



THE ROLE OF ICEBREAKERS AND CLT WARM-UP ACTIVITIES IN TEACHING ENGLISH

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Article history:	Abstract:
Received: October 18 th 2023 Accepted: November 17 th 2023 Published: December 23 rd 2023	This paper discusses the importance of energizers, communicative language teaching warm-up activities in enhancing students' integrated skills, creative and critical thinking skills within per lesson. This paper also gives information about conducting a lesson based on friendly speaking atmosphere which influences the effectiveness of the set outcomes.
Keywords: Warm-up activity, wrap-up activity, energizer, CLT, target language, source language, Think-Pair-Share, rapport, STT, TTT.	

1. INTRODUCTION

Communicative language teaching (CLT), or the communicative approach (CA), is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Communicative language teaching (CLT) is an approach to language teaching and learning that focuses on communication as the primary goal. The main aim of this approach is to focus on developing the ability of learners to communicate in real-life situations. It focuses on the meaning and message rather than accuracy. Learners in environments using communication to learn and practice the target language by interactions with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class. Target language is the language which a person learns as a foreign language. (English) Source language means the language of the original speaker, which the interpreter interprets into a second language. (Uzbek)

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language.

CLT also positions the teacher as a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing. Following activities can be used as communicative teaching activity which is basically focused on enhancing communicating skills.

2. METHODS

Due to the experiments based on the methods of engaging, involving all learners "Think-pair-share" turned out to be the most suitable, effective method. For learners who participated in the experiment enjoyed TPS a lot on account of becoming active during the lesson as TPS offers to involve all trainees at a time. Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. Instructors pose a question, students first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues. Students get time to think critically, creating a learning environment that encourages high quality responses.

Every teacher should know his or her students' level and interests then choose a proper activity to engage them. Most of all teacher should be a good facilitator and a motivator. Teacher is expected to organize a student centered lesson whereas TTT(teacher talking time) is less than STT (student talking time). Unless teacher builds rapport among learners it may be a bit hard to attract them to the lesson. Building rapport is creating friendly, English speaking atmosphere where teacher actively listens, respects students and organize untraditional interactive lessons.

At the beginning of the lesson teacher should use warm-up activities to encourage community of practice, to energize students and at the end of the lesson wrap-up activities to consolidate the taught material.

A warm up activity is a short, fun game which a teacher or trainer can use with students. The purpose of a warm up is to:

- encourage the students

- wake them up – first thing in the morning and after lunch people are often a little sleepy
- prepare them to learn by stimulating their minds and/or their bodies.

Class wrap up activities can be used to encourage students to reflect on the material they have learned during the class period. These activities are also useful for the instructor; even if they aren't graded, they allow the instructor to check for understanding.

Icebreakers are short activities at the beginning of a course or class that make introductions, create the desired learning climate, gather information about students' background knowledge and also it helps to get to know the learners' level, interest and learning needs as well. Icebreakers are activities of usually around 15 minutes, whereas energizers are quick bursts of activity to re-energize tired or disengaged participants.

Warm-up activities are different from ice breakers. Ice breakers are good to use if the class is new, because mostly icebreakers are used to connect people to each other whereas warm-up activities are used to connect people to the topic.

Followings are effective warm-up activities and energizers to conduct a lesson which enable students to enjoy every moment of the lesson:

Activity 1. ###(numbers) and words in my life

Level: any

Time: 10 min

Method: Think-pair-share (for warm-up activity)

Aim: To get acquainted with learners and introducing learners to one another.

Procedure: teacher takes some crucial numbers and words connected with her/his life and lets students ask questions in order to guess what they mean?

EX:

17	twins	new moon	2	33	1990
Apple	England	healthy life style			

Students: Do you like eating apple? Were you born in 1990 or did you graduate from the university in this year? Are you 33 years old or have you got 33 pupils in per class?

After discussing teacher's table students have to make their own (THINK), then discuss it with his/her elbow partner (PAIR). At last teacher points to the student and his/her elbow partner should give information about his/her numbers and words (SHARE).

Activity 2. Table tennis activity

Level: any

Time: 5 min

Method: Turn and talk (Think-Pair)

Aim: To revise the previous lesson

Procedure: ss are divided into 2 groups: Group A ask questions and Group B answer the question. After each answer they pretend as if they have beaten the ball.

Ex: Group A: tell the definition of ESL and EFL

Group B: ESL stands for English as a second language and EFL is English as a Foreign language (Students are required to work in pairs. In two minutes they swap roles)

Activity 3. FSW activity. (Find someone who)

Level: any

Time: 5-7 min

Method: Mingling activity

Aim: To revise the previous theme or to introduce the new topic

Procedure: ss are given FSW sheet with questions. SS mingle around and talk to their course mates and find and write the answer for the given questions. If they finish before the limited time ss have to say "BINGO".

Ex: Handout Find someone who..

