Research Article

EFL Learners' Perspectives on the Utilization of Ice Breakers in Grammar Class: Is It Necessary?

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Abstract

This qualitative study attempts to find out students' perceptions on the utilization of icebreakers in grammar class. It broadly believes that better teaching and learning provide a likely classroom climate. EFL teachers employ plenty of strategies and activities to actualize successful language acquisition. Reliable icebreaker activities are one of the techniques that support EFL learners to gain a well-turned learning outcome, especially in Grammar. To take the sample, the researcher used purposive sampling, which Involved 12 students from the 3rd semester of English Department at the State Islamic Institute of Lhokseumawe. A questionnaire with Likert-scale solely shed light on the description of EFL learners' perceptions of the use of icebreakers in grammar class. The result indicated that icebreakers became substantial activities in grammar class to organize 3 aspects: (a) linguistic competence where students worked in pair or group to identify and correct grammatical error during the class. (b) Social Interaction. Implementing ice breaker in grammar class stimulates students' communication and collaborative skills. It enables students to have meaningful interaction. (c) Psychological aspects. Ice breakers are used to eradicate students' psychological situation, such as boredom, anxiety, nervousness, and insecurity. Various kinds of applicable ice breakers implemented in grammar class stimulate students' interest, foster their motivation and enthusiasm, and develop interpersonal skills. Thus, EFL Learners are ready to undergo the forthcoming lesson on grammar and have a positive learning experience. So, understanding of the subject matter improves. Finally, this study can be a powerful teaching reference for future research on similar topics.

Keywords

Introduction

Language teaching and learning are supported by various theories and applications, becoming a primary concern for all language teachers. The role of teachers in employing communication in teaching and learning is highly expected. Consequently, language teachers should take the significant responsibility for managing this aspect. As a matter of fact, many instructional learning aids are required to help teachers perform and support their efficient pedagogical assistants, boost their creativity, and provide better learning opportunities for the learners.

Furthermore, a really good practical teaching idea is keeping the students engaged with every single learning phase in the class. Teachers are required to create a positive classroom atmosphere to reduce students' anxiety, make them feel secure, welcomed, and involved. In language classrooms, students are typically categorized into three levels of proficiency; beginner, intermediate and advanced levels. These categories are qualified to get the heterogeneous teaching and learning ways or methods. Several studies have revealed that the levels of language proficiency are closely related to language teaching strategies (O'Malley as cited in Wasilewska, 2012). Besides, every learner also has different necessities, competences, cognitive skills, learning styles and background. Those differences should be cherished to make a good decision about what and how to teach them in the class. Therefore, teachers must be conscious that every learner in any different intelligence level acquires much of a foreign language through play or games, especially in grammar subjects.

One of the joyful activities in language teaching to eliminate students' boredom hardship, and discomfort is an ice breaker. The first few minutes of grammar class are substantially important to set and maintain the whole phase of the teaching and learning process. Ice breaker activities are carried out to preserve its stability. Hutasoit & Tambunan (2018) argue that utilizing icebreakers is an effective way to begin a lesson as it can alleviate students' stress and build students' enthusiasms for more enjoyable learning experiences. In addition, ice breakers are one of the activities to aid teachers, instructors, and trainers in cultivating relaxed classroom environment, thereby breaking down the learning barriers. When icebreakers were implemented in the class, students felt more enthusiastic in the learning process (Sugito, 2021). Finally, these activities serve to dispel students 'boredom and anxiety, enabling them to better focus on their learning endeavors.

Meanwhile, based on the observation, not all learners are energized to get involved during language teaching and learning activities. Sometimes learners felt awkward, stressed, and hesitant about dealing with the topic in grammar class. In foreign language classes, it is also very prevalent for language learners to believe that either their English proficiency level or teachers' strategies need to be upgraded. Therefore, icebreaker activities are sketched to create a positive learning environment.

It is really important to initiate English language teaching and learning with meaningful and relevant icebreakers. Teacher should be aware of these circumstances. Spending a short amount time of practicing those kinds of icebreakers in the early phase of teaching can seriously influence learning outcomes. It also enables transformation from a tedious classroom situation to an energetic one (Al Ghifarah & Pusparini, 2023). As a result, they assist reluctant learners in grasping concept during the class.

Furthermore, icebreakers play a crucial role in English language classrooms. The diversity in understanding language sheds light on how the teacher as well as students should collaborate to create a comfortable teaching and learning classroom. Icebreakers can be used whenever students are required to get rid of their inconveniences. The activities could be implemented at the pre-teaching, main teaching, and also at the post teaching.

In addition, there are many ways to perform icebreakers. There exists a wide range of ice breakers such as games, song, mime, pantomime, guesswork, yell-yell, storytelling, and any other activities related to the subject. These seemingly simple activities hold significant value in language teaching and learning, especially for students who are always afraid to learn a foreign language for the first time. ELT experts reported that language teachers, the main facilitators of ice breakers, can utilize various kinds of ice breakers based on classroom context and necessity to stimulate students to communicate with each other and participate more actively in the class (Chowdhury, 2022). Consequently, implementing appropriate icebreaker activities in English classes can significantly impact students' comprehension of the lesson (Artati, 2021). Hence, it will foster more productive language- teaching environment.

The term "Ice breaker" derives from the notion of "break the ice." In language teaching, it is designed to dispel monotony nd boredom during the intense meetings of the class. According to Taufiqurrochman et al (2021), ice breaker is a technique used to gain participants' or learners' focus, and break a "freeze" situation in the class. The ultimate goal is to facilitate a better understanding of teaching materials. Since students' motivation is really required to achieve success in teaching and learning, it becomes crucial to set a good activity to set their mood. Likewise, Flanigan (2011) emphasized that implementing icebreakers in English language teaching and learning help students sustain an enthusiastic learning mindset, enabling them to navigate through their learning hurdles more easily.

Icebreakers and motivation are closely related. Icebreaker activities allow teachers to deliver the seriousness and enthusiasm vibrancy in conveying the content and goal of learning. So, students feel interested in scrutinizing the knowledge or subject matter. Furthermore, motivation to learn English is driven by internal and external factors. Still, the external factor is quite restricted to be gained since the English Foreign Language (EFL) teachers and classroom atmosphere are toneless. Therefore, according to Urhahne, 2015), teachers can play a substantial role in igniting students' motivation.

Icebreakers can be a great strategy to begin the teaching and learning process. Although there are numerous kinds of icebreaker activities, teachers as major role players are responsible for creating a conducive classroom environment and selecting one of those activities to encourage students to communicate with each other. Once implemented, these activities create a lasting impression, fostering a sense of excitement and engagement among students. This positive signal determines the outcome of the teaching and learning process where teachers' performance, as well as students' achievement, is integrated.

Moreover, icebreakers can be implemented in any class. An appropriate icebreaker activity in class gives students a memorable classroom atmosphere. Specifically, icebreakers can increase one's critical thinking, problem-solving, creativity, and learning strategies. According to Hariati (2018), icebreakers serve as mediums to facilitate communication among learners, encourage creative thinking, arouse enthusiasm, discuss pleasant topics, and build fun learning. Thus, they are also designed to motivate and encourage students to use both productive and receptive skills.

