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ICE-BREAKERS AT AN ENGLISH LESSON: HOW TO EXCITE THE CURIOSITY OF PUPILS IN A NEW TOPIC

These days focus of interest in English learning changes to productive skills in Ukraine. This research study assesses the teachers' point of view about using ice-breakers for schoolchildren EFL learners in elementary level. It also anticipates finding valuable information with applying ice-breaker activities as useful teaching policy that will contribute to comparison of interest between children with a different skillset while trying to employ ice-breaker activities and speak fluently in the target language [5].

From skills point of view, speaking coherently and fluently is ultimately the most important thing for EFL learners. This study investigates ice breaking tasks as activities that are likely to play an important role in improving speaking ability of EFL learners. The primary question it tries to answer is whether providing students with ice breaking tasks as their class activities can exert any impact on their speaking skill [5, 6].

Generally, in every classroom, there are pupils who are silent most of the time and they prefer to let others participate and do the activities. By encouraging children to participate in enjoyable and low risk ice breaking activities they will be more successful in learning process [6]. So, after doing an ice breaking activity each pupil is going to be able to concentrate on their language lesson issue and as the result learning will be more useful.

Thus, icebreakers play a significant role in classrooms as they foster communication and help pupils feel a level of comfort when participating [4]. Ice breaking is an activity that can be used to solve the tension and saturation of students in learning, so that the class becomes fun and more conducive before entering into core activities. The favoring situation will be more effective to help pupils achieve learning goals compared to a tense situation. Ice breaking can be done in various activities, such as game, short story, and guessing [1].

The following reveals the principles of a successful ice-breaker [6]:

1. **Objectives:** an ice-breaker is in line with the material given;
2. **Audience:** ages and abilities of participants are considered as an important factor;
3. **Time Management:** an ice-breaker takes from 5 to 15 minutes;
4. **Control:** ice-breakers are short, entertaining activities to cheer up and relax students,

but not create a carnival-type atmosphere.

Icebreakers assist a teacher to show enthusiasm about the content area and learning, and about the children themselves. One way to do this is to make a link with prerequisite knowledge and relate the content to what a pupil will be familiar with. Particularly in the first year of studying it helps with learning if a teacher describes links between the unit and the pre-school environment which a pupil gets training and develops in [3].

For pupils in later years, icebreakers can review content from previous study, for example [3]:

- *What were the three most important things you learned in (prerequisite subject)? Why?*
- *Knowledge gets rusty fast – why?*

The present study concluded that teachers need to be informed about the usefulness of ice-breaker activities for school-aged learners. Also, according to the finding of this study there is not

a big difference between young EFL learners with a different command of English and the effect of using ice-breaker activities in improving their speaking ability.

This research has examined the place of icebreakers in the transitioning process as pupils move to new learning situations. The focus on developing softer skills through social integration to assist students to develop feelings of belonging has been highlighted [3, 4].

The outcomes of this research support and add to the literature in showing that expectations align with levels of children satisfaction. Their early experience of learning and connections with the school are known to make or break persistence with their study thus impacting on retention and attrition [2]. The process and activities outlined in this study should have resonance and be of interest to all educators who are concerned with enhancing schoolchildren outcomes, in particular those involved in easing pupils' transition to learning.

References:

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