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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE

PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

“THE USE OF WARM-UPS IN TEACHING ENGLISH”

Research project before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major.

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DECLARATION OF AUTHORSHIP

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Furthermore, I certify that the ideas, concepts, procedures, and results presented in this research work are solely my responsibility.

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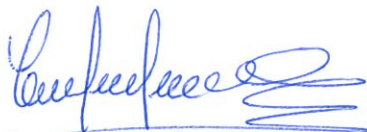
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As the Tutor of the Research Project titled:

“THE USE OF WARM-UPS IN TEACHING ENGLISH” by Jiménez Atiaja Jesús Fernando and Guanoluisa Míse Marco Fabián, from the Department of National and Foreign Language Pedagogy English Major, I believe that the aforementioned Research Report deserves approval endorsement for meeting the technical standards, translation, and prescribed formats, as well as for incorporating the observations and recommendations proposed during the pre-defense.

Pujilí March 2024



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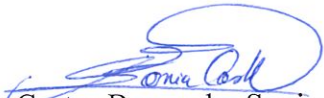
APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE

As the Readers' Committee, we hereby approve the present Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi and its Pujilí Extension. The applicants, Jesús Fernando Jiménez Atiaja and Marco Fabian Guanoluisa Mise with the title of the Research Project: **“THE USE OF WARM-UPS IN TEACHING ENGLISH”**, have taken into consideration the recommendations issued in a timely manner and possess sufficient merits to undergo the thesis defense.

Based on the aforementioned, authorization is granted to record the corresponding files on a CD, in accordance with institutional regulations.

Pujilí March 2024

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GRATEFULNESS

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Jesús and Marco.

DEDICATION

I dedicate this project to my parents who have been my pillar to continue studying, and I also thank my siblings who, despite the difficult times I went through, were always with me and helped me to get ahead. Finally, I thank Erika Medina, who was the most wonderful person who helped me in every moment I needed it, for the great patience and affection she showed me until the end of this great achievement.

Jesús Jiménez

DEDICATION

I dedicate this project to my parents, who have been my pillar to continue studying. To my father, for proudly supporting my decisions to pursue a career, and to my mother, because without her support, I wouldn't have achieved all of this. Their blessing has been my greatest amulet to move forward; they have protected me and always guided me down the right path. Thanks to them, I have come this far, and with my effort and their support, I will achieve everything I set out to in the future.

Marco Guanoluisa

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ EXTENSION

THEME: “THE USE OF WARM-UPS IN TEACHING ENGLISH”

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ABSTRACT

In English language teaching, integrating warm-up activities is crucial for creating engaging and effective learning classes. The purpose of this research is to determine students' perceptions of the use of warm-ups in teaching the English language at Ramon Barba Naranjo Educative Unit in August 2023 and February 2024. This is a descriptive - quantitative study. The instrument for data collection was a survey with a questionnaire adapted from Lengari and Pavita (2023). The questions consisted of three categories: (1) warming up and principles, (2) background knowledge of warming up activities, (3) Motivation and warming ups. The participants were 90 male and 36 female students. The data were analyzed using the Excel program. This research showed that consistent and appropriate application of warm-up brings clear benefits. First, the application of warm-ups is beneficial when it is used or applied with correct principles. Second the warm-ups contribute to prepare the body and mind to keep them active and mentally prepared to start the class. It also helps to connect new knowledge with old one. In addition, warm-ups create a positive classroom environment perfect for interaction between students and teachers. Finally, warm-ups increase the motivation of the students by helping them to start the class with enthusiasm. Once the students feel motivated, they start to participate more in class and concentrate on learning more English. In conclusion, warm-ups in language teaching enhance class atmosphere, activate prior knowledge, and reinforce past lessons. They promote routine, communication, and language skill development. So, it is relevant to apply effective warm-ups in classes.

Keywords: Background knowledge, Learning English, Motivation, Principles, Warm-ups.

AVAL DE TRADUCCIÓN

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: **"THE USE OF WARM-UPS IN TEACHING ENGLISH"** presentado por: Jiménez Atiaja Jesús Fernando y Guanoluisa Mise Marco Fabián, egresadas de la Carrera de: **Pedagogía De Los Idiomas Nacionales Y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Pujilí, marzo del 2024

Atentamente,



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UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TITULO: EL USO DE LAS ACTIVIDADES DE CALENTAMIENTO EN LA ENSEÑANZA DEL IDIOMA INGLÉS

Autores:

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RESUMEN

En la enseñanza del idioma inglés, la integración de actividades de calentamiento es crucial para crear clases de aprendizaje efectivas y atractivas. El propósito de esta investigación es determinar las percepciones de los estudiantes sobre el uso de calentamientos en la enseñanza del idioma inglés en la Unidad Educativa Ramon Barba Naranjo en agosto de 2023 y febrero de 2024. Este es un estudio descriptivo-cuantitativo. El instrumento para la recolección de datos fue una encuesta con un cuestionario adaptado de Lengari y Pavita (2023). Las preguntas consistieron en tres categorías: (1) calentamiento y principios, (2) conocimiento previo de las actividades de calentamiento, (3) motivación y calentamientos. Los participantes fueron 90 estudiantes hombres y 36 mujeres. Los datos fueron analizados utilizando el programa Excel. Esta investigación mostró que la aplicación consistente y apropiada del calentamiento conlleva beneficios claros. Primero, la aplicación de calentamientos es beneficiosa cuando se utiliza o aplica con principios correctos. Segundo, los calentamientos contribuyen a preparar el cuerpo y la mente para mantenerlos activos y mentalmente preparados para comenzar la clase. También ayuda a conectar los nuevos conocimientos con los antiguos. Además, los calentamientos crean un ambiente positivo en el aula perfecto para la interacción entre estudiantes y profesores. Finalmente, los calentamientos aumentan la motivación de los estudiantes al ayudarlos a comenzar la clase con entusiasmo. Una vez que los estudiantes se sienten motivados, comienzan a participar más en clase y se concentran en aprender más inglés. En conclusión, los calentamientos en la enseñanza de idiomas mejoran el ambiente en clase, activan el conocimiento previo y refuerzan las lecciones pasadas. Promueven la rutina, la comunicación y el desarrollo de habilidades lingüísticas. Por lo tanto, es relevante aplicar calentamientos efectivos en las clases.