Ice breakers are structured aimed at easing students' or participants' tension, reducing their anxiety, and building a comfortable interaction by introducing them to their fellows. Therefore, well-arranged icebreakers can be a part of warm activities to master English grammar (Al-Jarrah et al., 2019). Some teachers conduct many mechanical activities to spend time in the classroom. Otherwise, students feel more pressured to understand the material. Icebreakers are intended to help students overcome this condition and refresh the energy of students.

Generally, every language has its own grammatical rules. According to the Cambridge online dictionary, grammar is the study of how words change their forms into combinations of sentences.

These changes play an important role in building communication and achieving its goals, both in terms of productive and receptive skills. So, the study of grammar is believed to become a crucial part of English, helping learners enhance their language proficiency. It also might help EFL learners integrate grammar with other language skills, fostering a comprehensive understanding of the English language. However, the difficulties of mastering grammar have been a common issue in language teaching and learning. It has been a tricky point for language teachers to teach and the most complicated language system to be learned for some learners (Effendi et al., 2017). Its difficulties have become a leading topic since the factors rely on it, namely, environmental factors, linguistic complexities, and psycholinguistic aspects. In addition, EFL learners are encouraged to obtain several learning objectives for English grammar. This requirement needs extensive knowledge of grammar to gain successful learning outcomes. Due to its considerable objective, learners tend to feel insecure and fearful when learning grammar in the classroom. Therefore, English teachers should create innovative teaching strategies that may help bridge this gap.

This is one of the reasons why the researchers consider the importance of conducting a study about students' perceptions of icebreakers in grammar class. Several studies have been carried out on the use of icebreakers in English language teaching, but they have not investigated students' perceptions of the utilization of icebreakers in grammar classes, especially in offline classes. This research aims to address this gap, recognizing the importance of exploring how icebreakers could potentially enhance grammar learning experiences for students.

The first is the one done by (Aniuranti, 2021). The result confirmed that the use of ice breakers significantly affects motivating the learners to solve a problem in English Grammar through some activities, such as storytelling, and English humor. However, her study mainly focused on the usage of icebreakers in online grammar classes. Another noteworthy study was conducted by Solihat et al (2020) highlighting the influence of icebreakers in increasing students' motivation to learn. Then, Taufiqurrochman et al (2021) carried out a study about ice breakers, but the study focused on designing Ice breaker-based videos for Arabic language teaching.

Moreover, some other studies have largely portrayed the application of ice breakers in teaching speaking, such as the studies from Yeganehpour (2017), Panggua (2016), and Hutasoit & Tambunan (2018). The study of student's perception of the utilization of ice breakers in grammar class is slightly distinct from the previous studies. However, it is important to note that the investigation of students' impressions of the use of icebreakers, specifically in grammar classes, has a slightly different focus than the previous studies. This study intends to fill the particular gap in understanding how students perceive and feel the use of icebreakers in the context of grammar classes, particularly in offline classroom settings. Wang and Kim (2020) explored the use of interactive icebreakers in EFL classrooms. The findings revealed that students became more willing to use complex grammatical structures when these were embedded in engaging, team-based activities. Then, a study by Alharbi (2018) found that grammar-focused ice breaker activities improved grammatical accuracy and retention compared to traditional drills, such as storytelling game, one of the breaker activities, encourages students to build on each other's sentences using targeted grammatical structures, (e.g: Simple present tense, conditional sentences etc).

Based on the phenomena above, it is indisputable that the role of icebreakers in language teaching influences a lot of the way students assimilate the teachings. Therefore, the objective of this study is to find out the English department students' perceptions regarding the utilization of icebreakers in grammar classes. This study might assist teachers in providing an effective and appropriate icebreaker during grammar class. Additionally, this research seeks to provide valuable references for future researchers exploring similar topics. Finally, the primary focus of this study was to address the following question: What are students' perspectives on the utilization of icebreakers in grammar class?

Method
Research Design
This study carried out a descriptive qualitative approach in which students' perspectives were investigated to determine whether icebreakers are necessary or not to be applied in grammar class. In this regard, the sample was selected using a purposive sampling technique with certain characteristics. According to Sugiyono (2016), purposive sampling is one of the sampling techniques to determine the research subject based on some considerations to ensure that the gathered data is more representative of the population being studied. Purposive sampling was used by the researchers to identify participants who possessed specific features or experiences relevant to the research objective. This strategy enabled the collection of data that reflected various perspectives and experiences about the usage of icebreakers in grammar classes. The goal was to gain complete insights into students' perceptions of the use of icebreakers in this particular educational context.

Participants and Instrument
Moreover, the participants of this study were 12 students of unit 2 of the 3rd batch of English Department Students of IAIN Lhokseumawe. To get the sample, the researcher assigned the compatible criteria of the respondents, as follows; first, the subject of this study was a group of students originating from English department students who study English grammar. Second, the research subject was straightforward to discover. Last, the subject of this study had a clear understanding of the term ice breaker. In addition, questionnaires with a Likert scale were disseminated to collect the primary data of this study. These questionnaires were designed to collect participants' opinions on the use and effectiveness of employing icebreakers in grammar classes.

Data Analysis
Finally, the data were analyzed descriptively through several steps, including; data collection, data display, and verification (Miles & Huberman in Sugiyono: 2016). First, is data collection. Data collection refers to the process of choosing, simplifying, abstracting, and transforming the necessary data that has been collected. Then, the researcher calculated the result of the questionnaire. In data display, the researcher illustrated the result through bar charts and analyzed it by comparing it with the previous relevant studies. The last was verification. In this case, the researcher figured out the conclusion. To determine the percentage of questionnaire results, the researcher used the following formula:

$$\text{Index \%} = \frac{\text{Item score}}{\text{Total of respondent}} \times 100$$

