brain breaks encourages pupils to participate in class the most?
- ✓ Do Algerian MS teachers look for techniques to increase their pupils' classroom participation?

5. The Aim of the Study

Using games, songs and physical activities in teaching English serve as useful strategy to entertain learners. The current study aims at investigating the EFL teachers' attitude towards using brain breaks to encourage their pupils to participate more in class.

6. Significance of the Study

The current research could be significant for EFL teachers, syllabus designers or textbook writers. It might be significant for the teachers as it provides them with a motivating technique, which may help boost their learners' attention, curiosity and willingness to learn the foreign language. Additionally, this technique, if proven effective, could be incorporated into language teaching/learning syllabuses and textbooks.

7. Methodology of the Research

The research was quantitative in nature. The researcher adopted a questionnaire to conduct the research. A teacher questionnaire was administered for twenty five middle school teachers of English language. The participants were selected randomly.

8. The Structure of the Study

This dissertation is divided into two chapters, the review of the literature and the practical part. The first chapter is composed of two sections. The first section covers brain breaks and the second section deals with participation. The second chapter represents the practical framework of the overall study in two sections. The first section discusses methodology applied in conducting the research. The second section contains the questionnaire analysis and the results discussion.

Chapter One: Brain Breaks and Participation

Introduction

This chapter is divided into two sections. The first section deals with brain breaks. It first defines them from different standpoints. Then, it examines their historical background. The section also examines both their psychological and pedagogical effects on EFL learners. The section, afterwards, describes briefly twelve brain breaks that may be useful for EFL teachers.

The second section discusses some of the literature on classroom participation. It is initially defined from different angles. Then, the section throws light on the two main types of participation and the different rules that govern turn-taking. It, also, covers why it is important for learners to participate in class. It hence explores the different factors influencing the learner's participation in the classroom. Lastly, a few pages are devoted to introducing four SLA theories which support the current study.

Section One: Brain Breaks

1.1. Definition

Brain breaks are classroom activities done during break time for learners to break the routine of studying. According to Sladkey (2013), ''brain breaks are quick 1-2 min activities which will help you get refocused and recognized'' (p. 2). He pointed that these activities can be done either individually, in pairs or in teams. Mahar, Murphy, Rowe, Golden Shields, and Raedeke (2006) defined brain breaks as short classroom activities which are physical-based and which provide learners with opportunities to stand and move throughout the school day. In addition, for Ackman (2018) brain breaks are short, simple breaks from learning that can be implemented in the classroom to re-energize learners. They thus put them "in the most receptive state for learning" (Weslake & Christian, 2015, p. 2).

1.2. Historical Background of Using Brain Breaks in EFL Classes

Throughout history, foreign language learning has always been an important concern. Seeking the most effective method to teach English to foreign learners, didacticists have developed a variety of methods and approaches each with a different focus.

1.2.1. Traditional Methods of Teaching

1.2.1.1. Grammar Translation Method

According to Richards and Rodgers (1986), the Grammar Translation Method is a way of studying the language through detailed analysis of its grammar rules. That is, it is based on the idea that language is a set of related structures and that it is acquired after mastering its grammar rules. Additionally, all instructions were in L1 and everything taught in the target language must be translated into L1. Richards and Rodgers (1986) believed that learners were passive within this method, and were given almost no chance to participate in class. Consequently, there was no use of brain breaks since GTM favoured accuracy over fluency.

1.2.1.2. Direct Method

To address the defects of the Grammar Translation Method, 'the Direct Method' was advocated. After the *Reform Movement,* the spoken form of the language took capital importance (Richards & Rodgers, 1986). According to Richards and Rodgers (1986), the direct method focused on fluency only and it was based on reinforcement. Dialogues were approximately the only instructional material used.

1.2.1.3. Audio-lingual Method

The Audio-lingual Method was developed later. Language was considered as a set of structures learnt through the formation of habits (Richards & Rodgers, 1986). Thus, learners memorize language structures to practice the language. That is, learners do not produce anything; they just learn some structures of the target language through drilling which did not

enable them to interact and communicate outside the classroom using the FL. Besides, brain breaks were not used under this method of teaching.

1.2.2. Modern Methods of Teaching (CLT)

For many years, didacticists tried to find the best way to enhance communication in the FL; yet, meeting that aim was quite ambitious (Nunan, 2003). According to Richards and Rodgers (1986), CLT was advocated to improve learners' communicative competence through teaching language functions rather than its structures. They said that CLT is based on the principle that language is learned only through interaction (interactional hypothesis, see page 38). Within this method, the dominant view of language is based on affective filter hypothesis. Consequently, brain breaks were created to lower the affective filter of the learners, a move which resulted in effective learning coupled with enhanced interaction between learners and teachers and among classmates (Pound, 2005).

1.3. Effects of Brain Breaks on EFL Learners

Many researchers have found that brain breaks have positive effects on learners (Jensen, 2000). Brain Breaks are considered as a pleasant change from book-based learning, a common interest among learners and instructors, and an excellent medium for the presentation of the lesson (Mots, 2016, as cited in Reymarie, 2016).

1.3.1. Psychological Effects

According to Jensen (2000), the human brain cannot process information for a long period of time. That is, the brain can focus only for a short period; then, anything learned afterwards will be forgotten. Therefore, Jensen (2000) found that learners need breaks during instruction to give time for the brain to process learned information and get ready to receive more. Hillman (2009) estimated that learners need a three-to-five minute breaks to prepare their brains for the next forty five minutes of learning. To conclude, recess is important for learners to activate, stimulate and energize their brains from time to time and learn better.

Pellegrini and Smith (1993) claimed that recess decreases inappropriate behaviour in the classroom. That is to say, the less brain breaks learners have the more they get bored and lose concentration and thus engage in inappropriate behaviour.

Janssen, Chinapaw, Raud, Toussaint, Mechelen, and Eerhagen (2014) found that physical brain breaks, such as action songs or movement games that are done either in or out of the classroom, affect positively learners' attention. That is, after relieving stress during a break, they become more focused, something that improves their academic performance.

According to Reymarie (2016), songs are used by teachers to enhance their learners' attention in the classroom. Learners become more interested and excited about what they are learning. Besides, songs motivate learners, make the learning process enjoyable, and inspire creativity and the use of imagination in a relaxed atmosphere.

As believed by Erickson (1985), play creates a positive learning atmosphere, which gives learners more self confidence in their ability to solve a problem.

1.3.2. Pedagogical Effects

Physical activity has been known to improve learning (Ratey, 2008). Ratey believed that physical activities or breaks actively involve learners in the learning process.

Carolson et al. (2015) stressed that physical brain breaks improve not only learners' engagement in classroom activities but also boost their attentive behaviour.

According to Marcon (2002), playful learning results in better academic achievements. Teachers who provide learners with games tend to have learners with better scores. In the same vein, Bloor (2009) noted that songs help learners to increase their scores at school as well as adopt a positive attitude towards what they are learning.

Brain breaks can strengthen the teacher-learner as well as learner-learner relationships. According to a study conducted by Hamre and Pianta (2005), brain breaks usually increase learners' engagement in the classroom activities. Thus, when learners are engaged, teachers

become engaged too, the action which reinforces the relationship between the two and this creates a positive learning atmosphere. According to Skinner and Belmont (1993), learners learn better when they have good relationships with their teachers and peers because of the importance of interaction in SLA.

1.4. Examples of Brain Breaks

The British council (2012) in their book entitled 'Crazy Animals and Other activities for Teaching English to Young Learners' collected the most fifty original, creative and practical activities teachers may use to energize their learners. The following twelve brain breaks were chosen randomly to show what these activities are about.

1.4.1. Change Places, Please!

Author: Mariana Burlina, Italy

Aim: To listen and respond to requests and to make requests

Duration: 5 to 20 minutes

Activity

- Put all chairs in a circle.

- Stand in the middle of the circle.

- Explain the game and call two pupils to change their places just to exemplify how the game works.

- When children are used to moving around, say a sentence like ''children who are wearing t-shirts change your places, please!''. Children who are wearing t-shirts stand up and change places. The children will enjoy moving.

- Ask other pupils to take your place and make the requests for their classmates.

1.4.2. Alphabet and Sound Recognition

Author: Wendy Weiss Simon, Israel

Aim: To develop identification of letters and knowledge of sounds

Duration: 10 minutes

Activity

- Divide pupils into two teams and give each team a set of alphabet flashcards.

- Ask them to spread out the letters on their desk.

- Ask them to put the letters in the correct order. The team who finishes first wins.

- Once all the pupils have their cards on the right order, the teacher says a letter and the team who hold up the card with the equivalent letter first wins.

- Ask each team to form two words they have recently learned using the cards. The team who finishes writing two correct words wins.

1.4.3. At the Zoo

Author: Raisa Dukaļska, Latvia

Aim: To practice or revise animal vocabulary and to describe them

Duration: 5 to 20 minutes

Activity

- Make a reminder of numbers and names of animals and some adjectives.