Palabras claves: Conocimientos previos, Aprendizaje del inglés, Motivación, Principios, Calentamientos

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1. General Information

Theme:

The use of warm-ups in teaching English

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Ending Date:

February 2024

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Ramón Barba Naranjo Educative Unit

Sponsoring Faculty:

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Sponsoring career:

National and Foreign Language Pedagogy: English

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Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

Research Group:

Jiménez Atiaja Jesús Fernando and Guanoluisa Mise Marco Fabián.

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Research line of the career:

Education, Linguistic, and Culture.

2. Problem Statement

At the beginning of each class, every teacher must start using warm-up activities. According to Thai and Nguyen (2022), A warm-up serves as an introductory step towards the lesson at hand, making it a vital element of English teaching and learning. Its purpose is to orient students at the outset of a session. Ponce et al. (2020) agree that “warm-up strategies are the key to success in the teaching-learning process of the English language because through them it is possible to achieve the goals and covers students’ learning needs” (p.84). In the teaching-learning process, the motivation that learners acquire through warm-up activities is crucial. According to Đỗ Thị (2013), motivation plays a fundamental role in encouraging learners to maintain their commitment during the learning process.

For such a reason, it is considered a very important factor that enables one to become even better in the process of language learning. Furthermore, the most common warm-up activities that attract students' attention are quizzes, songs, cards, bingo, and hangman. When using warm-up activities, it is also necessary to include activities related to the topic, activities with physical movement but that also requires intelligence, and activities that review the previous topic, since this creates a cheerful atmosphere in class. In turn, students perform the tasks with more enthusiasm because sometimes they are not motivated in the usual way that teachers use in class, i.e., they just ask questions about the current topic and do nothing else (Đỗ Thị, 2013).

While warm-ups are commonly used by teachers, there is a notable gap in the Ecuadorian context, especially at Ramón Barba Naranjo Educative Unit, regarding students' perceptions of these activities. Understanding how students perceive and interact with warm-ups can provide valuable information for teachers, curriculum developers, and educational policy makers who strive to optimize language teaching methodologies. Hence, if this problem is not made visible, teachers would not realize the importance of the students' perceptions about the use of warmups at the beginning of each class and this in turn would lead to a lack of interest ,motivation and participation by the students to learn a second language, in this case English as evidenced by Savaş (2016), concluded that by utilizing warm ups,

their classes could become environments in which the collaboration between students and teachers could be more effective; which were also suggested by their students.

For these reasons, this research aims to determine students' perceptions of the use of warm-ups in teaching the English language at Ramon Barba Naranjo Educative Unit in August 2023 and February 2024. This research topic is relevant in the English language teaching area because teachers should take into account the use of warm-ups to start with a good classroom environment and to get more motivation from the students to develop different English language skills as Paulikova (2018) mentions in her study that teachers' creativity in the classroom when applying appropriate warm-ups is what allows students to gain and maintain motivation and helps them in the development of their English language abilities.

- What are the principles of warm-up activities that pre-service teachers applied in teaching English?
- What are the benefits of the use of warm-ups in teaching the English Language?

3. Objectives

3.1 General Objective

To determine students' perceptions of the use of warm-ups in teaching the English language at Ramon Barba Naranjo Educative Unit in August 2023 and February 2024.

3.2 Specific Objectives

- To analyze the theoretical framework of the warm-up activities in teaching a language.
- To determine the principles of warm-up activities that pre-service teachers applied in teaching English.
- To identify the benefits of the use of warm-ups in teaching the English Language.

4. Activities and Task System About the Objectives Proposed.

Specific objective	Activities	Verification Means
To analyze the theoretical framework of the warm-up activities in teaching a language	-Select primary and secondary resources -Read and select important content -Write	Theoretical framework
To determine the principles of warm-up activities that pre-service teachers applied in teaching English	-Data collection -Data analysis with Excel -Discussion	Questionnaire Conclusions Recommendations
To identify the benefits of the use of warm-ups in teaching the English Language	- Data collection -Data analysis with Excel -Discussion	Conclusion Recommendations

5. Justification

Nowadays, according to Velandia (2008) the use of warm-ups in English language teaching contributes positively as these activities are designed to capture students' attention from the very beginning of the lesson. Interesting and engaging help focus students' attention on learning and set a positive tone for the lesson. Warm-ups create a positive atmosphere by starting the class with a warm-up activity that contributes to establishing a positive and welcoming learning environment. This can influence the overall mood of the students and promote a more receptive approach to teaching. Velandia (2008) claims that “using warm-up activities is an effective way of helping students to begin the English class daily” (p.20).

According to Hartina (2020), warm-ups also help to activate prior knowledge as this is essential to connect new concepts with what students already know thus facilitating comprehension and retention of information. With the help of warm-ups, students become familiar with the language in a relaxed manner establishing routines as students become accustomed to starting the class in a specific way which creates a sense of security in them. This is why a good warm-up can motivate students and generate a positive attitude towards learning English. Akther (2014) says that “using warm-up establishes a good relationship between students and teachers and sets a positive learning environment for the students to make them comfortable in the classroom” (p.40).

Therefore, the present research is important because it provides information from the student's perspective in the use of warm-ups. This research helps teachers to understand how students view warm-ups and see the benefits of using them in classes. Also, this project is important because it contributes to understand the importance of motivation to learn a language and one way to motivate students are by applying warm-ups activities. At the same time, this help teachers to become aware of the use of warm-ups at the beginning of the class since it helps to improve learning. The beneficiaries of this project are students and teachers.

The students, as they are the ones to whom the warm-ups are applied, and the teachers, as they know the benefits of using the warm-ups in the classroom, contribute to this research work. This research is feasible given our possession of bibliographic information on warm-ups and our ability to collect data from the students.