Results
Distributing questionnaires to gain some information on students' perspectives towards the icebreakers had been done. It was also used to identify the level of agreement on the importance and effectiveness of ice-breaking. The questionnaire findings were sorted into four unique categories based on the level of agreement: (1) strongly agree, (2) Agree, (3) Disagree, and (4) strongly disagree. These responses were useful in determining how students looked at the effectiveness of icebreakers used in their classes. Here are the questionnaire results:
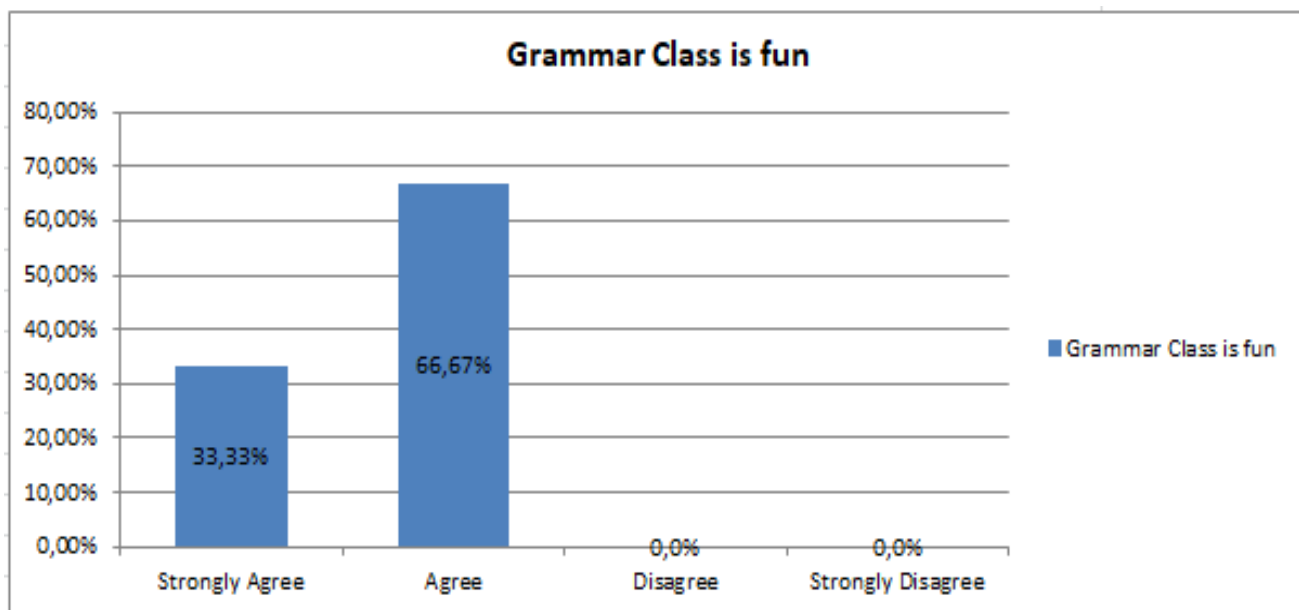
Questionnaire Result

Chart 1. Grammar class leads so much fun

The diagram above illustrates that several learners expressed their positive thoughts and attitudes toward the grammar class. Even though it is quite difficult, students did not encounter painful learning experiences toward this subject. Learners enjoy learning grammar since grammar class provides fun learning materials and practical activities and is full of attractive situations. Notably, 33.33% of learners highly agreed, while 66.67% agreed, confirming the positive nature of their grammar class experiences.
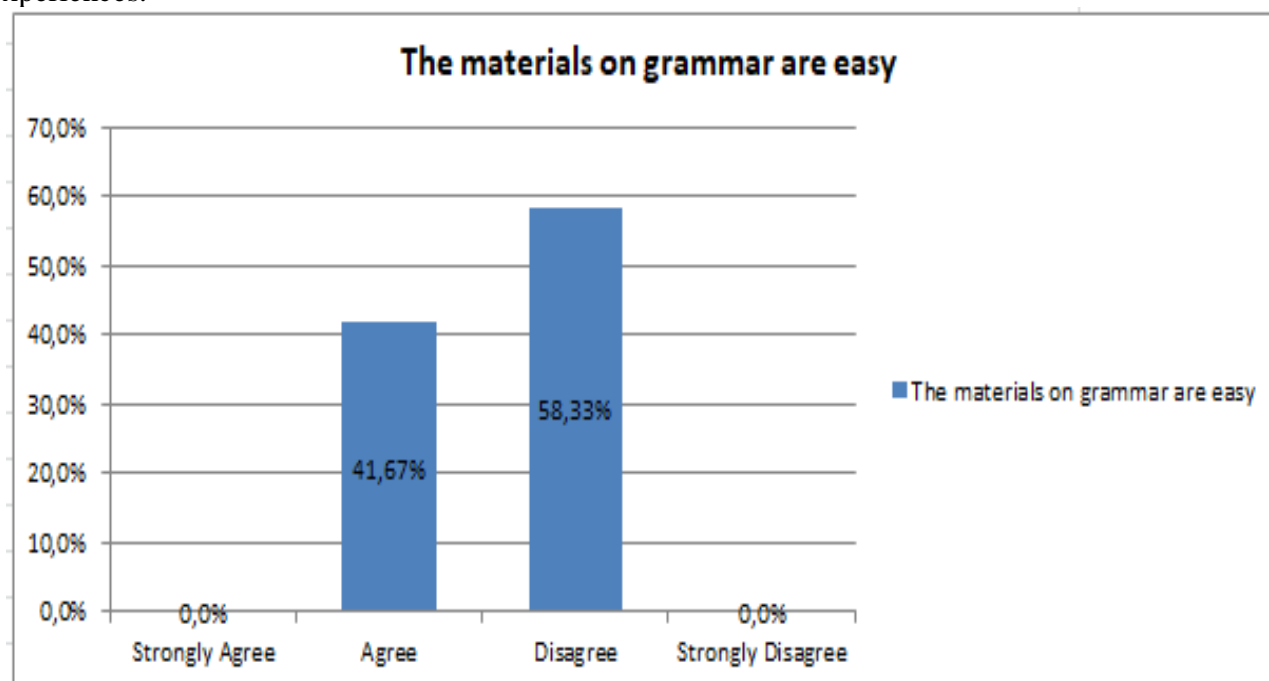
Chart 2. The materials on grammar are easy

The result of the 2nd chart shows that 41.67% of students agreed that the materials in grammar class are easy, and 58.33% of students proposed their disagreement. This statement indicates that more than half of students are assured that materials in grammar class are complicated. They have some problems getting used to different topics in grammar. It means that some of them required an effort to

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understand the materials on grammar. Acquiring Grammar becomes challenging for some students. Therefore, using appropriate strategies will help them engage with the whole activities in grammar class. Applying ice breakers in grammar class encourages students to do peer interaction to identify and correct grammar mistakes.
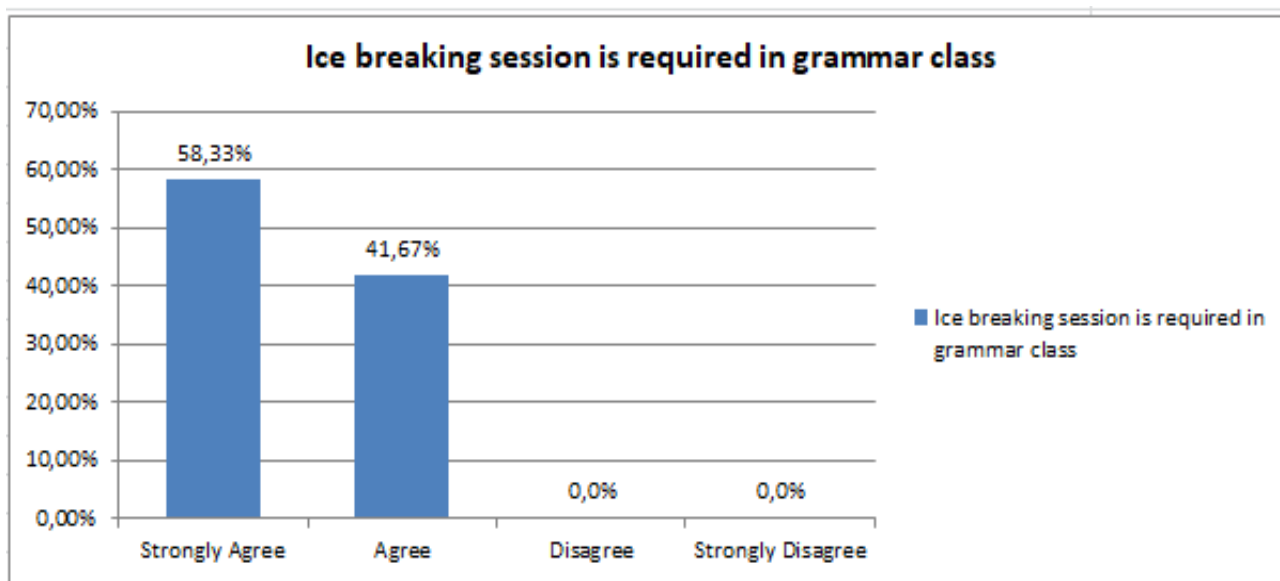