- Put pictures of some animals on the board and give each picture a number.

- Ask for a volunteer to start the game. Ask him or her to throw a dice and when the dice lands on a number, the pupil gives the name of the animal.

- The next child throws the dice and if it lands on another animal picture number, he or she gives the name of that animal and in case it lands on the same animal as his or her classmate, he or she gives the name plus an adjective describing the animal.

- The game continues and the one who remembers more descriptions is the winner.

1.4.4. Hammer Battles

Author: Weronika Slandyk, Poland

Aim: To practice vocabulary

Duration: 10 minutes

Activity

- Ask children to sit on the floor forming a circle.

- Spread some flashcards containing random words on the floor.

- Give two pupils plastic hammers and explain that when you say a word they have to hit the flashcard which contains that word. The one hits it first wins. Pass the hammers to other children and the game continues.

1.4.5. Handkerchief Tag

Author: Luis Nunes, Portugal

Aim: To revise vocabulary and to develop concentration

Duration: 20 minutes

Activity

- Choose one child to be the speaker.

- Divide pupils into two teams. Make them face each other.

- Put the handkerchief between the two teams.

- Give each pupil a secret word that must be given to another pupil in the other team. For instance, if you want to practice colours, one child on team A is blue and one child on team B is blue too. You can either whisper the words to learners or give them cards contain the words.

- Give the speaker a list of words to be revised.

- Whenever the speaker says a word, learners who hold that word run to the handkerchief and try to pick it without touching each other. The one who picks it up first wins one point for his or her team.

- The team who collects more points is the winner.

1.4.6. Outburst

Author: Jane Cǎdová, Czech Republic

Aim: To learn new vocabulary

Duration: 10 minutes

Activity

- Divide pupils into two teams.

- Give them each time a word like food, music, etc.

- Children should write as many words related to the word they were given as they can in two minutes.

- The team who writes more correct words wins.

- Give a new category and start again.

1.4.7. Toothpick Game

Author: Weronika Salandyk, Poland

Aim: To practice making sentences describing the pictures

Duration: 10 minutes

Activity

- Divide the class into pairs and give each pair a set of toothpicks.

- Give each pair a picture.

- Ask the pair to make sentences about the picture they have in 5 minutes and each time they do they pick a toothpick in the paper.

- At the end, they count how many toothpicks they have got and the pair who have much toothpicks in the picture wins.

1.4.8. Act Out

Author: Eliana Fernandez Malla, Dominican Republic

Aim: To revise and practice the present continuous tense

Activity

- Prepare some flashcards in which you write action verbs.

- Practice these action verbs with pupils (pronunciation and meanings).

- Divide children into two or three teams.

- Each group decides who will mime and who will guess the action verbs. Decide on which group to start first.

- Bring the first group to the front of the class and provide the child who will mime with action verbs one by one and he or she is asked to mime / act out them and the other members of the team guess the verb; for instance, you are singing, you are writing,…etc.

- If they guess the verb correctly, the teacher gives him or her another flash card.

- Each team should guess as much action verbs as they can in five minutes.

- The group who guesses more verbs wins.

1.4.9. Fairy Tale Chains

Author: Nada Masud, Armenia

Aim: To practice writing stories

Duration: 20 minutes

Activity

- Give each pupil a blank piece of paper

- Ask them to write their names on the top of the page.

- Ask them to write the first line of a made up fairy tale from their imagination.

- Each child passes his or her paper to a classmate. Then, they write another line of each others' stories.

- The process will be repeated several times.

- At the end, each one reads how his or her fairy tale was completed.

1.4.10. Throwing a Ball

Author: Joanna Sanecka, Poland

Aim: To revise vocabulary

Duration: 5 minutes

Activity

- Ask students to stand up in a circle.

- Tell the pupils the category of vocabulary to be used in the game. For example, clothes, fruits, etc.

- Throw the ball to a child and if the child catches it he or she must say a word in the same category of vocabulary.

- If the child says a wrong word or cannot catch the ball goes out of the game.

1.4.11. We Are Different

Author: Alma Balniene, Lithuania

Aim: To practice listening and responding to questions and Statements

Duration: Maximum 15 minutes

Activity

- Ask the children to stand in a line.

- Give pupils 'yes' or 'no' questions or statements. Explain that if they agree with a statement or they answer a question with 'yes' they take a step forward. Meanwhile, if they disagree with a statement or answer a question with 'no', they move a step backwards.

- Ask questions like 'Do you have a pet? ' or make statements like 'I like ice cream'.

- Children move backwards and forward or stay in the same place if they cannot decide about the answer.

- At the end, learners compare their places.

- They will enjoy moving.

1.4.12. Where Is the Poisoned Apple?

Author: Viktória Belák

Aim: To practice asking and answering questions and learn new vocabulary.

Duration: 10 to 15 minutes

Activity

- Put a set of flash cards that contain random words on a table and ask pupils to stand around it.

- Ask for a volunteer and send him or her out of the classroom for few seconds.

- The other pupils agree on a poisoned apple (the word the volunteer tries to guess).

- Call the child who went out.

- He or she starts guessing the word through asking yes or no questions. He has only two minutes to guess it.

- Another child goes out and the rest of class chooses another poisoned apple.

Section Two: Participation

2.1. Definition

Lee (2005) defined participation as speaking inside the classroom. For him, participation usually means answering teachers' or classmates' questions and asking for further explanation and clarification. Besides, joining discussions and making comments or expressing opinions and ideas is also considered as learners' participation inside the classroom. Those who do not fall within the scope of this definition are deemed passive.

As the term *participation* itself indicates, Brenner (1994) described it as the presence of learners in the learning situation. This presence can be revealed through the pupils' body language or action. This is illustrated in the definition given by Fassinger (1995) who stated that participation is ''any comments or questions that the students offered or raised in the classroom'' (p. 27). According to Abdulah et al. (2012), the acts of asking questions, giving opinions and answering the instructor's or fellow students' questions are good examples of active participation. However, Dawit et al. (2015) considered participation as not only confined to physical presence but also to mental presence; learners should listen to teachers attentively and show interest to what is being taught.

One can say that pupils are participating only if they take part in the learning situation without being asked to do so. That is, participation can be defined as ''the number of unsolicited responses volunteered'' by the learners (Burchfielf & Sppington, 1999, p. 290).

Petress (2006) stated that participation includes three evaluative dimensions which are quantity, dependability and quality. Quantity refers to the number of times pupils have the opportunity to participate. The second dimension is dependability. It means that there are some pupils who are expected to participate in the classroom relevantly, clearly, and respectfully. The third dimension is the quality of students' response.

Tsui (1995) said that when learners listen to their teachers' instructions, express their opinions, answer questions and do tasks and activities, they are active participants in the classroom. This results in effective learning since learners participation allows them to not only learn but also practice and use the language.

To sum up, although there is substantial variation in how *participation* has been defined, most of the linguists agreed upon that it refers to the acts of asking questions, expressing ideas and opinions and answering the teacher's or pupils' questions.

2.2. Types of Participation

Simply defined, *participation* refers to the act of engagement in class activities (Abdulah et al., 2012). According to Zainal Abidin (2007), this involvement is revealed through some communication behaviours learners manifest in class. These behaviours can be classified into verbal and non-verbal.

2.2.1. Verbal Participation

Verbal (also known as oral or active) participation refers to what learners say in class. That is, giving opinions in the classroom, making comments and answering teacher's or learners' questions are considered as verbal engagement.

2.2.2. Non-Verbal Participation

In contrast to verbal behaviours, non-verbal (also known as passive) participation in class is associated with learners' responses to the instruction during session. These behaviours include noding heads, raising their hands, body movement, eye contact, taking notes and listening to the teacher.

2.3. Turn Taking

One of the features of classroom participation is how turns to talk in the class are taken and exchanged between a teacher and his or her learners or among the learners themselves. Sacks, Schegloff and Jefferson (1974) defined turn taking as the process by which people in

discussions decide whose turn it is to talk. These talks or turns are organized based on some principles and rules. Sacks et al. (1974) put a model to elaborate the process of turn taking in interaction. They referred to where interaction takes place as turn transition relevance place (TRP) which is governed by three major rules:

(1). In any type of interaction, Sacks et al. (1974) considered the interlocutors as speaking parties. In classroom interaction, when a learner or a teacher talks, the other party must keep quiet and avoid interrupting him or her.

(2). Learners are obliged to listen carefully to the speaker to get turns when possible evethough the transfer beween speakers sometimes takes minimal silences.

(3). Raising hands is an interaction device used by teachers to organize participation in the classroom so that every one has the chance to take part in classroom activities.