6. Scientific and Technical Foundation

6.1 Background

Mukarromah (2019) investigated teachers' perceptions of the role of warm-up activities in developing the students' metacognitive knowledge. The participants were six English teachers from different schools in Surabaya. The researcher used a qualitative design using a descriptive approach. In this research, the data were obtained by interviewing six English teachers. The interview was conducted

according to the theory of warm-up activities to develop metacognitive knowledge. The results of the research were analyzed in three subsections: the types of warm-up activities, the ways of using warm-up activities, and the role of warm-up activities in the development of students' metacognitive knowledge. According to the research results, there were five types of warm-up activities perceived by teachers to develop students' metacognitive knowledge, namely, question and answer, games, videos, pictures, and storytelling. Finally, the warm-up exercises serve two purposes in the development of metacognitive knowledge: first, they assist students with anticipating material as a learning technique, and second, they guide students in recognizing their own learning progress as they work toward self-knowledge.

Đỗ Thị (2013) examined the ways to get students' attention at the beginning of the class using enjoyable and short activities as well as to adapt these activities successfully in the teaching process. The participants were 100 Grade 10 students at Ngoc Tao High School and 5 five teachers. In this research. There were three typically used instruments in this research: the questionnaire, the interview, and the action research method. The data were analyzed from quantitative and qualitative approaches. According to the research results “creating a happy atmosphere”, “Making the tasks more exciting”, and “Increasing the involvement of students” are perceived as the most common benefits of WAs by students at Ngoc Tao High School. The researcher concluded that most students agreed that capturing students' attention is the best way for WAs to encourage students. In addition, warming up also involves students in tackling tasks and stimulates them to succeed and gain new experiences.

Syahrul (2022) researched the students' motivation to learn English by giving warm-up activities at the beginning of class. The participants of this research were second-grade students of SMPN 2 Mangarabombang, Kabupaten Takalar. This research applied a pre-experimental design with Pre-Questionnaire, Treatment, and Post-Questionnaire. The questionnaire aimed to find the effects of warm-up activities on students' motivation to learn English. The questionnaire used an attitude scale, they were: Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D), or Strongly Disagree (SD). The participants answered the question based on their perspective and their opinions. The results of the data analysis showed that warm-up activities can create a good atmosphere and positive perspective of

students and encourage students to be involved in classroom activities. The researcher concluded that students had an awkward perspective first in learning English before treatment after the treatment they felt enjoyable and had fun in learning English. It means warm-up activities have a good effect on students' perspectives.

Lengari and Pavita (2023) determined the students' perception towards warming-up activities to boost their motivation in learning Maritime English II. The participants of this research were 18 students from the fourth-semester Engineering Program at Akademi Maritim Nusantara Cilacap. This research used a descriptive-qualitative method. The data for this study was collected through observation and questionnaires. The questions consisted of three categories that indicated the students' perception toward warming-up activities; they were (1) Indicators of Warming-up and Principles, (2) Indicators of Background Knowledge of Warming-up Activities, and (3) Indicators of Motivation and Warming-up Activities. The study results showed that the students have positively perceived the warming-up activities as a way to help motivate them in learning Maritime English II.

Safriyani et al. (2020) investigated how students' perception of using games as warming up in learning English process in Eight grade at MTs Nurul Islam Pongangan Gresik the design of this research is qualitative research and quantitative research. The participants were thirty-two who are from class A of Eighth grade at MTs Nurul Islam Pongangan Gresik. To collect the data, the researcher used interview questions to five students randomly in eight classes, shared a questionnaire with thirty-two students in A-class, and literature review to support the research. According to the results, 3 out of the 32 pupils in the fifth statement have improved their speaking abilities. They said they couldn't speak English before warming up. This is a result of their lack of extensive vocabulary memorization. Their speaking skills improved after they joined warm-up, where kids who didn't do well in the game would be punished. They will be punished by having to find a companion and ask them to have casual conversations. In addition, the environment and incentive for learning English are reinforced.

6.2 Theoretical Framework

Warm Up

To teach English, teachers must apply activities that increase students' motivation throughout the class. According to Safriyani et al (2020) a warm-up is a straightforward activity conducted at the onset of a student meeting. Introducing a warm-up activity at the start of a class can heighten student engagement, foster a friendly atmosphere, boost student involvement, and captivate their attention. Furthermore, Velandia (2008) says that a warm-up activity serves as an inspiring kickoff that energizes students and encourages them to work effectively in the language class. Also, García and Martín (2004) mention that one goal of employing warm-up exercises is to activate students' prior knowledge. Additionally, Warm-up exercises encourage students to feel at ease and trust one another, which makes it easier for them to bargain for participation in additional activities (Hansen & Liu, 2005).

Classification of Warm Up.

When designing warm-ups for English language instruction, educators can consider the interests, attention spans, and developmental stages of their students. According to Cambridge (2020), the following is a list of warm-ups divided into age groups:

Primary: there are different activities such as:

Animal Mimes: which consist of students imitating animals to test one another's guesses. The purpose is to engage students with a fun, physical activity, and review animal vocabulary. The materials required for this activity are animal flash cards. This activity can be used to review other lexical sets such as jobs, sports, adjectives, and hobbies. The duration of this activity is between 10 and 20 minutes.

Teacher Says: consist of pupils pay attention to what the instructor says and follow her directions. Similar to what Simon says, however, kids must pay close attention and follow your instructions. The

purpose is to engage students with a fun, physical activity and review parts of the body and action verbs. No materials are required for this activity. The duration of this activity is between 10 and 15 minutes.

Draw It: consisting of pupils creating illustrations to aid with word guessing for other kids. The purpose is to engage students with a fun group activity and review vocabulary such as food, animal, and furniture. The materials for this activity are Student notebooks, Felt tips or marker pens for each child, and tiny whiteboards with erasable blank paper within a plastic sleeve. The duration of this activity is between 10 and 20 minutes.

Quiz: Consists of pupils responding to questions that require counting. The goal of this activity is to engage students with a fun, collaborative activity, and review numbers. For this activity, you need number flashcards. Within each group, one student should have their personal notebook and a felt-tip or marker pen to record the answers, while every student should have their individual notebook and pen for writing. The duration of this activity is between 10 and 20 minutes.