Chart 3. Ice breaking session is required in grammar class

Regarding materials on grammar being slightly difficult, this result answered students' necessity to obtain a problem-solving towards the previous figure. This figure indicated that 58.33% of students showed their strongly agree that ice breaking session is required to break down the difficulties in learning grammar. It is supported by the result of 41.66% of students agreed with that statement. The result strongly suggests that implementing ice breakers in grammar is critical. It meant that ice-breaking is really important to be implemented in grammar class. It is in line with the study drawn by Aniuranti (2021) that ice breaker significantly effect on teaching and learning for EFL learners to overcome the problematic components of English like Grammar. Engaging activities at the start of the class can capture students' attention to focus and involve in grammar lesson.
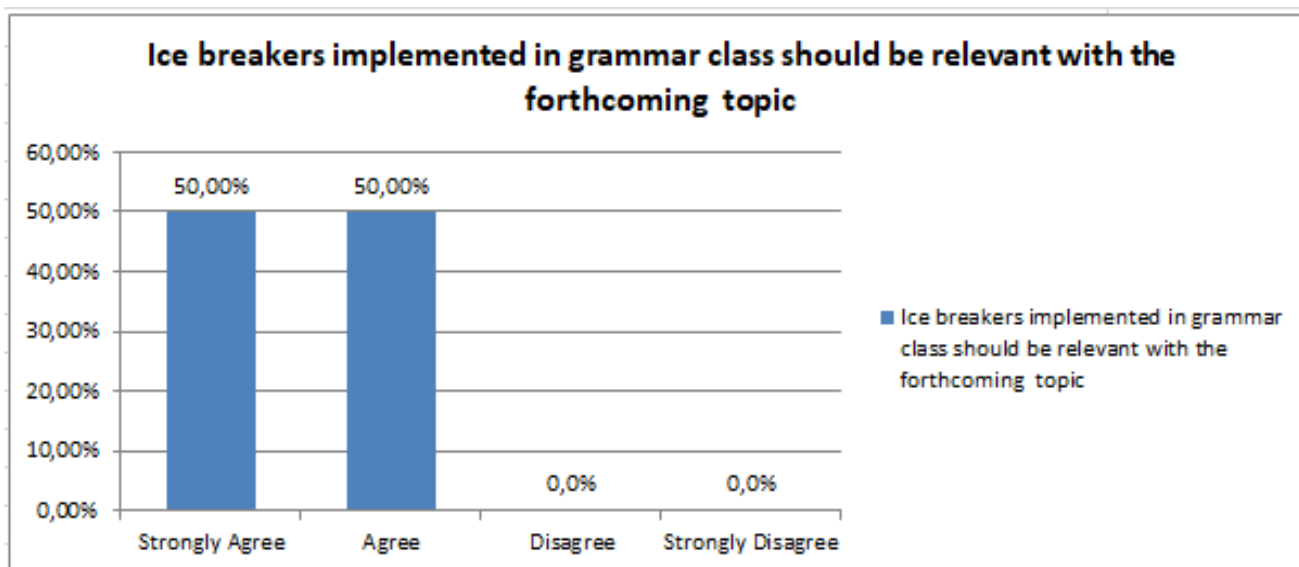

Chart 4. Ice breakers implemented in grammar class should be relevant to the forthcoming topic

The diagram shows that 50% of students strongly agree and 50% of students expressed their agreement. It means that doing ice breaker activities in grammar class must be relevant to the topic. Panggua (2016) states that influential and effective icebreakers can assist teachers in conducting a joyful classroom atmosphere. A well-chosen icebreaker can boost the mood, but an unfavourable chosen icebreaker leads the students to feel uncomfortable. Ice breaker activities must foster a sense of comfort feeling. An appropriate icebreaker plays an important role in fostering active participation among students during the session.
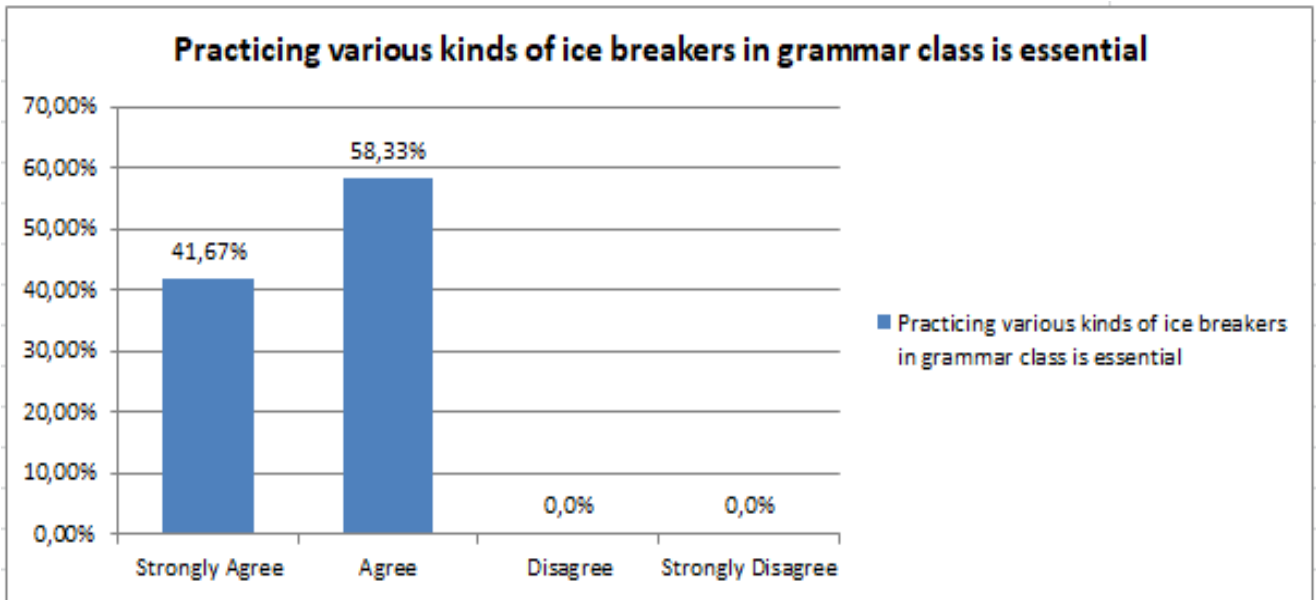