Name: Can give definition to TTT and STT	Name: Can speak about his/her daily routine	Name: Can describe the University campus
Name: Wants to become a teacher in future	Name: Has never came home late	Name: Has lied a lot to parents
Name: Knows the definition of intensive and extensive reading	Name: Knows the definition of the scanning and skimming	Name: Can conduct a lesson without handouts

Activity 4. Fortune teller activity

Level: any

Time: 5-7 min

Method: TPS(think-pair-share)

Aim: To get to know elbow partners(to predict the upcoming theme)

Procedure: ss are divided into 2 groups and they should open their arms and show them to their partner opposite. At first, group 1 should guess 10 facts connected with the future of his or her elbow partner and then partners switch roles.

Ex: you will have a bright future. Soon you will get employed and attend International conferences. Build a new house and buy a new astonishing car etc. After working in pairs, teacher randomly shows the student and that student should speak about his/her predicted future.

(topic can be modified due to the new theme)

Activity 5. Mesmerize me activity

Level: any

Time: 10 min

Method: suggestopedia+TPS

Aim: To practice speaking skills and creative thinking skills through music

Procedure: all ss close their eyes and listen to the music. Teacher randomly tells names of ss and asks question whereas ss have to answer the question based on their imagination without opening eyes.

Ex: Teacher: imagine you are in the forest, alone. A chasing dog is running after you... You...(SS should continue the speech based on her imagination)

SS: I try not to lose my control but instead I try to find a place to hide or climb the tree etc.

Activity 6. Hot Potato

1. The teacher will divide the students into groups of four or more.

2. She/he will give each group a potato. The activity works by passing the potato clockwise around the group until the music stops. Once the music stops the person left holding the potato stands up and introduces himself or herself.

3. Once they have done this task, they can sit back down. The music will start again and they continue passing the potato.

4. The person who has been given the action must stand up and perform this action every time they hold the potato.

5. By the end of the game, you will have a group all doing different actions while passing the potato.

Activity 7. Introduce centre.

1. Divide the class into pairs. Each person talks about him/herself to the other, sometimes with specific instructions to share a certain piece of information. For example, "The one thing I am particularly proud of is..."

2. Then the students introduce the other person to the rest of the class.

Activity 8. Partner TV commercials.

1. The teacher will organize students into groups of two

2. Tell the students that they will each have two minutes to interview the other person.

3. After both partners have been interviewed, tell them that they will have one minute to create a quick television commercial advertising their partners.

4. Each person will perform his/her commercial in front of the rest of the class.

5. Variation: Provide students with an interview questionnaire and/or perform an example commercial first.

Following icebreakers can be used during the lesson and certainly can be modified and adjusted to the topic or a new theme taking students' level and interest into consideration.

Icebreaker 1. Buzz game

1. The teacher will organize the students to sit/stand in a circle.

2. Tell the students to begin counting by passing a ball around the class

3. The students must say "BUZZ" when the number reaches 4. Every time they have to add 4 (8, 12) , they shouldn't say the number but buzz

Icebreaker 2. Freeze game

1. The teacher will tell the students to walk freely in the room until someone yells freeze.

2. The students must all stop moving and the teacher will announce the kind of character the students should be.

3. Once everyone has their characters the teacher tells the students to move again until someone yells freeze.

4. Switch the characters. Some examples include: Old lady, macho man, young child, etc.

Icebreaker 3. Pattern

1. Students will stand in a circle

2. One person will begin by pointing to another and saying "You!" and then give order. Ex: bring me a shawl

3. The first time around, raise your hand when someone calls on you so that everyone knows you've been picked.

4. Each person must remember 2 things:

- Who pointed at them and given order to do
- To whom they pointed and gave orders to do

5. The person "receiving" the 1st "You!" points to someone else, saying "You!"

6. The pointing continues until everyone has been pointed to once, thus establishing "The Pattern."

7. When everyone has an order ss should follow the order and do what their friends asked them to do. Last ss leaves the game

Icebreaker 4. Three things

1. Organize students in partners. The teacher will tell the partners to stand and face each other
2. Then the teacher will tell students to turn around, facing away from their partners (so that they are not looking at each other)
3. Now tell each partner to "change" three things about their physical appearance (i.e. take off their glasses, put their watch on the other wrist, remove one shoe, etc.)
4. Tell the students to turn around and face each other, guessing what has been changed

3.DISCUSSION

When classes starts with warm-ups , students typically enjoy the lesson and become fresh and active till the end of the lesson. Building rapport has also essential impact in attracting learners' attention which enables them to be open to new sources. Thus, every lesson should include wrap-ups where trainees will be able to reflect on what they have learned.

4.CONCLUSION

This work is intended to reveal the importance of communicative language teaching approach via energizers, warm-up activities, wrap-up activities which enable student to enhance their integrated skills unconsciously and with great interest.

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