Sacks et al. (1974) model describes how participants in discussion or in class activities construct and allocate turns. According to this model, turn taking is comprised of two components which are either constuctional or allocational where each of them is governed by a set of rules. On the one hand, turns are constructed through the use of turn constructional units (TCU). The speaker's speech can not be determined before it is said but one can predict that someone has arrived at his or her last turn unit through intonation, syntax or topical content so that he or she gets prepared to take the turn. This process is called projectable completion. According to Sacks et al. (1974), if the listeners project wrongly the speaker's completion of speech, they may interrupt a speaker before the end of the turn. In this case, it will become a projection space rather than a projectable completion. On the other hand, turns are allocated based on three major rules. Firstly, the speaker can choose the next speaker through directly adressing him or her by asking a question. Secondly, participants can select themselves by taking the turn without being asked to talk. In addition, sometimes a person is selected by a speaker to talk next but another person holds the floor instead. Finally, if a

speaker does not choose the next participant and no one takes the turn, the speaker continues speaking, turning around the same point, further explainning his or her opinion, asking questions or providing more examples. Besides, one can keep talking for a long time without giving others the chance to participate in the discussion.

2.4. The Importace of Learner Participation

To create an effective learning process, teachers and learners interact to share information in quest of knowledge gleaned from learning activities (Abdulah et al., 2012). That is to say, learners who participate in class learn better comparing to those who do not. Therefore, teachers try to motivate learners to speak up during instruction because of the classroom participation capital importance.

Participation improves the learners' communicative competence (Berdine, 1986) and social skills (Chu & Kim, 1999). On the one hand, Bransford (1979) noted that in order to become competent communicator, EFL learners need to participate in class so that they practice the target language. Besides, they apply the knowledge they have learned before since retianed information can be lost if not retrieved regularly. On the other hand, Armstrong and Boud (1983) said that when participating, learners develop ways to express their opinions, to explain things to others, to respect rules of turn taking, and to discuss an idea or argument. Besides, learners who like to talk about different topics in speaking sessions improve their presentation skills and become more creative in the way they do it (Chu & Kim, 1999).

Participation evolves learners' cognitive skills. According to Smith (1977), participation provides learners with the chance to discover the others' perspectives about a variety of topics. Therefore, learners develop critical thinking, comparing things and taking positions. In addition, to share their ideas, learners analyze what is being said and synthecize

their background knowledge and thoughts before producing their speech. Consequently, the more learners participate in class, the more analysis and synthesis they do.

The feedback teachers give to pupils about their answers helps them to better remember information being learnt. In other words, Participation helps learners to learn from their errors. Garside (1996) pointed out that when teachers correct learners' mistakes on the spot, pupils remember their mistakes learning to avoid them in the future. In addition, Garside (1996) said that active participation is like cooperative learning in that learners learn from each others' mistakes.

Participation provides the teacher with feedback about how well the learning process is going. According to Linnenbrink and Pintrich (2003), learners' answers of activities provided by the teacher indicate how well the pupils are doing, what they have achieved, what they need to work on and how well the lesson or course is meeting their needs.

Participation raises the learners' interest in learning. That is, when pupils participate and share their ideas, they enjoy learning. Jum (1994) stated that learners become more motivated to learn when they participate a lot in class. Besides, when teachers praises the pupils' answers, learners will want to participate more. Furthermore, Skinner and Belmont (1993) found that when one pupil participates, the other pupils will be significantly motivated to participate too, something which brings life to the classroom.

Ferguson-Hessler and De Jong (as cited in Abdulah et.al, 2012) conducted a study about the benefits of participation in class. They found that learners who actively participate tend to have better academic achievements comparing to passive learners. That is, learners who participate a lot have the chance to ask more questions, to learn from their mistakes, and to improve their communicative skills which may result in good scores.

To conclude, according to Davis (2009), learners' active participation in learning activities will create a conductive classroom environment. Thus, classroom participation helps

learners improve their communicative competence and social skills, achieve a higher cognitive development, learn better from their errors, get better scores, and raise their interest in learning. Besides, it provides a teacher with information about his or her pupils' comprehension of the educational materials.

2.5. Factors Influencing Learner Participation

Abdulah et al. (2012) pointed out that regardless of a teachers' efforts to make his or her pupils participate in class, there are still some who hesitate to speak up. He found that there are several factors which may influence the learners' participation during the learning process namely personality, instructor's skills and traits, the learners' perception of their clasmates and the size of the classroom.

2.5.1. Personality

2.5.1.1. Self-Confidence

Pupils with high self-confidence tend to participate more in the classroom (Pajares, 1996). That is to say, according to Wade (1994), learners who feel afraid of making mistakes, thus, getting embarrassed in front of their teacher and classmates prefer not to participate eventhough they know that it is important to do so. However, '' if students believe their ideas to be important and worthwhile, or if they are interested in the topic and knowledgeable about it'' (Berdine, 1986, p. 23), they speak more in class. Besides, Berdine (1986) stated that young, inexperiened, and immature pupils are less confident to speak in class and thus feel a negative classroom climate. This lack of confidence to speak in class is referred to as *communication or classroom apprehension*. This notion was defined by Neer (1987) as '' the avoidance of participation prompted by evaluation apprehension or expectation of negative outcomes associated with participation'' (p. 157).

2.5.1.2. Introvert Vs. Extrovert Learners

Jung (1976) divided personality into two types: introvert and extrovert. Introverts differ from extroverts in the way how they percieve the world. They focus on themselves and think before taking action. Meanwhile, extroverts take action directly when being asked to do so without reflecting. Therefore, extrovert learners participate more in class comparing to introvert learners.

According to Tieger and Barron-Tieger (1995), Introverts are more imaginative and self-centered. They prefer to listen carefully to what is being said and process it; then, link it to previous experiences to understand a certain point. Thus, they take time to respond. In other words, they need to know the world before they experience it. Additionally, introverts like to know new people more slowly and often spend time in small groups of people.

In contrast, extroverts' energy comes from their direct interaction with the world. They think and speak at the same time. That is, extroverts understand better when they say their ideas out loud. ''Extroverts need to experience the world to understand; they tend to like a lot of activity'' (Tieger & Barron-Tieger, 1995, p. 14). Moreover, extroverts do well in social situations.

Consequently, extrovert learners speak more than introvert learners in class. IIntroverts like studying by themselves. That is, they prefer listen to the teacher and process what he or she says to better understand the lesson. Whereas, extrovert learners can process information only if they speak. . For example, if a teacher asks an extrovert a question, the pupil will start talking directly and may change the answer several times.

To conclude, Extroverts tend to appear more social. This does not mean that introverts are not social they are social in another way.

2.5.2. Instructor's Skills and Traits

Wade (1994) noted that the teacher is an important factor who affects the pupils' participation in class. On the one hand, according to Siti Maziha, Nik Suryain, and Melor

(2010), the teachers' traits such as being supportive, comprehensive, lovely, friendly, and smily in class contribute to pupils' active participation. The teacher provides learners with positive atmosphere in which they feel comfortable, motivating them thus to learn and to express their ideas freely. Siti Maziha et al. (2010), through the study they conducted, stressed that certain traits shown by the teacher play an important role in providing incentives for learners to participate in the class. Similarly, Berdine (1986) claimed that ''boring, bored, pushy, moody, close-minded, too opionated, conscending and unfriendly'' (p. 23) teachers face classroom apprehension a lot. Indeed, as reported by Cohen (1991), teachers who are good listeners tend to have learners participate more in class.

2.5.2.1. The Principle of Immediacy

Mahrabian (1971), a socio-psychologist, defined the principle of immediacy as ''people are drawn toward persons and things they like, evaluate highly, and prefer; and they avoid or move away from things they dislike, evaluate negatively, or do not prefer'' (p. 1). That is to say, teachers being immediate and close to their learners, a situation which creates a positive atmosphere. Consequetely, this atmosphere leads learners to love their teacher as it leads them to enjoy what they are learning, urging them to participate more in class. Christophel (1990) found that '' teachers who are immediate tend to have students who are motivated'' (as cited in Rocca, 2008, p. 24).

2.5.2.2. Verbal Agression

Rocca, Toale, and Martin (2000) noted that when instructors become verbally agressive, learners will avoid to participate in class. Teachers may tease, insult, threat, and underestimate learners and their answers and opinions (Infante, 1987). Therefore, learners become less self-confident and perceive the teacher as looking down on, increasing their passivity in class.

On the other hand, a teacher's skills affect his or her learners' participation in class. To encourage learners to be more active in class and enjoy learning, teachers use some techniques (Abdullah et al., 2012) such as using brain breaks. Another effective strategy teachers may use to encourage learners participate in class is to make them work in groups. According to Fassinger (1995), learners who discuss the instructional material with their peers are more likely to participate. In addition, teachers may ask pupils to prepare themselves at home before they come to class so that they feel more knowledgeable about the lesson which urges them to feel more self-confident and participate more in class.