Chart 5. Practicing various kinds of ice breakers in grammar class is essential

Teachers, as professional directors in the classroom, may do easy icebreaker activities. The icebreaker drill should be comprehended by all the students. Furthermore, the diagram shows that 41.67% of students conveyed that they strongly agree with having various kinds of icebreakers activities. Then, 58.33% of students stated their agreement. The students' collective response demonstrates a strong preference for a variety of icebreaker activities in the classroom context.
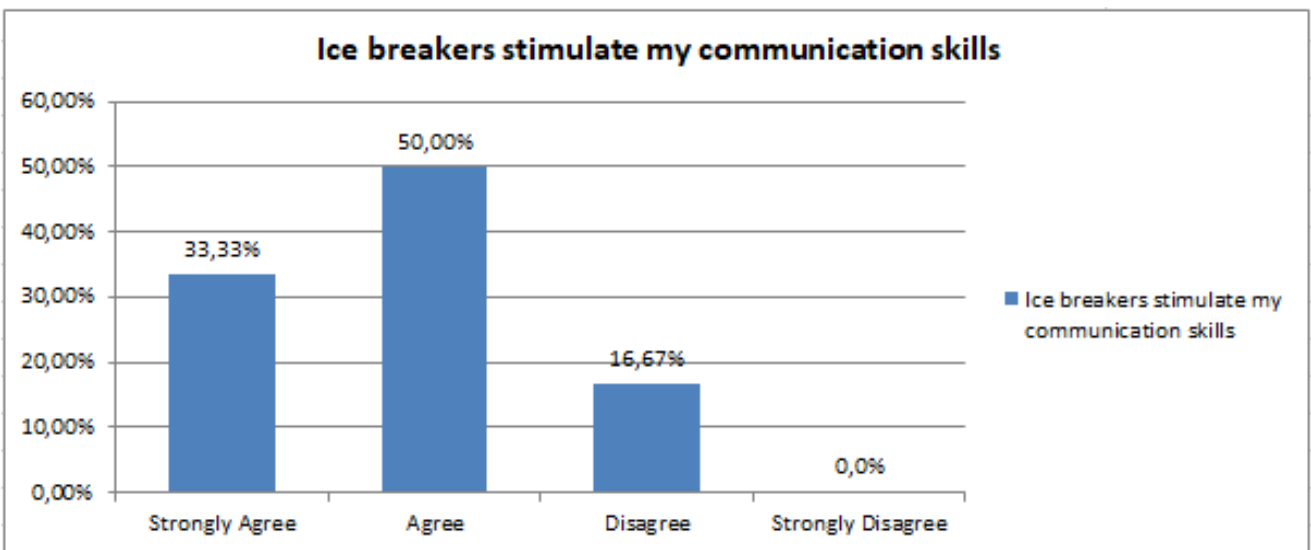

Chart 6. Ice Breakers stimulate my communication skill

Chart 6 demonstrates the influence of icebreakers on students' communication skills. It is clearly explained in the diagram that 33.33% and 50% of students felt the effect of icebreakers on their

communication skills. Then, 16.67% of students expressed their disagreement. It can be concluded that most of the students acknowledged the positive impact of icebreakers on encouraging better communication skills. According to Yeganehpour & Takkaç (2016), the utilization of ice-breaking contributes to breaking down language barriers during communication among EFL learners. Icebreakers have been shown to encourage students to develop interpersonal skills, particularly when they participate in group activities.
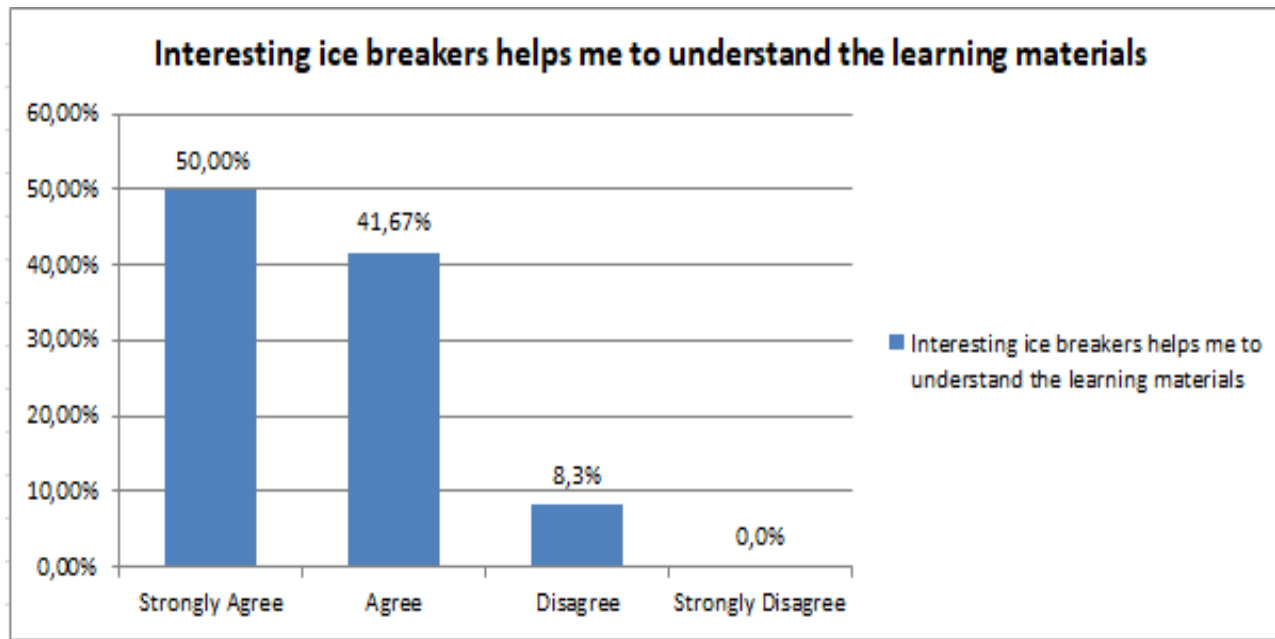