Anagrams: consist of two form words, students unscramble letters. The purpose is to engage students with a fun word game and review vocabulary and spelling. The materials for this activity are student notebooks, felt tips or maker pens for each child, and mini whiteboards The duration of this activity is between 10 and 15 minutes.

Kim's Game consists of students making an effort to recall and recognize missing items. The main goal is to engage students with a fun memory game and review common objects. The materials for this activity are flashcards or real objects, a tray to hold them, and a cloth to cover them. The duration of this activity is between 10 and 20 minutes.

Virtual Ball Games: consist of students tossing a mock ball as part of a speaking exercise. The main goal for this activity is to engage students with a fun, physical activity and review vocabulary or grammar such as colors, hobbies, food, I like, He/she likes. No materials are required for this activity. The duration of this activity is between 10 and 15 minutes.

Lower Secondary, there are different activities such as:

Think of Five Things: consisting of students engaging in a game of competitive vocabulary. The main goal of this activity is to engage students with a fun, competitive activity, and review vocabulary. The materials required are each student can use their own notebook and pen. The duration of this activity is between 10 and 20 minutes.

Pictograms: consist of after creating a word, students illustrate the letters with drawings. The main purpose of this activity is to engage students with a fun drawing activity and review vocabulary and spelling. The materials required are student notebooks, felt tips, or marker pens for each child, and mini whiteboards that can be wiped clean. The duration of this activity is between 10 and 20 minutes.

One-Word Stories: This activity involves students collaboratively crafting a story one word at a time. The primary aim is to immerse students in an enjoyable storytelling exercise while prompting the use of language essential for narrative construction. The material required is unusual pictures to add challenge. The duration of this activity is between 10 and 20 minutes.

Correct Me: consists of students revising factually incorrect statements to practice contrastive emphasis. The purpose is to engage students with a fun speaking activity and practice contrastive stress. The materials required are that each student can use their own notebook and pen. The duration of this activity is between 10 and 20 minutes.

Compare It: consisting of students collaborating to compare images The main aim is to engage students with a fun group activity and practice comparative structures. The material required is Pictures of things to compare. The duration of this activity is between 10 and 20 minutes.

The First Letter and last letter: consist of students creating a word chain by brainstorming ideas that start with specific letters. The main goal for this activity is to engage students with a fun, collaborative activity, and review vocabulary. No materials are required for this activity. The duration of this activity is between 10 and 15 minutes.

Sentence Race: consists of students impersonating animals to make each other guess. The main goal is to review vocabulary and practice building sentences. No materials are required for this activity. The duration of this activity is between 10 and 20 minutes.

In Upper Secondary, there are different activities such as:

Don't Say It: consisting of a game, in which students have to describe, draw, or mime words or phrases to explain their meaning. The main goal of this activity is to engage students with a fun word game and help improve spoken fluency by providing explanations and illustrations for certain word meanings. The material required is a dice. The duration of this activity is between 10 and 20 minutes.

Yes/No Game: This consists of pupils attempting to elicit a "yes" or "no" response from their peers by asking questions. The primary objective is to involve students in an enjoyable speaking activity aimed at honing their ability to pose closed questions and provide conversational responses. No materials are required for this activity. The duration of this activity is between 10 and 20 minutes.

Alphabet Stories: consist of pupils considering words that start with various alphabetic characters. The main goal of this activity is to engage students with a fun speaking activity and activate useful language for telling a story. No materials are required for this activity. The duration of this activity is between 10 and 20 minutes.

Just a Minute: consisting of students discussing a topic for one minute. the main goal of this activity is to engage students with a fun speaking activity and develop spoken fluency No materials are required for this activity. The duration of this activity is between 10 and 20 minutes.

Two True, One False: which consists of students attempting to determine which of the facts that their peers have told them is untrue. the purpose of this activity is to engage students with a fun speaking activity and practice asking and answering questions. No materials are required for this activity. The duration of this activity is between 10 and 20 minutes.

Celebrity: consists of students describing well-known individuals so that their peers might make educated guesses. the main goal is to engage students with a fun speaking activity and develop spoken fluency skills. The material required is pictures of famous people. The duration of this activity is between 10 and 20 minutes.

Questions Dialogues: consist of students creating a dialogue out of little more than questions. The main goal is to engage students with a fun speaking activity and practice asking questions. No materials are required for this activity. The duration of this activity is between 10 and 20 minutes.

Importance of Warm-ups.

According to Robertson and Acklam (2000), warm-ups are important in teaching English for several reasons, such as:

Engagement and Focus: Warm-ups are designed to grab students' attention and focus their minds on the English lesson. Engaging in activities at the beginning of the class can energize students and set a positive tone for the rest of the session.

Language Activation: warm-ups often involve activating students' prior knowledge of vocabulary and language structures. This helps connect new information to what students already know, enhancing comprehension and retention.

Review, and Reinforcement: warm-ups provide an opportunity to review and reinforce concepts covered in previous lessons. This helps consolidate learning and ensures that students build upon their existing knowledge.

Establishing Routine: regular use of warm-ups establishes a routine in the classroom, signaling the beginning of the lesson and helping students transition into the learning mode. Consistent routines can create a sense of familiarity and comfort for students.

Promoting Communication: warm-ups often involve student communication and interaction. This can help build a supportive classroom community, improve speaking and listening skills, and create a positive learning atmosphere.

Variety and Motivation: warm-ups can be diverse and creative, incorporating various activities such as games, discussions, or short writing exercises. This variety keeps students engaged and motivated to participate in class.

Cultural Awareness: warm-ups can include activities that expose students to cultural aspects of English-speaking countries. This not only enhances language learning but also broadens students' cultural awareness.

Assessment of Understanding: informal assessment can be integrated into warm-ups to gauge students' understanding of previous material. This allows teachers to identify areas that may need further clarification or reinforcement.