2.5.3. Perception of Classmates

Siti Maziha et al. (2010) indicated that pupils affect each others' participation. As explained by Cayanus and Martin (2004), open-minded, lovely and active pupils motivate their peers to participate in class. Learners get inspired by their active classmates and like being praised; thus, they act like them. However, if pupils bully or laugh at each others' answers in class, they may affect their peers self-confidence.

2.5.4. Size of Class

The size of the class affects the learners' motivation to engage verbally in class. Shaheen, Cheng, Audrey and Lim (2010) conducted a study that aimed to explore the factors influencing learners' participation in Nanyang technological university. They found that ninety percent of the learners prefered speaking in small classes. Besides, learners who were taught in classes equipped with proper lights, air conditioning and other basis facilities participated in the learning activities more than the others.

2.6. SLA Theories Related to Classroom Participation

2.6.1. Interactional Hypothesis

2.6.1.1. Strong Version

Krashen (1982) developed his *comprehensible input*. He believed that one can learn the FL only through getting exposed to comprehensible input at one stage above his or her current level. Long (1981) criticized Krashen's ideas hypothesizing that for input to be comprehended, the speakers should interact and negotiate meanings. This is what is referred to as the Interactional Hypothesis (IH). According to Long (1981), IH suggests that ''when learners engaged with their interlocutors in negotiations around meaning, the nature of the input might be qualitatively changed''. Long's thoughts can be summarized in three major points. Firstly, he believed that comprehensible input is necessary for second language acquisition. Secondly, for input to be understood, learners should interact with their teacher or classmates. Thirdly, Long claimed that learners negotiate meanings in one of the three interaction patterns and modify the input to be comprehended.

2.6.2.1. Weak Version

The IH has undergone continuous revisions and reformulations because of its considerable importance. Ellis (1991) criticized Long' ideas providing a new modified version of the interaction hypothesis. This version was considered as weak because of the weak claims Ellis used to defend his perspective. Ellis (1991) argued that comprehensible input facilitates SLA but it is neither necessary nor sufficient. That is, input and interaction alone are not enough to learn a target language. What is more effective than comprehensible input in SLA is teaching meanings in different contexts. Ellis also said that meaning negotiation is not always necessary for learners to understand the input. They may benefit from the dialogic interaction of their classmates. Additionally, Ellis noted that a learner can comprehend what is being taught after noticing the gap in his or her knowledge and negotiating meaning with his or her teacher or peers by asking questions, for instance, to clarify things in his or her mind.

2.6.1.3. Interaction Patterns

Gass, Mackey, and Ross (2005) classified meaning negotiation patterns into three categories: comprehension checks, clarification checks, and confirmation checks.

2.6.1.3.1. Comprehension Checks

Gass et al. (2005) defined *comprehension checks* as any expressions a speaker uses to check whether the interlocutor(s) has understood what has been said or not. For example, asking questions like 'is it clear?'.

2.6.1.3.2. Clarification Checks

It was defined by Gass et al. (2005) as any expressions a speaker uses to ask for further explanation about a preceding utterance(s) said by his or her interlocutor(s). One can use expressions like 'could you please repeat?', 'could you please explain more?', 'I did not understand ...'.

2.6.1.3.3. Confirmation Checks

Any expressions used by a speaker to confirm that he or she has understood or heard well what the interloctor(s) said (Gass et al., 2005). The speaker can repeat the interlocutor(s)' speech, raise intonation, reword the interlocutor(s) speech...etc.

Briefly, if pupils participate in class, this gives them the chance to negotiate meanings through interaction patterns, and thus understand better the input.

2.6.2. Affective Filter Hypothesis

Krashen (1982) distinguished three kinds of affective or attitudinal variables related to SLA. These variables determine the success of the acquisition process.

(1). Motivation: Learners who are more motivated acquire better .

(2). Self-confidence: Learners with self-confidence tend to do better in second language acquisition.

(3). Anxiety: Learners who are not anxious in class learn better.

Affective Filter Hypothesis was proposed by Stephen Krashen. According to Krashen (1982), affective filter hypothesis suggests that the higher the affective filter is, the less input is acquired by learners. That is, ''acquirers vary with respect to the strength or level of their affective filter'' (Krashen, 1982, p. 31). Hence, negative affective factors such as high level of anxiety, the lack of self-confidence, and demotivation block the comprehension process of input. In other words, low affective filter results in optimal learning. The teacher, then, has to garantee an atmosphere with low level of affective filter. The instructor can use brain breaks to do so. Consequently, learners participate more in class which indicates that they are motivated (Huang, 2011, as cited in Heidari-Shahreza, 2014).

2.6.3. Constructivist Theory

Piaget (1976) believed that knowledge, which he referred to as schema, is constructed rather than transmitted. That is, interacting with a teacher and peers, learners build their schema, on their own, passing through a set of developmental stages (Bruner, 1990, as cited in Huitt, 2003). Additionally, Piaget (1976) introduced three major mechanisms by which a learner construct knowledge. The first cognitive process is assimilation. It occurs when learners experience something new which is similar to an existing schema in their brain. The second mechanism is called accommodation. It occurs when experiencing something new which is different from the existing schema. This latter must be modified to accommodate the new experience. The third mechanism is equilibrium. Learners alter their thinking to restore balance. That is to say, through the processes of assimilation and accommodation, cognitive stability can be reached.

2.6.4. Socio-Constructivist Theory

Vygotsky stated that knowledge is constructed in interaction meaning that the ''human mind is constructed through a subject's interactions with the world and is an attribute of relationship between subject and object'' (Verenikina, 2010, p. 17). That is, a learner Fullfils

the variety of tasks which the sociocultural environment provides him or her with the help of an MKO to move from one level of knowledge to the other ZPD (Turuk, 2008). Briefly, a more knowledgable other (MKO) refers to someone who knows more than the learner regarding a particular task (Vygotsky, 1978). Meanwhile, the zone of proximal development (ZPD) refers to '' the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with capable peers.'' (Vygotsky, 1978, p. 86).

Conclusion

Since learners can improve their communicative competence only through classroom interaction, either with their peers or their teachers, it is necessary to participate during instruction. Unfortunately, there are factors that may lower pupils' participation in class. The present study suggests the integration of brain breaks into English classes as a strategy to enhance children's participation in class and investigates the attitudes of EFL Teachers towards this startegy in the following chapter.

Chapter Two: Research Methodology, Data Analysis and Data Discussion

Introduction

This chapter is comprised of two sections. The first section describes the methodology used to collect data. It first presents the research paradigm. Then, it discusses the population and sampling. Finally, it describes the research instrument utilized by the researcher. Meanwhile, the succeeding section mainly presents the analysis of the collected data from the questionnaire followed by the discussion of the results obtained. Lastly, the researcher mentions briefly the limitations encountered while conducting the research and makes some suggestions for further research.

Section One: Research Methodology

1.1. Research Paradigm

As an attempt to explore the EFL teachers' attitude towards the use of brain breaks to increase their pupils' participation in class, a quantitative approach to collect and analyse data was sought. Underlying this approach of research, numerical data were collected and then analysed with the aid of statistics. In this regard, Williams (2011) indicated that ''quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims''. Similarly, as defined by MacDonald and Headlam (2008)

> Quantitative – as the name suggests, is concerned with trying to quantify things; it asks questions such as 'how long', 'how many' or 'the degree to which'. Quantitative methods look to quantify data and generalise results from a sample of the population of interest. They may look to measure the incidence of various views and opinions in a chosen sample for example or aggregate results. (p. 8)

Consequently, since the present study seeks to investigate middle school EFL teachers' opinions concerning the use of brain breaks to increase their pupils' participation in class, this

paradigm was deemed suitable for its treatment. Additionally, statistical data are considered to be rather precise and exact, something that makes the study of findings more accurate and reliable (Askarzai & Unhelker, 2017). Besides, quantitative data analysis is a systematic, focused and tightly controlled process following clear and thorough procedures (Dörnyei, 2007, p. 34).

According to Williams (2011, p. 18), experiments and surveys are the strategies of inquiry that are needed to collect quantitative data. Hence, an online teacher questionnaire was used to collect numerical data for the current study. The frequencies of teachers' answers on each question were statistically treated. These statistical data were analysed and the solutions for research questions were obtained.

1.2. Population and Sampling

The study at hand focused on EFL middle school teachers in Algeria. Choosing this population was based on the following rationale,

➢ EFL MS pupils are novice learners of English. Therefore, MS teachers of English need to look for strategies to make children love and enjoy Studying EFL.

➢ MS teachers teach children who like movement, play, etc. So, MS teachers need to use effective strategies to attract their pupils' attention.

Practically, it is impossible for the researcher to study the whole population. As a result, the researcher selected a group of participants, based on convenient sampling, which represents the whole target group. The questionnaire was randomly posted on some middle school EFL teachers' groups on facebook. Twenty five subjects answered the questionnaire voluntarily.