Chart 7. Interesting ice breakers helps me to understand the learning material

The diagram illustrated that more than 90% of students assumed that interesting icebreakers help them to understand the materials. Icebreakers have a positive effect on understanding knowledge. On the other hand, there are 8.33% of students showed their disagreement with this case. It is indicated that whether using ice breakers or not, is unhelpful. As a prompter, teachers should have selective icebreaker activities to support their pedagogical goals, particularly when it comes to reducing grammar-related difficulties. Icebreakers can be an effective strategy for supporting educational objectives and facilitating better comprehension among students. So, an interesting ice breaker often involves authentic language use where the students try to form, identify, and correct grammar mistakes.
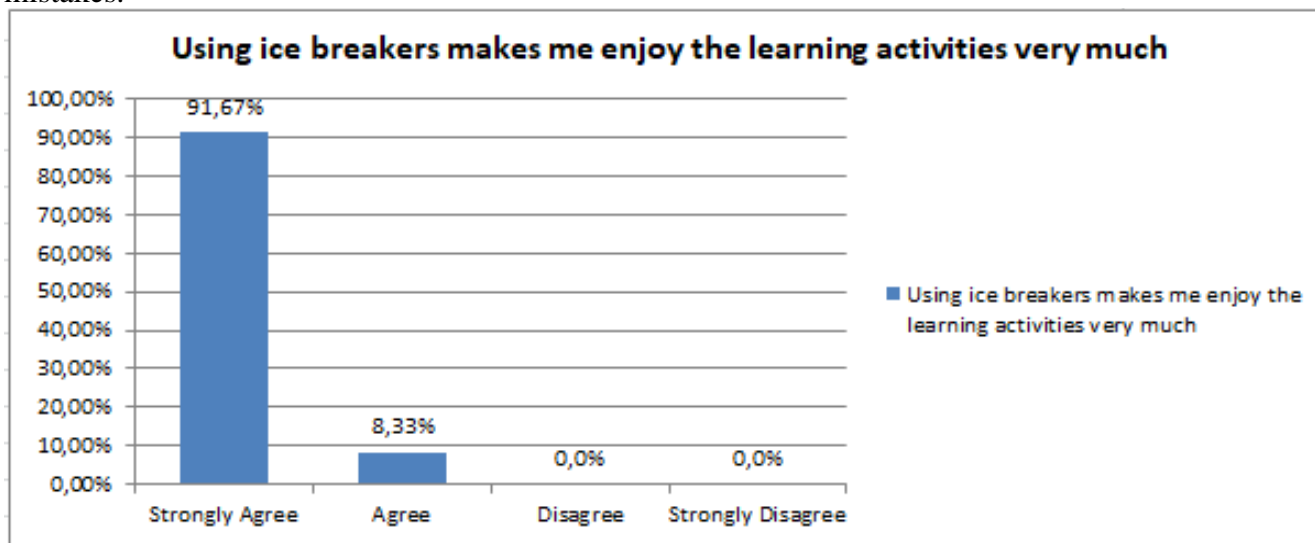

Chart 8. Using Ice breakers makes me enjoy the learning activities very much

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This chart displayed a diagram of students' enjoyment of learning activities after drilling icebreakers. 91.67% and 8.33% of students claimed that icebreakers make them enjoy learning grammar. Besides, 0% of students could not feel the effect of icebreakers on their learning activities. Several studies revealed that the usage of ice breakers bring positive effect and learning experiences towards the teaching and learning process at the level of increasing students' motivation and enthusiasm and increasing students' speaking activities.
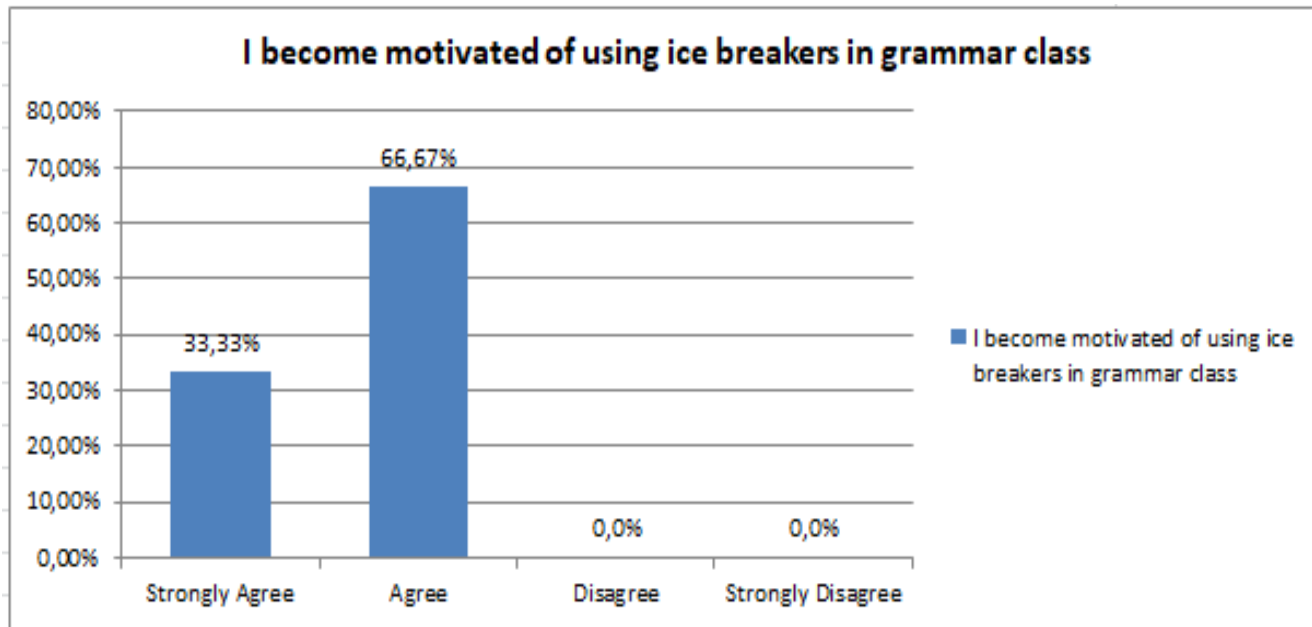