Reducing Anxiety and Creating a Positive Environment: the low-stakes nature of warm-ups helps reduce anxiety for students. They provide an opportunity for students to participate without fear of making mistakes, fostering a positive learning environment. For that reason, including well-thought-out warm-ups in English language classes makes for a more enjoyable and productive learning environment. They provide a link between old and new ideas, laying the groundwork for effective language learning and usage.

Principles of Warm-ups

To perform warm-up activities correctly, some principles should be applied. The activities must be related to the topic that is going to be developed. They must be focused on keeping the students' concentration to help them perform all the activities planned by the teacher. It should also be interesting and entertaining (Akther, 2014). In addition, Robertson and Acklam (2000) agree on the following aspects of applying the warm-up activities:

- The warm-ups should be an enjoyable exercise that encourages kids to utilize English.
- Warm-up exercises should be quick; they should not take up a large portion of the lesson.
- Warm-up exercises do not always have to relate to the lesson's target language. Many activities can be modified to fit your teaching point, but warm-ups' fundamental goal is to prepare students for studying and working in English.
- Warmers are frequently adaptable to provide revision, giving the pupils a chance to practice the language they have previously studied.

Although warm-up activities may not effectively serve learners due to their language organization differing from their minds. Shy students may find these activities intimidating, especially when

performing exercises alone in front of the class. (Klippel, 1985). To carry out warm-up activities, the principles must be followed and used correctly, allowing for more interactive classes with students.

Motivation

Learning a language involves many things, one of which is motivation. Without motivation, learners do not strive to do something competently, Sreena and Iankumaran (2018) “Motivation is the most important cognitive skill to develop communication abilities. It has several effects on learners’ learning and their behavior. It promotes an interest in the studies and develops the personality of a person” (p.671). But Dörnyei, Z. (1998) mentions that motivation to learn an L2 presents a particularly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself” (p.117). For that reason, Alaga, (2016) considers that “motivation and positive attitude have been widely viewed by researchers as key factors that influence the success of learning the English language” (p.1).

Intrinsic and Extrinsic Motivation

Extrinsic and intrinsic motivation are key aspects of learning and task performance. Schmidt et al (1996) mention that there are two types of motivation:

Extrinsic motivation is motivation to do something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when we do something because we get rewards enough from the activity itself. The extrinsic-intrinsic distinction is somewhat similar to the instrumental-integrative distinction, but it is not identical, and both instrumental and integrative motivation are properly seen as subtypes of extrinsic motivation since both are concerned with goals or outcomes (p.7).

In learning environments, cultivating intrinsic motivation is valuable as it leads to greater persistence and long-term commitment to learning, while extrinsic motivation can serve as an initial catalyst for engaging learners in the task.

The Function of Motivation

Motivation plays a fundamental role in learning a foreign language, so when learners are motivated, Ekiz and Kulmetov (2016) in their study report that they are more likely to engage in the learning process, influencing the success and pace of L2 learning. Moreover, it serves both as an initial catalyst for learning a language and, subsequently, as a primary force for enduring a prolonged and disruptive learning process. However, a high level of motivation can compensate for an individual's severe lack of language proficiency as well as inadequate learning environments. A motivated learner increases effort, takes responsibility, has goals, and desires, and enjoys the learning process, making it a crucial component that enables learners to participate fully in the learning process, and to some extent, is a prerequisite for all other components involved in language acquisition.

Teaching English

According to Kersten and Rohde (2013), Senjaya (2017) mention that Teaching English as a Second Language refers to the educational practice of teaching English to non-native speakers of English. The main goal of this educational approach is to help students acquire proficiency in English, both in listening, speaking and writing. Professionals involved in teaching English as a second language can use a variety of pedagogical methods and approaches to develop students' language skills. This includes working on listening, reading, writing, and speaking, as well as encouraging effective communication in real-life situations.

Principles of Teaching English

Teaching English involves several principles that educators often follow to ensure effective language learning. Williams (1998) reports some key principles in his study:

Start Where the Child is: Intellectual progress will be based on age and on the impulses obtained to encourage and continue that progress. Teachers sometimes experience difficulties because they see themselves as empty vessels for children's potential and abilities. Thus, classroom work must be designed so that all children can participate fully and make progress, regardless of intellectual abilities.

Allow Children to be Active Participants in the Learning Process: The process of learning is an active one. Learners are now viewed as active explorers working with language and ideas rather than as empty vessels. Explorers who are actively utilizing words and concepts. This is a cognitive process that occurs within their own minds. Children need to take chances and overcome obstacles to be cognitively engaged learners. Pupils who do not take chances and encounter enough obstacles will never develop independence and may even fail.

Introduce Language at Discourse Level: They absorb and employ snippets of language as a result of their extensive linguistic exposure. This competency fosters critical thinking abilities that are essential for success in a variety of industries in addition to improving academic achievement. Pupils with this level of language proficiency can foster an environment of mutual understanding and learning by participating in meaningful conversations, respecting other points of view, and making valuable contributions to discussions.

Plan Meaningful and Purposeful Activities within a Clear, Familiar Context: Children must work in clear, comfortable surroundings in the English classroom as well, and interactions must have meaning and purpose for them. They must understand the rationale for their actions and have that reasoning make sense to them. As you go through these exercises, provide encouragement, direction, and helpful criticism to aid with language growth. Assign assignments with varying degrees of complexity based on students' competency levels to make sure they are both challenged and confident in their language skills in the known and pertinent context.

Help Learners to Become more Independent and Autonomous: Gaining the capacity to take charge of your learning process is essential to being an independent and autonomous student of English, or any other language. It entails possessing the abilities, tactics, and drive to learn efficiently without continual supervision. Young students' dependence on their professors is normal. Nonetheless, activities must be planned and organized to support and nurture increasing independence if students are to take an active role in the learning process and develop their own understandings and meanings. These principles serve as a foundation for effective English language instruction, fostering a supportive and engaging learning environment for students to acquire language skills.