1.3. Research Instruments

The researcher adopted a descriptive research design rather than an experimental one. That is, to investigate middle school EFL teachers' attitude towards the use of brain breaks in

EFL context, an online questionnaire was utilized as a tool to collect data. As claimed by Sukamolson (2007), ''survey research encompasses the use of scientific sampling method with a designed questionnaire to measure a given population's characteristics through the utilization of statistical methods.''

1.3.1. Description of the Questionnaire

A questionnaire is an effective research instrument which consists of a set of questions (MacDonald & Headlam, 2008). Kerlinger (1973) considered the questionnaire as a social scientific research instrument which enables gathering data about the population's beliefs, opinions, attitudes, motivations and behaviours. To conduct the current study, the researcher designed a cross-sectional survey which refers to a ''questionnaire that collects data on people's experiences of a particular initiative or event. A cross-sectional survey questionnaire might try to determine the relationship between two factors'' (MacDonald & Headlam, 2008, p. 14).

1.3.2. Questionnaire Aims

The present questionnaire (See Appendix) was designed to solve the main research Problem. Therefore, it included questions about middle school EFL teachers' attitude towards the use of brain breaks as a technique to increase their pupils' participation in class.

1.3.3. Questionnaire Development

The current questionnaire is a cross-sectional one. It is composed of twenty seven questions which were designed based on the literature review. These questions can be either closed-ended or open-ended. The closed-ended questions require answers which are based on choosing the appropriate option in a likert scale, the appropriate option from a list, or the appropriate category. Meanwhile, the open-ended questions request the participants to explain their attitudes, justify an answer, suggest something, etc. This questionnaire is divided into three sections. Section one (Q1 to Q5) is devoted for personal information to get an idea about

the respondents. Section two (Q6 to Q16) contains questions about the teachers' opinions concerning the use of brain breaks in EFL context. The third section (Q17 to Q27) consists of questions on teachers' attitude towards their pupils' participation in class in general and towards the extent to which brain breaks increase classroom participation. The questionnaire ends with a section that allows participants to suggest something or make comments.

1.3.4. Questionnaire Administration

The questionnaire was administered online to middle school teachers in Algeria. The researcher posted the link of the questionnaire on some Algerian middle school teachers' groups on facebook namely 'Middle school teaching bank', 'English Middle school Teachers' e-Library', among others. The online survey was posted on the 20th of July, 2020 and the participants were asked to complete the google format and click on send. Twenty five teachers answered it.

Section Two: Data Analysis and Discussion

2.1. Questionnaire Analysis

Section One : Personal Information

Q01. Gender

This question was asked to determine the gender of the teachers that prove more motivated to use brain breaks among the target population.

Table01. Teacher's Gender

Option	Number	Percentage
Male	05	20
Female	20	80

As can be seen in the table above, (80%) of the respondents were females; whereas, (20%) of them were males.

Q02. Age

This category question aims at investigating the age category of teachers who prove more motivated to use brain breaks in the classroom.

Table02. Teacher's Age

Option	Number	Percentage
20-35	16	64
35-50	07	28
More than 50	02	08

Based on the results above, (65%) of the participants aged between 20 and 35 while (28%) of them aged between 35 and 50. (8%) of them belonged to the third category.

Q03. How many years have you been teaching English in middle school?

This question was intended to show whom of experienced and less experienced teachers are more motivated to use brain breaks. The teachers' answers are summarized in the table below.

Table03. Years of Teaching Experience

Answer/Year	Number
01	04
02	01
03	01
04	06
05	01
06	01
07	01
08	01

09	01
10	01
11	01
12	01
17	01
25	01
26	01
30	01

The results obtained illustrate that the participants have different years of teaching experience. The mean of years they have been teaching in MS is ($\bar{X} \approx 8$), which means that the majority of the participants were less experienced teachers.
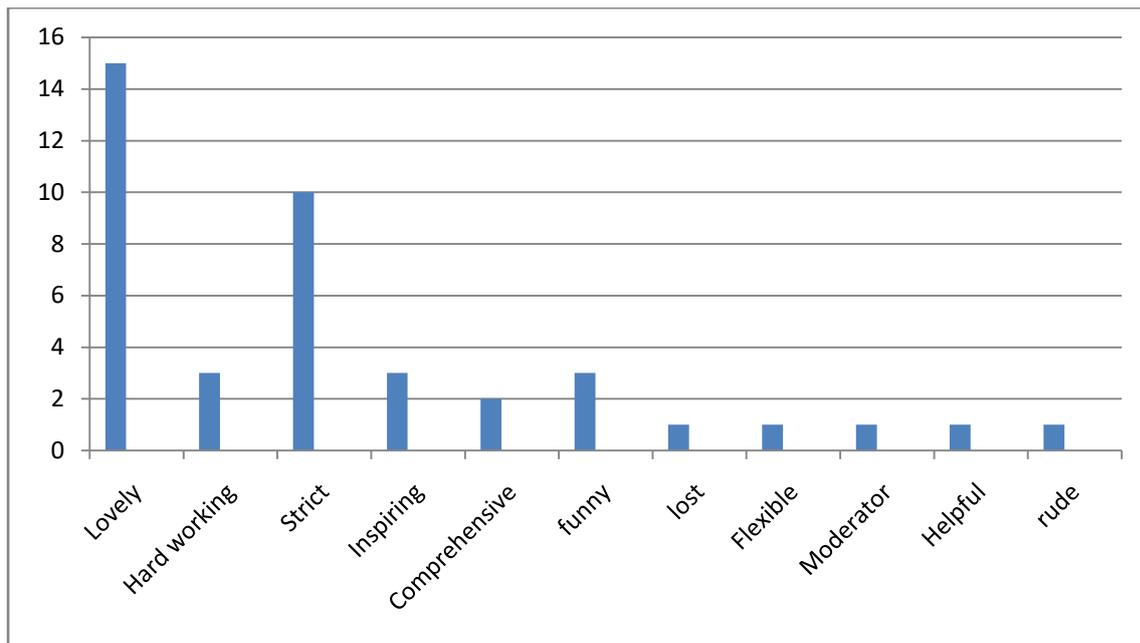
Q04. How do you find teaching English in MS?

Table04. MS Teachers' Perception of Their Teaching Experience

Option	Number	Percentage
Exciting	17	68
Normal	07	07
Boring	01	04

The results shown above indicate that the majority (68%) of the respondents find teaching in middle school exciting. Meanwhile, (28%) of them believe it is normal and one teacher believes that it is boring.

Q05. How would you describe yourself as a teacher?

Figure01. *Teacher's Perception of Themselves as instructors*

The teachers' answers were summarized in the bar chart above. The results drawn show that 15 of those who were surveyed claimed that they consider themselves as lovely. 10 of them see themselves as strict while a minority of participants described themselves as hardworking, inspiring,, comprehensive, funny, lost, flexible, moderator, helpful or rude. In fact, of the 25 respondents, 6 described themselves as strict and lovely. As a result, the majority of the respondents are lovely in class. This latter lowers the pupils' affective filter, resulting in effective learning.

Section Two: Brain Breaks

Q06. If you notice that your pupils start feeling demotivated and bored during session, what will you do?

Table05. *Teacher's Reaction to Pupils' Demotivation and Boredom*

Option	Number	Percentage
You neglect that	01	04

| **You look for strategies** | 24 | 96 |
| **to energize them** | | |

(96%) of those who were questioned look for strategies to energize their pupils whenever they start feeling demotivated and bored. Meanwhile, only one teacher opted for neglecting her pupils' demotivation and boredom. Therefore, being a male or female, young or old, or experienced or less experienced participant, they are all motivated to teach English.

Q07. Do you provide your pupils with short breaks during sessions?

Table06. *Teacher's Use of in-Session Short Breaks*

Option	**Number**	**Percentage**
Yes	23	92
No	02	08

Teachers' responses to Q7 exhibit that the majority of the participants provide learners with short breaks during sessions.

To get further details about what MS teachers think of these in-session breaks. The participants were asked to justify their position.

A large number of teachers who answered with 'YES' claimed that breaks are just routine and boredom breakers and energizers for learners. Some participants sustained that they tell jokes, make comments, mimes or encourage chit-chats during break time. Some others pointed that during breaks they use games, songs, and pictures which ''increase their pupils' attention, reduce their stress'', motivate them, and prepare them to get ready to receive more input.

Bellow are some proponents' claims,

-''Sometimes I notice that my pupils are bored especially in the afternoon I try to motivate them by using some brain breaks''

-''Learners need breaks in order not to get bored and misbehave. Breaks can be chosen in an intelligent way, and they can even serve the lesson''

-''to prepare them to the next step''

-''I often let them chat to break boredom and tiredness or suggest language games for some fun''

-''Sometimes pictures or riddles or a short example about life situations or short movement like jumping singing clapping hands laughs''

However, only two participants have chosen the option ''NO''. They supported their choice providing the following arguments,

-''Not enough time''

-''because they will find it as an opportunity to be noisy''

Their arguments make sense; however, breaks are short and do not take so much time. Besides, teachers use techniques to manage their classes during breaks so that they keep their pupils organized and avoid chaos in class.

