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# The Implementation of Brain Breaks in ESL Classrooms: A Study among Diploma Students at Politeknik Ungku Omar

Nur Shazwani Shuhami<sup>1</sup>, Kaniselvi Arasu<sup>2</sup>, Wan Zara Natasha Wan Mohd Isa<sup>3</sup>

<sup>1</sup> Politeknik Ungku Omar, Ipoh, Perak, Malaysia

E-mail: [nurshazwani@puo.edu.my](mailto:nurshazwani@puo.edu.my)

<sup>2,3</sup> Politeknik Ungku Omar, Ipoh, Perak, Malaysia

E-mail: [kaniselvi@puo.edu.my](mailto:kaniselvi@puo.edu.my) [w.zaranatasha@puo.edu.my](mailto:w.zaranatasha@puo.edu.my)

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## *Abstract*

Maintaining students' attention during prolonged classroom sessions remains a challenge in higher education, particularly in English as a Second Language (ESL) contexts where learners engage in multiple cognitive tasks simultaneously. This study investigates the implementation of brain breaks in Technical English classrooms among diploma students at Politeknik Ungku Omar (PUO), Malaysia, and examines their effects on students' focus, engagement, and overall classroom experience. A quantitative research design was employed, involving 60 diploma students who completed a Likert-scale questionnaire at the end of the semester. The data were analysed using descriptive statistics, including mean, variance, and standard deviation, alongside reliability testing using Cronbach's Alpha. The findings reveal that students generally perceive brain breaks as beneficial, with high mean scores indicating improved concentration, reduced cognitive fatigue, and enhanced engagement during lessons. The study concludes that structured brain break activities serve as an effective pedagogical strategy for sustaining attention and promoting active learning in extended ESL classroom sessions.

**Keywords:** *brain breaks; ESL classroom; student engagement, attention; Technical English*

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