Strategies to Teach English

Communicative Approach: The demand for learners to improve their English communication abilities is quite vital in the modern period of high professional expectations, such as good communication skills. That is why Jabeen (2014) reports that grammar principles and vocabulary are not the only things it covers; real-life situations and the practical application of language abilities are stressed. The fundamental idea behind this method is that language has social significance in addition to functional meaning. Thus, it's crucial to grasp not just the language structures but also their social connotations and possible roles in communication.

Multi-Sensory Learning: Learning using multiple senses such as sight, hearing, touch, and movement is possible as Jubran (2012) mentions in his study recognizing that every person has unique learning preferences and styles, it can enhance comprehension, retention, and overall learning outcomes by using many senses at once. Interactive simulations, role-playing, practical experiments, educational games, utilizing multimedia resources, gestures or motions, and utilizing tactile materials like models or props are a few examples of multi-sensory learning activities. In general, multi-sensory learning recognizes the value of using several senses to produce a more comprehensive, richer learning experience that is advantageous to students with varying learning preferences and styles.

Task-Based Learning: It is vital that as teachers they understand the students, which is why Sholeh (2020) shows in his study that TBL allows pupils to constantly acquire the language goal while facilitating and encouraging the integration of skills through everyday activities that enhance communication abilities. That focuses on the performance of worthwhile tasks as the main means of acquiring a language. Rather than concentrating only on vocabulary exercises or grammatical rules, Task-Based Language Learning highlights the real-world application of language abilities to achieve certain objectives. It offers a framework for natural language analysis and specifies a particular language usage goal. Since they offer a structure that promotes learning and makes learning processes easier, tasks in language schools are a crucial part of task-based learning.

Techniques to Teach English

Pair and Group Work Engage students in conversational activities to promote communication and interaction in English. Yulitrinisya and Narius (2018) said that “the implementation of using “Pair Work Technique” in English speaking class is divided into three stages: pre-teaching activity, whilst-teaching activity, and post-teaching activity” (p.159). Nazarov (2021) says in his study that Problem-solving tasks in education are activities or assignments designed to engage learners in critical thinking, analytical reasoning, and creative problem-solving. These tasks present learners with challenges or issues that require them to apply their knowledge, skills, and strategies to find solutions or address the problem effectively.

Role-Playing Create scenarios and act out conversations in different contexts. Irkinovich (2022) claims in his study that role-playing helps in practicing real-life conversations and enhances fluency and confidence. It’s an interactive learning technique where individuals assume specific roles or characters and engage in simulated scenarios or conversations. In language learning, role-playing is a powerful tool for practicing and improving speaking skill. Collaborative learning enhances not only academic achievement but also interpersonal skills, teamwork, and a deeper understanding of the subject matter. It encourages active engagement and creates a supportive learning environment that prepares students

for collaborative work in their future endeavors. It's a dynamic method that encourages active participation, interaction, and mutual support among learners.

Productive Skills

In the English language teaching and learning are two main skills. Productive and receptive skills. Golkova and Hubackova (2014) said that “productive skills - also called active skills mean the transmission of information that a language user produces in either spoken or written form” (p. 478). Similarly, Rico (2014) mentions that “Productive skills consist of oral presentations, written studies, and reports. In addition, they also consist of social values (i.e., making judgments of what has been submitted in writing or of fluency in speaking and delivering oral presentations)” (p.68). Therefore, Productive skills in second language learning refer to the ability to produce language, both spoken and written. There are two main productive skills: speaking and writing. Golkova and Hubackova (2014) considers that” Speaking is the skill to express a message through oral language” (p.134). but English teachers must comprehend that speaking a language poses challenges for foreign language learners, as effective verbal communication demands the skill to appropriately utilize language in social interactions. Meanwhile, Irma (2021) writing means sending information and expressing ideas through written forms. In short, writing is a tool of communication in written form (p.134). These skills are essential for effective communication in a second language and are crucial components of language acquisition. These skills include speaking and writing. Speaking focuses on the ability to communicate verbally in the target language, while writing involves the ability to compose texts in that language.

Receptive Skills

Irma (2021) mentions that “Learners receive language by listening to conversation, music, video and also by reading comprehension, newspaper, poem, book” (p.134). That is why Al-Jawi (2010) mentions that people with receptive abilities can make sense of the conversation they hear or see. This type of processing has several generalizations that hold true for both reading and listening. These skills are

fundamental in language acquisition and effective communication. This is the reason why Sreena and Iankumaran (2018) mention that “Listening is stage one of responding to an act of a communicating event. Listening is a sustained effort to receive sound and make meaning. It opens up possibilities for continuing interaction” (p.670). Consequently, Al-Jawi says that “Listening is a central part of all learning. A pupil who cannot understand what the teacher is saying in a class is seriously hampered in his learning” (p.4). On the other hand, Irma (2021) argues that “Reading is receiving language through the eyes, the process of constructing meaning through the dynamic interaction among the readers’ existing knowledge” (p.134). As well as Sreena and Iankumaran (2018) mention that “Reading makes students improve their knowledge. The efficient reading increases and improves the concentration as well as the level of comprehension” p.672). Overall Masduqi (2016) says receptive and productive skills have a complex relationship whereby one set of talents naturally supports the other. For instance, improving reading comprehension might help with writing growth. Listening comprehension involves the ability to understand spoken language, while reading comprehension refers to the ability to understand and process written information in English. Both skills are fundamental to language acquisition and their constant practice helps to improve communicative competence in English. Developing these skills requires time, constant exposure to the language, and a variety of teaching approaches to meet the individual needs of the students.

7. Methodology

Research Approach

This research used a quantitative approach. Creswell (2009) claims that the quantitative methodology involves the systematic gathering, examination, interpretation, and presentation of study findings. It allowed us to identify and document the use of warm-up activities since little was known about the use of warm-up activities in the teaching of English at Ramón Barba Naranjo High School. The data was collected through a questionnaire and analyzed in an Excel database, it later allowed us to answer the research questions, and in the most favorable way possible, helped achieve the specific objectives two and three.