Q08. Which brain breaks do you generally use in class?

Table07. *Brain Breaks MS Teachers Use the Most*

Option	Number	Percentage
Songs	05	16
Physical activities	03	12
Games	16	64
Others	02	08

(64%) of teachers opted for games; whereas, (16%) of the respondents generally use songs and (12 %) of them went for physical activities. Two teachers claimed that they use all of those mentioned before in addition to chats. All in all, the majority of those who were questioned frequently use games during break time.

Q09. How do your pupils prefer to play games?

Table08. *Type of Games Pupils Prefer*

Option	Number	Percentage
Individually	00	-
In pairs	06	24
In groups	19	76

This question was asked to know which type of games pupils prefer. Of the 25 participants, 19 (76%) were of the opinion that pupils prefer team-building games. Meanwhile, 6 (24%) teachers said that pupils prefer playing in pairs and no one chose the first option. To put in brief, MS pupils do not like playing individually. Instead, they prefer group work.

Q10. How often do you use brain breaks in class?

Table09. *The Frequency of Teacher's Use of Brain Breaks*

Option	Number	Percentage
Always	02	08
Usually	12	48
Sometimes	11	44
Never	00	-

Out of the four provided options, 'sometimes' and 'usually' were significantly chosen with the percentage of (92%). The rest (8%) of the participants always incorporate brain breaks in their classes. In short, MS teachers frequently use brain breaks in their classes. As a result, being a female or male, young or old, or experienced or less experienced, all the respondents use brain breaks in class.

Q11. How do your pupils generally react to brain breaks?

a. They enjoy them

b. They find them boring

c. They feel anxious to be engaged in them

Table10. Pupils' Reaction to Brain Breaks

Option	Number	Percentage
A	23	92
B	00	-
C	2	8

Results obtained demonstrate that pupils' reaction to brain breaks. As stated by (92%) of those who were surveyed, pupils enjoy brain breaks. Only (8%) of the respondents claimed that pupils feel anxious to be engaged in them; however, no teacher thinks that pupils find brain breaks boring. Briefly speaking, pupils enjoy brain breaks.

Q12. Do you sing, play games, and dance with your pupils?

Table11. Teacher's Participation in Break Time Activities

Option	Number	Percentage
Yes	24	96
No	1	4

24 participants stated that they play, sing, and dance with their pupils with the exception of one teacher. Therefore, this supports results obtained from Q5. The majority of the participants are lovely with their pupils which lowers their affective filter in class. That is, brain breaks offer an opportunity for teachers to get closer to their pupils.

Q13. Which brain break do your pupils enjoy the most?

Table12. The Brain Break Pupils Enjoy the Most

Option	Number	Percentage
Songs	03	12
Games	17	68
Physical Activities	5	20
None	00	-

This question aims at investigating which of the brain breaks pupils enjoy the most. The majority of teachers (68%) agreed upon that pupils enjoy playing games the most. Whereas, (20%) of them opted for physical activities and only (8%) went for songs. To conclude, pupils find games more entertaining than the other brain breaks.

Q14. Do you agree with the statement that brain breaks increase your pupils' concentration?

Table13. Teachers' Opinions of Brain Breaks Benefits

Option	Number	Percentage
Strongly Agree	08	32
Agree	13	52
Neutral	03	12
Disagree	01	04
Strongly Disagree	00	-

In response to this question, (84%) of the participants agreed that brain breaks increase pupils' concentration in class. (12%) of the teachers were neutral, while (4%) disagreed with the statement. Hence, overall, brain breaks may increase learners' concentration attention span in class.

Q15. Do you agree with the statement that after having been engaged in brain breaks, pupils become more active in class?

Table14. Teachers' Opinions of Brain Breaks Benefits

Option	Number	Percentage
Strongly Agree	14	56
Agree	10	40
Neutral	01	04
Disagree	00	-
Strongly Agree	00	-

(96%) of the participants were for the use of brain breaks to encourage pupils' participation in class. Meanwhile, only one teacher was neutral and no one was against. To sum up, brain breaks make learners more active in class.

Q16. Generally, what do you think of brain breaks?

The teachers' opinions were summed up as follows,

a. Brain breaks are motivating

b. Brain breaks are enjoyable

c. Brain breaks attract pupils' attention

d. Brain breaks are energizers

e. Brain breaks are useful and practical

f. Brain breaks result in better learning and information retention

g. The teacher must manage class during breaks to avoid chaos

h. Brain breaks enable teachers to get closer to their pupils

Table15. *Teachers' Attitudes towards Brain Breaks*

Attitude	Number
A	08
B	02
C	06
D	03
E	07
F	02
G	03
H	01

The teachers' overall opinions of brain breaks are summed up by means of answer to this question. All the participants have positive attitude towards brain breaks. 8 of them said that brain breaks are motivating; meanwhile, 7 teachers claimed that brain breaks are useful and practical. Besides, 6 respondents considered them as essential to get their pupils focused and attract their attention. In addition, 2 teachers described brain breaks as enjoyable and 3 of them as energizers. Two teachers stated that brain breaks are effective for better learning and information retention.

As it was come up with from Q12, one respondent said that brain breaks reinforce relationships between teachers and their pupils. However, 3 of those who were questioned drew the researcher's attention to the fact that teachers must know how, when and where to use these brain breaks to avoid chaos in class.

Section Three: Participation

Q17. In your opinion, what is the best strategy to encourage pupils to participate in class?

Table16. *Teachers' Opinions about the Best Strategy to Enhance Pupils' Classroom Participation*

Option	Number	Percentage
Through the use of brain breaks	1	4
Rewards	10	40
Collaborative work	13	52
Previous preparation	1	4

As illustrated in the table above, (52%) of the teachers think that pupils' participation in class can be increased best through collaborative work. (40%) of them saw that rewards are the best strategy to boost pupils participation in class. Meanwhile, only one participant opted for previous preparation and another one opted for brain breaks. In short, solving tasks in groups and giving rewards whenever pupils answer correctly or win a game are the two best strategies to urge pupils participate in class.

Q18. How often do you ask pupils to prepare at home the topic to be taught during next session?

Table17. *How Frequent Teachers Ask their Pupils to Prepare at Home*

Option	Number	Percentage
Always	1	4
Usually	6	24

Sometimes	10	40
Never	8	32

(44%) of the respondents 'sometimes' ask pupils to prepare the lesson at home, whereas (24%) of them 'usually' do. In addition, only one teacher claimed that she 'always' asks her pupils to prepare beforehand. However, (28%) of the participants 'never' do.

Q19. If you do so, does this affect pupils' participation in class?

Table18. *How Preparing Beforehand Affect Pupils' Participation*

Option	Number	Percentage
Yes	20	80
No	05	20

The majority of those who were questioned (80%) think that when pupils prepare themselves at home, they participate more in class. However, (20%) of hem answered with 'NO'.

Investigating their arguments to defend their attitudes, the participants were asked to strengthen their choices with some justifications. The majority of those who were surveyed claimed that when pupils get some background knowledge before they come to class, they understand better what is being taught. Some others think that when they do researches at home, they become excited and motivated to come to class and share what they collected which reinforces pupils' self confidence.

Nevertheless, those who opted for 'NO' wrote the following,

-''Generally as a new terminology we call it warm up to let pupils engaged through deduction''

-''The learners do not have to prepare at home because the lessons are very simple and easy, all what they need is to concentrate to solve the problems and the teachers are the guide who help them to give solutions''

-''Because they do not know the context especially when the lesson is about grammar''

-''They do not work alone, they will bring others' work''

-''I make of any new lesson a new beginning and a new opportunity to those who do not participate. I do never mention their misbehaviour or passiveness in a previous lesson, but look for ways to get them engaged instead''.

To sum up, almost all middle school teachers frequently ask their pupils to collect some data about the lesson at home. As a result, they become more self confident in class.

Q20. Do you think that collaborative work urges pupils to participate in class?

Table19. *Teachers' Opinions of the role of Collaborative Work in urging pupils to participate*

Option	Number	Percentage
Yes	25	100
No	00	-

From the results obtained, MS Teachers who answered the questionnaire believe that making pupils work in groups helps to motivate them to participate more in class. This reinforces results obtained from Q17.

Q21. When you praise your pupils' answer, do they become more active in class?

a. They become more active in class

b. This decreases their participation

Table20. *Praising Effect on Pupils*

Option	Number	Percentage
A	25	100

| B | 00 | - |

The table above shows that all respondents saw praising as important to increase pupils' participation in class.

Q22. How can you encourage a shy pupil to participate in class?