Chart 9. I become motivated of using ice breakers in grammar class

Icebreakers do not merely make students enjoy the learning, but it also motivates them to be serious in mastering the lesson. It is proved by the result in diagram that 33.33% and 66.67% of students felt motivated to the use of icebreakers in grammar class. Pranata, et.al (2021) describe that motivation and ice breaking are closely related to show learners' enthusiasm about the topic area of learning.
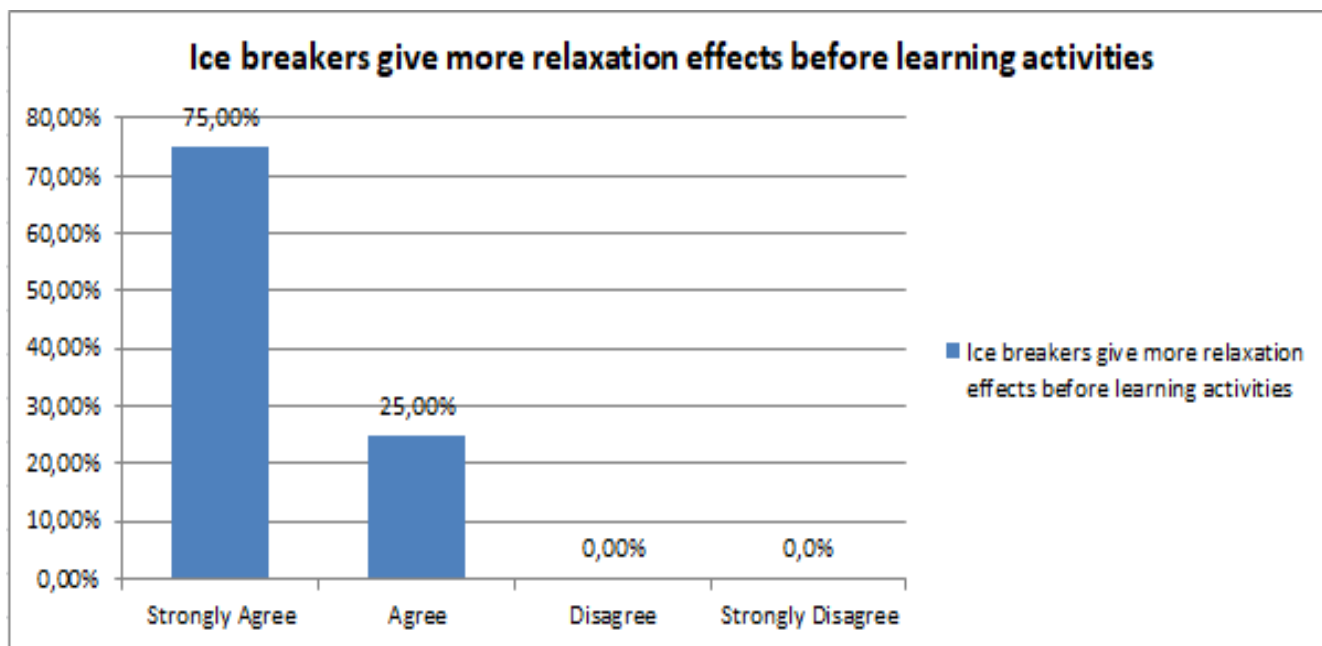

Chart 10. Ice breakers give more relaxation effects before learning activities

Chart 10 explains that icebreakers can be a way to reduce students' stress and anxiety before, during, and after the teaching and learning process. It is proven by the students' answers on this data that 100% of students can be more relaxed as long as icebreakers are applied before learning activities. It is in line with the study conducted by (Mahmud et al., 2023) that, the icebreaker is an activity that has a substantial impact on several aspects of the teaching and learning process. It eliminates saturation, improves enthusiasm, and creates a fun and interesting atmosphere. Thus, students are ready to involve themselves in learning activities.
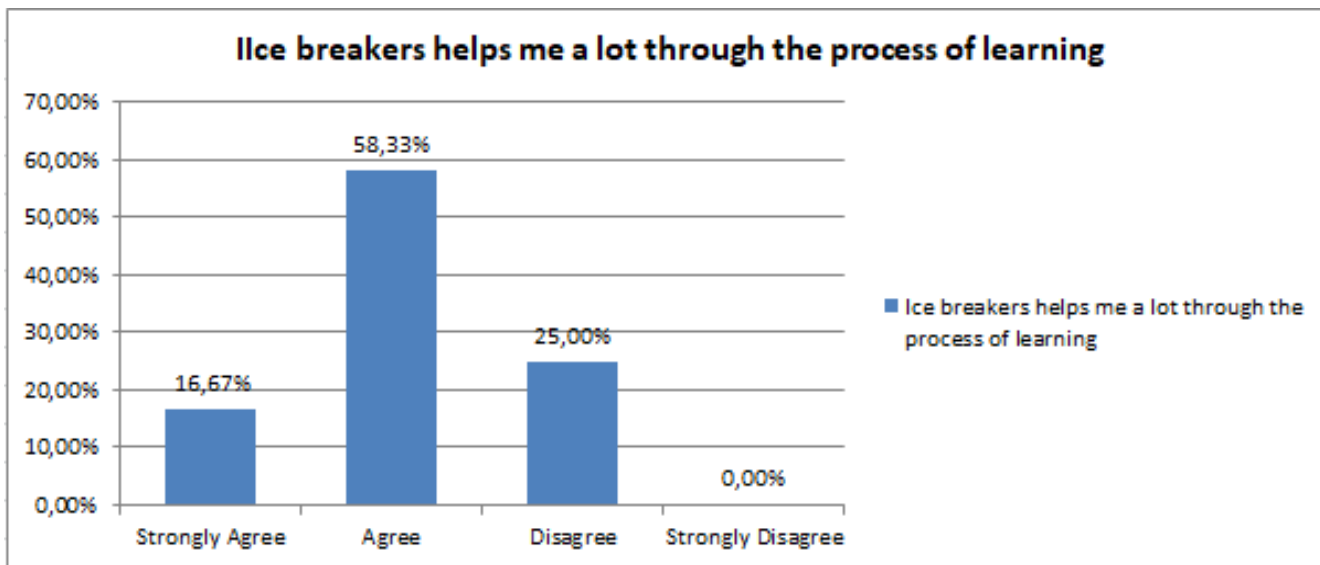

Chart 11. Ice breakers help me a lot through the process of learning

The diagram illustrated that 75% of students believed that icebreakers help them to pay attention to the whole teaching and learning activities. Icebreakers help them a lot to get a good achievement. On the other hand, 25% of students remarked that icebreakers did not help them in the process of learning. Generally, icebreakers promote some advantages in the process of learning (Rahmayanti et al., 2019). When the ice breaking is conducted during pre-teaching activity, it will enhance students' enthusiasm for learning a lesson (Hutasoit & Tambunan, 2018). While it is conducted in the main teaching activities as an energizer, it will reduce students' stress and anxiety (Forbes & Greene in Yeganehpour, 2017). Moreover, when it is conducted in the post-teaching activities, the icebreakers function to increase communication skills to check students' comprehension of the topic.
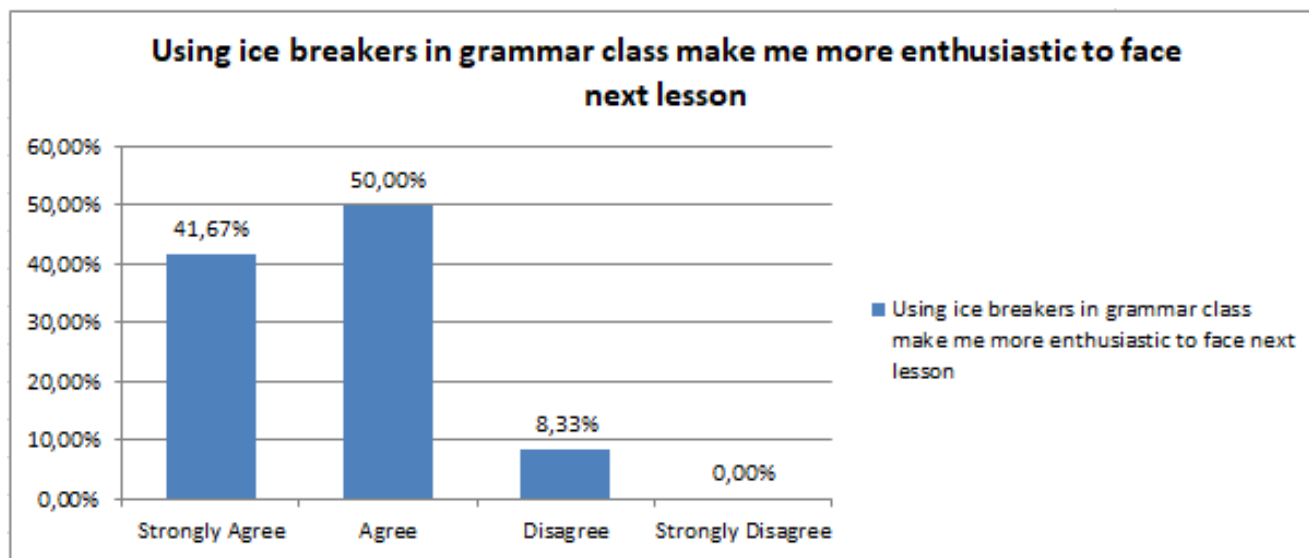