Research Method or Level

This study used a descriptive methodology because it provided a detailed analysis of a situation, in this case, the limited knowledge of the use of warm-up activities, to explore the relationship between two variables: the use of warm-up activities and the teaching of the English language. According to Koth and Owen (2000), claim that “Descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. Its value is based on the premise that problems can be solved, and practices improved through observation, analysis, and description” (p.219).

Research Context

This study was carried out in the "Ramón Barba Naranjo" educational unit, a public school located in the province of Cotopaxi, in the urban area of the Latacunga canton, in the Niagara neighborhood. A total of 126 participants, 90 male and 36 female students. The selection process of the participants was non-probabilistic with a snowball sampling because the participants were selected through a list that was made with an average range of 8 to 10 points obtained by the students in the first quarter of classes.

Data Collection Procedure

The instrument used is a questionnaire adapted from Lengari and Pavita (2023). The questionnaire consists of 20 questions. It is divided into three sections: the first, warming up, and principles. The second is background knowledge of warming up and the last section is motivation and warming up. All the questions in the questionnaire used the Likert scale. Participants responded on a Likert scale where Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and strongly disagree (SD). For data collection, a WhatsApp message was sent to the students. The message mentioned that the data to be

obtained will be for research purposes and confidential. To apply the questionnaire in the Google Forms platform, the link to the survey is attached after explaining the purpose of the data collection instrument.

Data Analysis

In this study, the descriptive statistics method was used to analyze the data using Excel. With this program, the results were represented in percentages and frequencies, through which the data collected through the questionnaire was analyzed, summarized, and presented in tables.

8. Analysis and Discussion of Results

The results of the questionnaire are presented in three categories: Warming-up and principles, Background Knowledge of warming-up activities, and Motivation and warming-ups.

Table 1. Demographic Information.

Characteristics	Frequency	
Age	14–15	27%
	16–17	72.2%
	18+	0.8%
Gender	Female	71.4%
	Male	28.6%

The demographics of the students range from 14, 15, 16, 17 and over 18 years of age. This age variation is due to the fact that the students are from different grades to which the warm-ups have been applied. As can be seen, the great majority of the population is female.

Table 2. Warming up and Principles.

Q	Frequency				
	SD	D	N	A	SA
Q1	1.6%	4%	23%	46%	25.4%
Q2	0.8%	4%	15.9%	55.6%	23.8%
Q3	0%	4%	39.7%	38.9%	17.5%
Q4	0%	2.4%	11.1%	49.2%	37.3%
Q5	0.8%	3.2%	20.6%	44.4%	31%

Q1 Do you think that the warming-up activities were related to the topic that you learned in English class?

Q2 Do the warming-up activities help you to promote concentration and start thinking in English?

Q3 Do you think that warming-ups were short?

Q4 Do you think the warming-ups were interesting and entertaining?

Q5 Did the warm-up activities help you to use the language?

Adhering to principles when implementing warm-ups in the teaching and learning process is crucial to maximize their effectiveness and educational benefits, especially in the context of determining the principles of warm-up activities used in teaching a language. Pre-service teachers develop warm-ups that are in correspondence to the principles. The warm-ups were related to the subject matter, encouraged concentration, do not take a long time, were interesting and entertaining for the students, promote optimal performance, and create an environment conducive to learning. The warm-ups permitted to motivate students to learn the language. These results are similar to Akther (2014); Robertson & Acklam, (2000) and Klippel, (1985) they claim that to carry out warm-up activities, it is necessary to follow the principles and use them correctly, which will allow the classes to be more interactive with the students in order to perform warm up activities correctly, certain principles must be applied such as

the warm-ups have to be related to the topic that is going to be developed. Additionally, they emphasize the importance of regularly adapting warm-up exercises to provide opportunities for review and consolidation of previously learned concepts. This dynamic approach not only encourages active student engagement but also strengthens content retention through intelligent and contextualized repetition.

Table 3. Background Knowledge of Warming up Activities.

Q	Frequency				
	SD	D	N	A	SA
Q6	0.8%	3.2%	17.5%	47.6%	31%
Q7	0.8%	2.4%	15.1%	53.2%	28.6%
Q8	0.8%	1.6%	15.9%	44.4%	37.3%
Q9	0.8%	2.4%	18.3%	42.9%	35.7%
Q10	0%	3.2%	15.9%	54%	27%
Q11	0%	0.8%	23%	51.6%	24.6%

Q6 Do you think the warm-up activity helped you identify the new topic?

Q7 Did Warming-up activities help you connect old and new knowledge?

Q8 Do you think that warming-up activities created a more positive learning environment to participate in class?

Q9 Do you think warming-up activities helped you to develop the confidence to interact with classmates and the teacher?

Q10 Do you think that warming-up activities helped you to understand the objective of the class?

Q11 Do you think that warming-up activities were easy to develop in class?

As shown in table 3, the results obtained suggest that consistent and proper implementation of warm-ups brings obvious benefits such as playing a crucial role in preparing both body and mind for the main

part of the lesson. This preparation contributes significantly to optimal performance in various activities, enhancing the overall experience during the main activity. Moreover, it not only establishes a participatory and engaged environment, facilitating the transmission of knowledge in the classroom, but also generates a positive effect on academic performance. This finding was also reported by Hartina (2020) who claimed that warm-ups activate prior knowledge, facilitating comprehension and retention of information. The constant practice of warm-ups allows students to become familiar with the language in a relaxed manner, motivating them and fostering a positive attitude toward language learning. Coinciding with this perspective, Akther (2014) supports the idea that the inclusion of warm-ups contributes to the creation of a favorable learning environment, where students feel comfortable and motivated in the classroom.

Table 4. Motivation and Warming-ups.

Q	Frequency				
	SD	D	N	A	SA
Q12	0%	2.4%	16.7%	48.4%	32.5%
Q13	0.8%	3.2%	16.7%	43.7%	35.7%
Q14	0.8%	3.2%	16.7%	49.2%	30.2%
Q15	0%	2.4%	10.3%	43.7%	43.7%
Q16	0%	2.4%	19%	51.6%	27%
Q17	0%	2.4%	20.6%	46%	31%
Q18	0%	1.6%	17.5%	58.7%	22.2%
Q19	0.8%	2.4%	26.2%	42.1%	28.6%

Q12 Did the warm-up activities before classes help you to motivate learning English?