The teachers' answers were summed up as follows,

a. Praising

b. Getting closer to their pupils

c. Making them work in groups

d. Cold calling

e. Asking them easy questions

f. Making them responsible for something

g. Asking them to answer from their places

h. Doing no efforts to urge shy pupils to speak in class

Table21. *Teachers' Strategies to Engage Shy Pupils*

Strategy	Number
A	8
B	4
C	6
D	2
E	1
F	2
G	1
H	1

Based on the results above, 8 teachers praise their shy pupils to boost their participation in class. 4 others saw that getting closer to this category of pupils like talking to them, sitting with them, giving high fives, etc is sufficient to make them feel at ease to speak up in class. Some other teachers (6) provide their shy pupils with group work so that they get motivated to participate. Only few of the respondents claimed that they motivate their shy pupils through cold calling, asking easy questions, making them responsible for team in a game, and asking them to answer from their places without going to the board. In contrast, only one teacher stated that she does no efforts to engage shy pupils in her class.

Q23. Do you think that pupils feel anxious to participate in large classes?

Table22. Teachers' Attitudes Towards pupils' Participation in Large Classes

Option	Number	Percentage
Yes	18	72
No	07	28

(72%) of those who were questioned indicated that pupils feel anxious to express their thoughts in large classes. Meanwhile, only (28%) of them answered with 'NO'. All in all, pupils feel more comfortable to participate studying in small groups.

Q24. Do you think that participation is necessary for learning?

Table23. Participants' Opinions about the Necessity of Participation for Learning

Option	Number	Percentage
Strongly Agree	10	40
Agree	10	40
Neutral	05	20
Disagree	00	-
Strongly Disagree	00	-

Participation is necessary for learning with 20 teachers' 'Agree' ticks. Whereas, 5 of the subjects were neutral.

Q25. How do you come to know that your pupils have understood the lesson?

a. Do not ask questions

b. Answer the activities correctly

a. Voluntarily participate in class

Table24. Pupils' Comprehension Indicators

Option	Number	Percentage
A	00	-
B	12	48
C	13	52

Based on their teaching experience, approximately half of those who were surveyed (52%) come to know that their pupils have understood the lesson when they voluntarily participate in class. Equivalently, the rest of the respondents (48%) claimed that pupils' comprehension of the lesson can be indicated if pupils answer the activities correctly.

Briefly, MS teachers move to the next point of the lesson whenever their pupils answer correctly the activities and voluntarily participate in class.

Q26. Do you think that active pupils in class get better results in exams?

Table25. The Effect of Participation on Pupils' Scores

Option	Number	Percentage
Strongly Agree	01	04
Agree	16	64
Neutral	06	24

Disagree	02	08
Strongly Disagree	00	-

(68%) of participants were of the opinion that active pupils get better results; whereas, (24%) were neutral and only (8%) of them disagreed. These results support what was come up with from Q24.

Q27. To which extent do brain breaks increase pupils' participation?

The present question elicits the teachers' points of view towards the use of brain breaks to increase their pupils' participation in class. The whole population developed positive attitudes towards this strategy to make pupils more active. The majority of them claimed that brain breaks attract learners' attention in class because children enjoy playing games, singing, moving around the class which makes them more interested in what they are learning and more focused. Other teachers believe that brain breaks enhance pupils' self confidence. A small number of them said that brain breaks energize more shy pupils. Besides, a good number of teachers summarized their ideas saying that brain breaks increase participation to a high extent.

2.2. Discussion of the Questionnaire Results

The examined questionnaire outcomes are interpreted in this section and the final conclusions are derived. This discussion tackles essentially answers for the main questions of the current research. Indeed, results drawn were in line with the foreset expectations of the present study.

To begin with, the study was intended to sound the opinions of middle school teachers about the effectiveness of brain breaks to enhance their pupils' engagement in class. On one hand, in Q07, almost all the teachers noted that they provide pupils with short in-session breaks for they think that breaks enable learners to regain energy. On the other hand, answers

to Q11, Q14, and Q15 illustrated that pupils enjoy brain breaks which make them more focused and active in class. For further insights, MS teachers were asked in Q16 and Q27 about their attitudes towards brain breaks in general and how they help increasing pupils' classroom participation. Therefore, the majority of the teachers who were questioned claimed, in their experiences, that pupils enjoy those break time activities, an enjoyment that results in pupils' high level of concentration in the classroom. Thus, their pupils are induced to participate more in class.

Investigating the best type of brain breaks to boost pupils' participation in class, the respondents were asked a set of questions. The results obtained from Q8 showed that almost all the middle school teachers use games during in-session breaks. This might be because pupils enjoy games more than the other brain breaks (Q13). To have an in-depth look into what sort of games pupils prefer, findings of Q9 were interpreted. It was found that pupils like team building games the most compared with individual and pair work. On the other hand, collaborative work was considered by the majority of the respondents in Q17 and Q20 to be the best strategy to urge pupils to participate in class. Besides, Q23 revealed that pupils feel anxious to participate in large classes, and that they rather prefer small groups. Therefore, logically speaking, team building games are the brain break type one can use if teachers are to increase their pupils' participation in class.

It was found in Q21 and Q17 that teachers can use, while having a brain break, some strategies to motivate pupils to speak more and more in the classroom. Results obtained from Q21 illustrated that all those who answered the questionnaire believed that when teachers praise their pupils during a brain break for instance, this enhances their engagement in the classroom activities. In addition, when a teacher makes pupils play a game in groups or give them rewards, these also urge learners to be more active in class (Q17). To recap, MS teachers

can praise their pupils, provide them with rewards, or make them work in teams while playing a game, singing a song, and so on to increase their participation more and more in class.

The majority of the participants try to reinforce their relationships with their pupils. In Q5, it was found that almost all the teachers see themselves as lovely in class. Additionally, results obtained from Q12 showed that MS teachers participate in break time activities; singing, playing, moving, etc with their pupils. Thus, the majority of respondents are close to their pupils, a closeness which lowers their affective filter in class and this results in optimal learning. Thus, pupils speak more in class. Besides, brain breaks serve as an opportunity for teachers to get closer to their pupils.

The findings of Q6 showed that teachers look for strategies, such as brain breaks, to energize their pupils whenever they start feeling bored and demotivated; among these strategies, brain breaks (Q10). In addition, in Q4, 17 of the 25 respondents found teaching in middle school exciting. That is, the majority of MS teachers are excited and motivated about teaching in MS.

MS teachers frequently use brain breaks to increase their pupils' participation in class. They do so because of the capital importance of participation. Answers from Q24 and Q26 showed that pupils' participation is necessary for learning. In other words, pupils who participate in class have the chance to ask questions and to express their opinions. This helps them improve their skills and acquire more knowledge, which in turn helps them get better scores in exams. Besides, participation is necessary for teachers because as was found through Q25, teachers can know that pupils have understood something when they participate voluntarily and answer the activities correctly.

Results found in Q11 showed that (8%) of the respondents claimed that pupils feel anxious to be engaged in brain breaks. That is, pupils may be afraid of playing games, singing, and so on. In Q22, teachers suggested some techniques they use to engage shy pupils

in any classroom activity. The majority said that getting close to them helps to get rid of their shyness. Teachers may use other strategies to increase pupils' self confidence so that they get more excited about being engaged in brain breaks. One of these strategies is to ask them to prepare the lesson at home (Q19 and Q20).

All in all, as shown by the findings, MS teachers encourage the integration of brain breaks in EFL context. The results definitely support the research hypothesis that MS teachers, based on their teaching experience, see brain breaks as an effective strategy to increase their pupils' participation in the classroom.

2.3. Limitations of the Study

Like any other research, the present study faced a number of obstacles,

- ✓ There was a lack of primary sources in the literature as far as brain breaks are concerned.

- ✓ The study was conducted under special circumstances (COVID19). Thus, we could not reach the university library and look up the sources there.

- ✓ Because of the current circumstance also we could not meet neither with each other as partners nor with the supervisor.

- ✓ The questionnaire was posted on FCB middle school teachers' groups that contain thousands of teachers, but only few participated in our study.

2.4. Suggestions for Further Research

Based on the remarks and limitations noted from the study, it is noteworthy to suggest some topics for future research in the field of teaching EFL.

- ✓ Strategies to overcome pupils' anxiety and to engage them in brain breaks.

- ✓ Techniques to be used by MS teachers to control their pupils while having a brain break so that they avoid chaos in class.

- ✓ Using brain breaks to teach vocabulary for pupils.

Conclusion

This practical chapter is comprised of two main sections. The first section contained a brief description of the research methodology, method and design the researcher used to collect and analyse data. The second section analysed the questionnaire and discussed the results obtained. After interpreting the results, the researcher came up with that the majority of MS teachers who participated in the study develop positive attitudes towards using brain breaks in EFL context. Teachers, from their experiences, believe that it is necessary to look for strategies to boost pupils to speak more in class because of its capital importance in learning and teaching. They think that brain breaks are effective to increase their pupils' participation in the classroom. Besides, they think that the best break time activity to enhance their learners' engagement is team-building games. The chapter ends with stating the limitations which interrupted the researcher conducting the study followed by suggesting some recommendations for further research.