Chart 12. Using Ice breakers in grammar class make me more enthusiastic to face next lesson

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The diagram figures out students' enthusiasm towards facing the subsequent lesson after engaging in icebreaker activities. Many students felt that icebreakers provided energy to get ready to join the next lesson. It is indicated by the number of agreement levels that 91.67% of students agreed that icebreakers significantly boosted their enthusiasm for the following lesson. On the other hand, it was only 8.33% showed their disagreement with this case. This widespread agreement among students underlines the importance of icebreakers in motivating and preparing students for forthcoming lessons.

Discussion

In this part, the research elaborates on the data findings based on the previous section. Lining back to the research question is considered important. The research question is as follows: What are students' perspectives on the utilization of icebreakers in grammar class? This section aims to provide a thorough analysis and discussion of the collected data concerning understanding students' perspectives on the use of icebreakers in grammar classes.

Concerning the result of the questionnaire data, it indicates that icebreakers are a substantial technique to overcome language barriers, create a joyful learning environment, provide personal satisfaction of a lively mood, enhance students' interest in mastering grammar, relieve some pressure, and boost EFL learners' motivation. Due to the difficulties in comprehending English Grammar, the utilization of ice breakers is successful in eliminating EFL learners' negative attitudes. Icebreaker also accelerates the process of gaining the ultimate goals of teaching and learning. Haryono as cited in (Rezki et al., 2022) said that ice-breaking plays a crucial role in increasing students' cognitive development and also their creativity. Thus, the implementation of icebreakers in grammar class is extremely helpful for EFL Learners who constantly struggle in constructing grammatical structures of English. This study is closely related to Aniuranti's (2021) study revealed the positive impact of implementing icebreakers through various activities on English language learning, specifically a problematic component like grammar.

Moreover, ice breaker assists the teachers in building a situation to prepare students to become ready to learn a subject. As a result, Preparedness influences the students' learning outcomes. Creative teachers should provide numerous icebreaker activities to prevent students' boredom. Selecting an adequate icebreaker helps the students to encounter the upcoming lesson. In line with the issue of ice breakers, Amalia (2020) states that ice breakers present the ability to sustain prolonged physical and mental power to receive information and teaching material conveyed by the teacher. It is important for the students to feel comfortable in class because they learn much better when they are focused. The existence of an icebreaker maintains students' focus and enthusiasm during the process of teaching and learning.

Kania et al (2023) in their study add that as a dynamic activity, an ice breaker works to lighten students' moods, fulfill enthusiasm, and increase their interest in exposing fun and meaningful language classroom atmosphere. Thus, it supports students in generating their ideas in acquiring language and constructing some sentences in grammar subjects. Consequently, students become more courageous to deliver their thoughts and express their feelings.

Ice breakers allow the students an opportunity to form advanced teambuilding activities. It will give the students new insight and build interpersonal communication skills. In addition, a study entitled "The Use of Icebreakers and Games for Interactive Online Learning" (Felani, 2022) showed that the implementation of icebreakers during the class sharpens the quality of interaction among the students. It requires EFL Learners to comfortably interact with each other. As a result, it brings a positive impact on students' responsibility as a decision maker during learning.

Other noteworthy research revealed the benefit of icebreakers in language classrooms. Farwati et al (2018) state that icebreakers do not merely offer pleasure in learning circumstances, but also heighten their encouragement to learn English. Psychological factors can be a trigger in the teaching and learning process. In this case, Tanveer in Fitriah & Muna (2019) says that EFL learners persistently express an emotion of depression, fearfulness, or restlessness in conceiving how to communicate in English. These psychological factors showed some potential issues for EFL learners due to the way they receive a language that impacts the process of language acquisition and production.

Concerning language teaching and learning, identifying an appropriate learning strategy and discovering factors that might affect the difficulties of learning is one of many possible ways that English teachers can help students become successful learners. Even though there is no definite research to confirm the best way to teach English Grammar, Ice Breaker presents some activities to support the established objective. The teacher can employ any kind of ice breaker activities for all different language proficiency, such as in basic, intermediate to advanced levels to improve their language acquisition (Yeganehpour, 2017), especially in acquiring English Grammar.

The primary limitation of this study should be acknowledged. First, several respondents proposed their perspectives on the use of icebreakers in English grammar were restricted. Additionally, the instrument of collecting the data that was available in this research is measly. The researcher instrument utilized to collect data was insufficiently diverse, relying entirely on a questionnaire. It is recommended for further researchers to get a larger number of representative respondents in a diverse population and add other data collection techniques as a supportive instrument. Finally, this study provides the pedagogical implication that icebreakers can be a powerful teaching medium if they are implemented correctly.

Conclusion

The main purpose of this research was to find out EFL Learners' perception towards the utilization of ice breakers in grammar class. Regarding the result of the questionnaire, the researcher found that EFL Learners have a positive perception of the use of icebreakers in grammar class. They considered icebreakers as useful and interactive language teaching and learning activities. Implementing ice breaker activities at pre-, main, and post-teaching in grammar class strengthens EFL learners' linguistics, social, and physiological development. In addition, applying icebreakers in grammar class offers numerous benefits for students, including creating a comfortable classroom setting, improving students' engagement, and increasing students' confidence in utilizing the use of the English structure. Icebreakers also promote collaborative learning. Students can build peer interaction, learn from each other, and practice grammar in social settings. A well-designed icebreaker in grammar fosters students' creativity in forming sentences in any situation. Such as incorporating grammar in a role-play activity.

Furthermore, icebreakers play an important role in stimulating EFL learners' readiness. Selecting an icebreaker that aligns with the lesson material, caters to student's needs, and considers their backgrounds is crucial. As a result, a sequence activity of icebreakers is highly emphasized in EFL classrooms to break down the language barriers and avoid learners' poor performance. Therefore, teachers necessarily concentrate much on the student's learning development. These findings also point out that the students perceive icebreakers as an influential factor in sharpening students' active learning and refreshing students' thoughts. However, Ice breakers also have drawbacks. It takes much time to apply in grammar class. If it is not carefully designed, icebreakers may lead the students to focus on the game rather than the objective of learning grammar. Finally, the Teacher may select appropriate icebreakers to support pedagogical implications for addressing various issues encountered in grammar classrooms.

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