Q13 Did warming-up activities increase your motivation to study English?

Q14 Did warming-up activities help you to start the class enthusiastically?

Q15 I like when my teacher gives us a warm-up activity at the beginning of the class.

Q16 Did Warming-up activities make you a more active student in learning English?

Q17 Do you think you became more interested in learning English when the teacher gave you warming-up activities?

Q18 Did warming-up activities help you to be more focused on learning English?

Q19 I participated in the warming-up activities with interest

The warm-ups are beneficial to use in the classroom because they raise students' motivation. It is an essential element to start classes because the motivation in English helps students to connect emotionally with the language. The teachers can stimulate and maintain high levels of motivation with the use of warm-ups in the classroom. It helps develop strong and lasting language skills and have a profound impact on their progress and success in learning English. The results are similar to Ekiz and Kulmetov (2016) who argued that conducting warm-up activities at the beginning of a class not only motivates students but also helps them engage in learning and contributes to maintaining a conducive environment in the classroom. Similarly, Sreena and Ilankumaran (2018) argue that motivation is the most important cognitive skill, as it helps foster interest in studies and an additional factor in the development of a person's personality. Alaga (2016) emphasizes the importance of learner engagement for effective classroom development. Insufficient language proficiency and inadequate learning environments can impede progress, so integrating motivation with adequate resources and practice opportunities enhances language learning.

9. Research Impacts

This research has an educational impact as it allows understanding that warm-ups are important and necessary within the planning process for English language teaching. It helps to motivate students to connect in the classroom with the new topic and to learn in a more practical way. It can help teachers in service to determine the importance and the advantages of using warm-ups when learning a language. Finally, this research provides information on the principles of warm-ups and the importance of using them in class for teachers to take into consideration when applying in classes to facilitate the teaching-learning process.

10. Conclusions and Recommendations

Warm-ups are very useful in the language teaching-learning process because it helps the learner set a positive attitude to learn in class. It activates learners' prior knowledge of vocabulary and language structures, improving comprehension and retention. Warm-ups also provide an opportunity to review and reinforce concepts covered in previous lessons, consolidating learning, and building on existing knowledge. Regular use of warm-ups establishes a routine in the classroom, creating a sense of familiarity and comfort. It encourages communication, creates a supportive classroom community, and improves speaking and listening skills. Warm-ups can be varied and creative and incorporate games, discussions or short written exercises to keep students interested. It also exposes students to cultural aspects of English-speaking countries, which enhances language learning and cultural awareness. The undemanding nature of warm-up exercises reduces anxiety and creates a positive learning environment, making them a valuable tool in English classes.

It is determined that teachers applied warm-up activities that follow the principles to have accessibility to learn. The warm-ups need to be related to the subject matter and encourage concentration. In addition, they need to be short to apply in classes. They need to be interesting and entertaining for the students. All of those principles help promote a conducive environment and motivate students to learn the language.

The appropriate use of warm-ups was useful to motivate students to learn English. These preliminary activities help to start the class in a more dynamic and active way. They allow students participation since the beginning of the class. These allow students to relate the new class topic to their prior knowledge. They create a positive learning environment and facilitates active participation with their peers and the teacher. Warm-ups help students' concentration and to have a good working environment. They contribute to prepare their minds to focus their attention on the content to be addressed in class. They help students to reduce distractions and improve their ability to absorb and understand the information presented.

Recommendations

It is recommended that teachers should incorporate different and creative warm-up activities at the beginning of each English class to set a positive tone for learning, activate prior knowledge, reinforce concepts, and establish a routine. These can help teachers to reduce anxiety and create a positive, comfortable, and learning environment.

Teachers need to know the principles for creating and applying warm-ups appropriately in the classroom. Furthermore, we suggest that the teachers should apply the warm-up activities at the beginning of the class and implement exercises to relate the new topics to prior knowledge, fostering a positive learning environment, encourage participation, build confidence, and facilitate interaction among students and with the teacher. Warm-up exercises should be simple to develop and closely related to the objectives of the class to improve students' understanding.

It is recommended to use warm-ups to aid in the learning of the English language at the beginning of a class, as it increases motivation. This allows the student to maintain concentration in the class being taught. Therefore, both the teacher and the learner can interact in a classroom setting in a better manner.

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12. Appendices

Annex 1. Survey Instrument

The Use of Warm-ups in Teaching English

This questionnaire was made in order to determine the students' perception of the use of warm-up in English language teaching at the Ramón Barba Naranjo Educational Unit in August 2023 and February 2024.

Note: Your participation in this questionnaire will be completely private.

Instruction:

1. Attention to giving your answer you must consider that: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and strongly disagree (SD).

Demographic Information

Age

14–15

16–17

18+

Gender

Male

Female

Do you think that...?	SD= strongly disagree D= Disagree N= Neutral A= Agree SA= Strongly agree				
	SD	D	N	A	SA
The warming-up activities were related to the topic that you learned in English class?					
The warming-up activities helped you to promote concentration and start thinking in English?					
Warming ups were short?					
Warming ups were interesting and entertaining?					
The warm-up activities helped you to use the language?					
The warm-up activity helped you to identify the new topic to learn?					

Warming-up activities helped you connect old and new knowledge?					
Warming-up activities created a more positive learning environment to participate in class?					
Warming-up activities helped you to develop the confidence to interact between classmates and the teacher?					
Warming-up activities helped you to understand the objective of the class?					
Warming-up activities were easy to develop in class?					
The warm-up activities before classes helped you to motivate learning English?					
Warming-up activities increased your motivation to study English?					
Warming-up activities helped you to start the class enthusiastically?					
I like when my teacher gives us a warm-up activity at the beginning of the class.					
Warming-up activities made you a more active student in learning English?					
You became more interested in learning English when the teacher gave you warming-up activities?					
Warming-up activities helped you to be more focused on learning English?					
I participated in the warming-up activities with interest					

THANKS FOR YOUR PARTICIPATION!!