General Conclusion

The process of learning, being a quest for knowledge, learners should be active in that quest. Yet, there are learners who are passive in class. Therefore, EFL teachers implement various strategies to urge pupils to speak more in class. The researcher suggested the integration of brain breaks in EFL classes. The current study investigates EFL teachers' opinions about the use of break time activities as a strategy to increase their pupils' participation in class. This research paper was divided into two chapters. One contains a review of the literature about brain breaks and participation and the other explains the methodology used to conduct the study followed by an analysis and a discussion of the data collected. The researcher collected the necessary data sighting a quantitative research paradigm and utilizing an online questionnaire.

The findings showed that MS teachers adopted positive attitudes towards brain breaks. After the analysis of the statistical data gathered, the researcher came up with that almost all the respondents use break time activities in their classes. They believe that brain breaks make learners enjoy learning the FL, motivate them and re-energize them; as a result, learners become more focused and active in class. Additionally, MS teachers think that team-building games are the most effective type of brain breaks in increasing pupils' classroom participation. Briefly, MS teachers highly recommend using brain breaks to boost pupils' participation in the classroom.

The results obtained supported some of the studies which were mentioned in the theoretical part. Karr (2018) from a study he conducted found that recess increase learners' participation in class. Ratey (2008) and Marcon (2002) also came up with that physical activities make learners more engaged in classroom activities. In the same vein, Garvich (2016) conducted a research investigating the effect of songs on learners. He found that songs motivate learners to participate more in class.

Most importantly, the results yield that brain breaks make the learning process enjoyable for EFL learners as it lowers their affective filter in class. The findings obtained from the study encourage further research about other related matters in SLA.

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Appendix

Teacher Questionnaire

Dear teacher,

The major concern of the questionnaire at hand is to gather information for the sake of investigating the middle school EFL teachers' attitude towards using brain breaks to increase their pupils' participation in class. You are kindly requested to answer the following questions. There would be no right or wrong answers and your responses will be treated anonymously. Please, tick the option that better states your opinion and make comments where necessary.

Section One: Personal Information

1. Gender

a. Male ☐   b. Female   ☐

2. Age

a. 20-35 ☐   b. 35-50 ☐   c. More than 50 ☐

3. How many years have you been teaching English in middle school?

....

4. How do you find teaching English in MS?

a. Exciting ☐   b. Normal ☐   c. Boring ☐

5. How would you describe yourself as a teacher? (lovely, strict, etc)

....

Section Two: Brain Breaks

6. If you notice that your pupils start feeling demotivated and bored during session, what will you do?

a. You neglect that ☐   b. You look for strategies to energize them ☐

7. Do you provide your pupils with short breaks during sessions?

a. Yes ☐   b. No ☐

Justify your answer

....

....

8. Which brain breaks do you generally use in class?

a. Songs ☐   b. Physical activities ☐   c. Games ☐

d. Others ☐

9. How do your pupils prefer to play games?

a. Working individually ☐   b. Working in pairs ☐   c. Working in

groups   ☐

10. How often do you use brain breaks in class?

a. Always ☐   b. Generally ☐   c. Sometimes ☐

d. Never ☐

11. How do your pupils generally react to brain breaks?

a. They enjoy them ☐   b. They find them boring ☐   c. They feel

anxious to be engaged in them   ☐

12. Do you sing, play games and dance with your pupils?

a. Yes ☐   b. No ☐

13. Which brain break do your pupils enjoy the most?

a. Songs ☐   b. Games   ☐   c. Physical activities ☐

d. None ☐

14. Do you agree with the statement that brain breaks increase your pupils' concentration.

a. Strongly agree ☐   b. Agree ☐   c. Neutral ☐   d. Disagree ☐

e. Strongly disagree ☐

15. Do you agree with the statement that after having been engaged in brain breaks, pupils become

a. Strongly agree ☐   b. Agree ☐   c. Neutral ☐   d. Disagree ☐

e. Strongly disagree ☐

16. Generally, what do you think of brain breaks?

....

....

Section Three: Participation

17. In your opinion, what is the best strategy to encourage pupils to participate in class?

a. Through the use of brain breaks ☐   b. Rewards ☐   c. Collaborative work ☐

d. Previous preparation ☐

18. How often do you ask pupils to prepare at home the topic to be taught during the next session at home?

a. Always ☐   b. Usually ☐   c. Sometimes ☐   d. Never ☐

19. If you do so, does this affect pupils' participation in class?

a. Yes ☐   b. No ☐

Why?

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20. Do you think that collaborative work urges pupils to participate in class?

a. Yes ☐   b. No ☐

21. When you praise your pupils' answers,

a. They become more active in class ☐   b. This decreases their participation ☐

22. How can you encourage a shy pupil to participate in class?

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23. Do you think that pupils feel anxious to participate in large classes?

a. Yes ☐   b. No ☐

24. Do think that participation is necessary for learning?

a. Strongly agree ☐   b. Agree ☐   c. Neutral ☐   d. Disagree ☐

e. Strongly disagree ☐

25. You come to know that your pupils have understood the lesson when they

a. Do not ask questions ☐   b. Answer the activities correctly ☐

c. Voluntarily participate in class ☐

26. Do you think that active pupils in class get better results in exams?

a. Strongly agree ☐   b. Agree ☐   c. Neutral ☐   d. Disagree ☐

e. Strongly disagree ☐

27. To which extent do brain breaks increase pupils' participation?

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28. Further comments

Résumé

La maitrise d'une langue étrangère ne peut être obtenue que par la communication avec leur professeur et élèves dans la classe. Malgré celà ce dernier constitue une obsession pour les apprenants. Dans le but de crées des techniques efficaces qui augmentent la participation et l'interaction des élèves dans la classe. Notre recherche suggère de leur offrir des courtes pauses entrecoupées d'activités récréatives éducatives. La recherche suppose que ces activités sont capables d'encourager les apprenants des écoles intermédiaires à parler pendant le cours d'Anglais. Pour vérifier la validité de cette hypothèse, les opinions des professeurs d'Anglais pour l'enseignement intermédiaire ont été approuvées, qui ont été traitées selon une approche statistique quantitative. Les informations nécessaires à la réalisation de cette étude ont été collectées au moyen par un questionnaire enligne qui a été publié sur un certain nombre de groupes des professeurs d'Anglais en Algérie. Ce questionnaire a été répondu par 25 professeurs volontairement. Après avoir analysé et discuté les résultats obtenus, il a été constaté que la plupart des participants à l'étude adaptaient une attitude positive envers la technique proposée car ils ont révélé l'efficacité des pauses mentales pour motiver les étudiants et renouveler leur activités é plus de leur plaisais d'apprendre la langue, ce qui les rend plus concentrés et interactifs dans la classe.

Les Mots Clés: La Communication, La Participation, L'Interaction, Pause, Activitées Récréatives Educatives.

ملخص

إن إتقان اللغة الأجنبية لا يتم إلا عن طريق التواصل مع الأستاذ و التلاميذ في القسم. رغم هذا إلا أن هذا الأخير يشكل هاجسا لدى المتعلمين. بغرض إبتكار تقنيات فعالة تزيد من مشاركة و تفاعل التلاميذ في القسم اقترح بحثنا تزويدهم بفترات استراحة قصيرة تتخللها نشاطات ترفيهية تعليمية. افترض البحث أن هته النشاطات كفيلة بتشجيع متمدرسي الطور المتوسط على التكلم أكثر خلال حصة اللغة الإنجليزية. للتحقق من مدى صحة هذه الفرضية تم إعتماد اراء أساتذة اللغة الإنجليزية للتعليم المتوسط و التي تم التعامل معها باستعمال منهج كمي إحصائي.و قد تم جمع المعلومات اللازمة لإتمام هته الدراسة عن طريق استبيان إلكتروني و الذي نشر على عدد من مجموعات أساتذة اللغة الإنجليزية في الجزائر. تمت الإجابة على هذا الإستبيان من طرف 25 أستاذ و أستاذة طواعية. بعد تحليل و مناقشة النتائج المتحصل عليها تبين أن جل المشاركين في الدراسة تبنوا موقفا إيجابيا اتجاه التقنية المقترحة حيث أنهم أفصحوا عن مدى فاعلية الإستراحات الذهنية في تحفيز التلاميذ و تجديد نشاطهم ناهيك عن تمتيعهم بعملية تعلم اللغة مما يجعلهم أكثر تركيزا و تفاعلا في القسم.

الكلمات المفتاحية تفاعل-مشاركة-فترات استراحة قصيرة-نشاطات ترفيهية تعليمية.